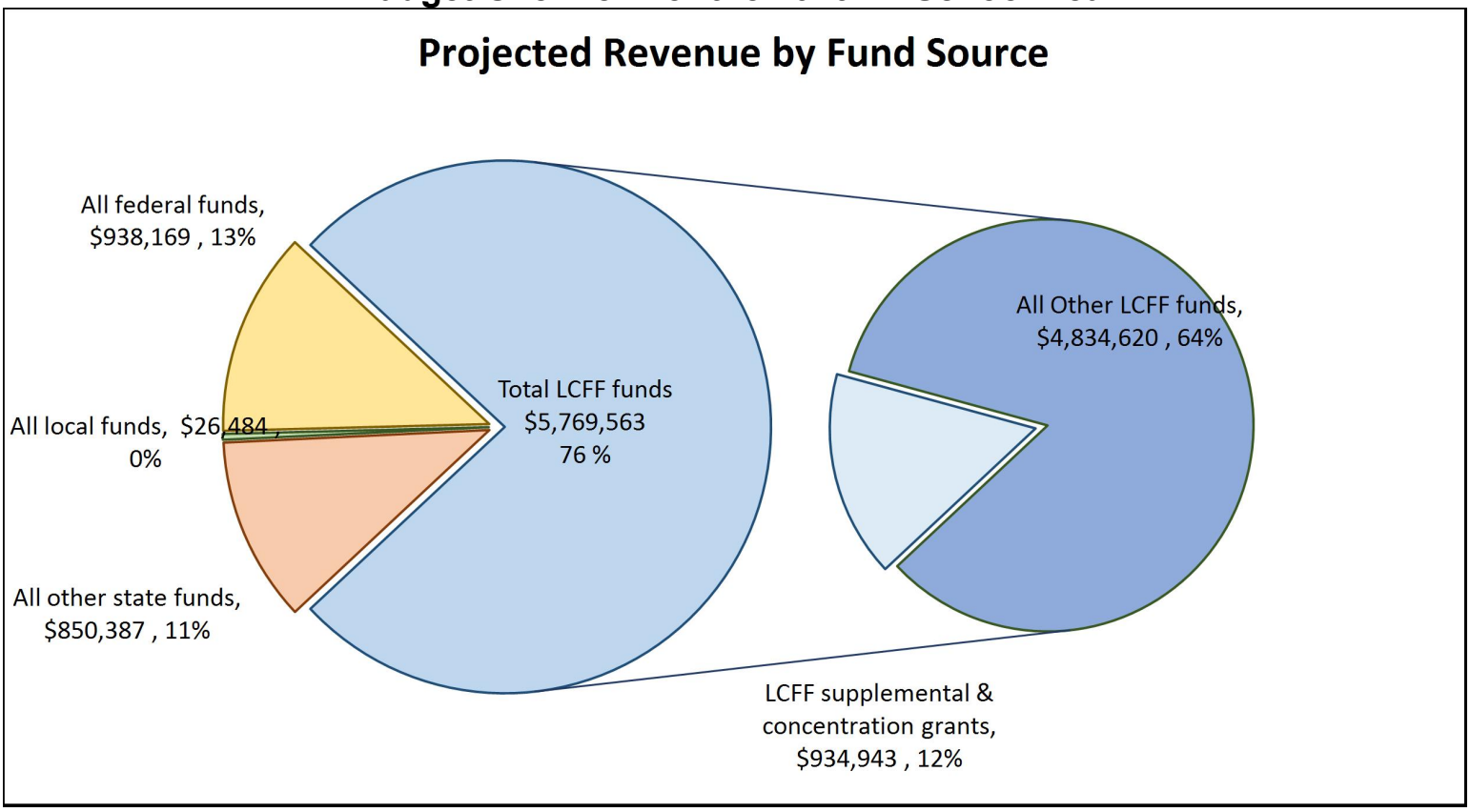
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pivot Charter School North Bay
CDS Code: For 2025-26: 49-70839-0138065; Expected for 2026-27: 49-70920-0138065
School Year: 2026-27
LEA contact information:
Jayna Gaskell
Executive Director
jgaskell@pivotcharter.org
530-636-4362

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

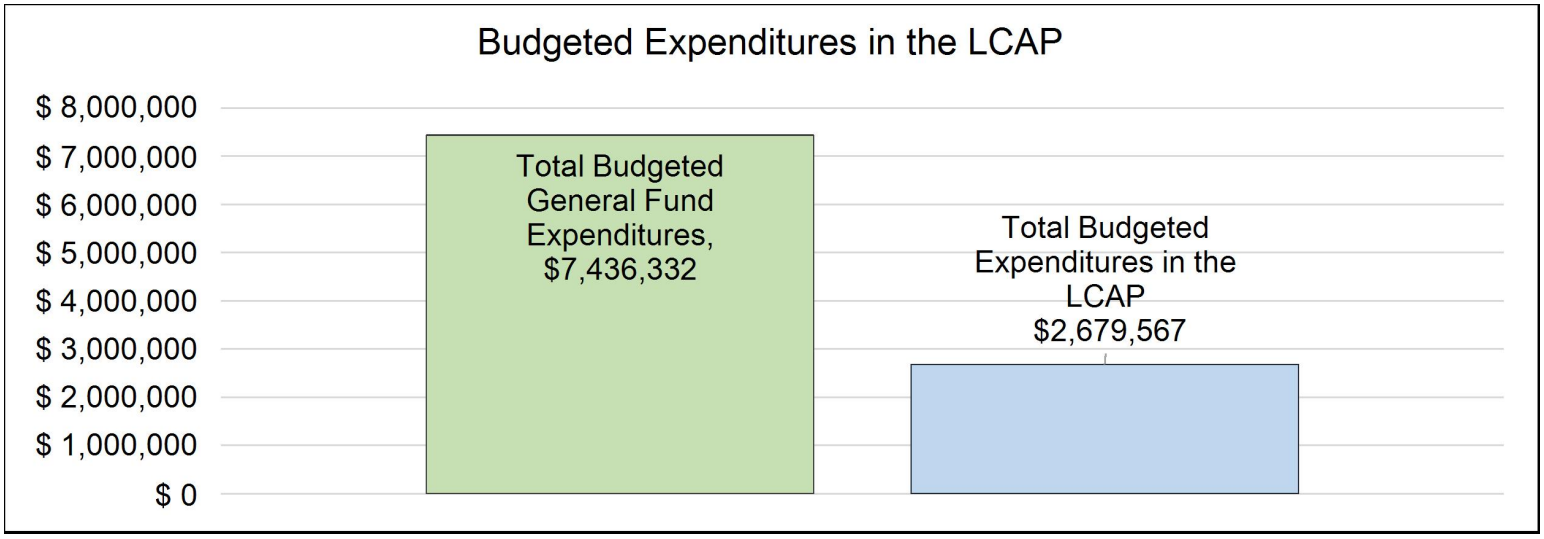


This chart shows the total general purpose revenue Pivot Charter School North Bay expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pivot Charter School North Bay is $7,584,603, of which $5,769,563 is Local Control Funding Formula (LCFF), $850,387 is other state funds, $26,484 is local funds, and $938,169 is federal funds. Of the $5,769,563 in LCFF Funds, $934,943 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Pivot Charter School North Bay plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pivot Charter School North Bay plans to spend $7,436,332 for the 2026-27 school year. Of that amount, $2,679,567 is tied to actions/services in the LCAP and $4,756,765 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

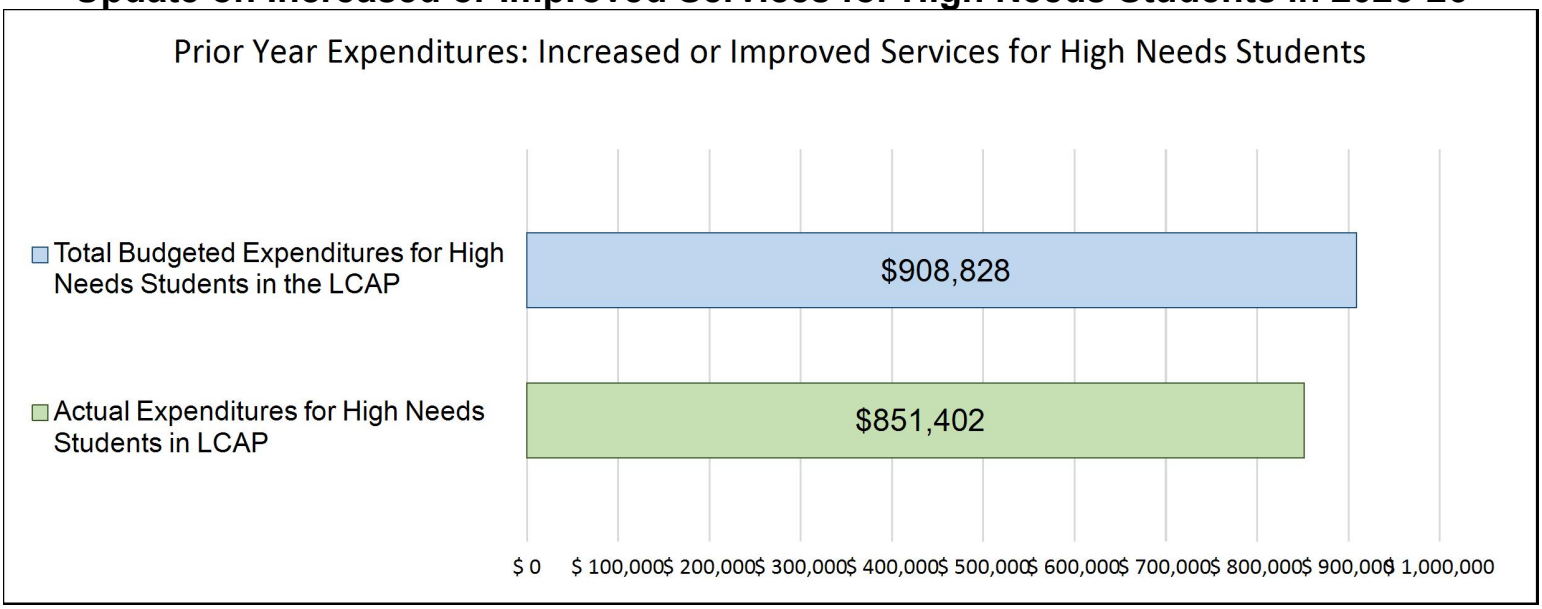
There are a significant amount of General Fund Budget Expenditures which are not related to the specific actions and services outlined in the LCAP. Many of these are related to general operation of the school, such as district oversight fees, insurance, marketing and communications, business services,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

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Pivot Charter School North Bay is projecting it will receive $934,943 based on the enrollment of foster youth, English learner, and low-income students. Pivot Charter School North Bay must describe how it intends to increase or improve services for high needs students in the LCAP. Pivot Charter School North Bay plans to spend $1,021,701 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Pivot Charter School North Bay's LCAP budgeted $908,828 for planned actions to increase or improve services for high needs students. Pivot Charter School North Bay actually spent $851,402 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $57,426 had the following impact on Pivot Charter School North Bay’s ability to increase or improve services for high needs students:

Estimated actual expenditures for actions and services to increase or improve services for high needs students in 2025-26 are somewhat lower than the total expenditures originally budgeted for those planned actions and services. The difference is primarily due to staffing and enrollment levels. Employee leaves and vacant positions led to enrollment having to be capped at a lower level than originally budgeted. Subsequently, LCFF Supplemental & Concentration Grant revenues were also lower than originally budgeted. It is important to note that LCFF Supplemental & Concentration Grant funds for 2025-26 are projected to be $848,357 and that the estimated actual expenditures to support actions and services to increase or improve services for high needs students in 2025-26 exceeded that amount. There is no carryover of LCFF Supplemental & Concentration Grant funds.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pivot Charter School North Bay	Jayna Gaskell Executive Director	jgaskell@pivotcharter.org 530-636-4362

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Pivot Charter School offers a personalized learning experience for students in grades K-12 seeking an alternative to traditional public school. We cater to a variety of students who thrive in a supportive environment, including those with busy schedules, needing to make up credits, facing health challenges, or seeking a fresh start.

- Relationships at the Core: We believe strong relationships are transformative. Our teachers hold high expectations while providing unwavering support, fostering a sense of belonging for every student. We celebrate individual strengths and create a safe space where students can overcome obstacles and build confidence.
- Building Skills for Life: We go beyond academics, developing essential skills for lifelong success. These include communication, critical thinking, problem-solving, adaptability, and social-emotional awareness. Through personalized learning plans and expert guidance, students achieve academic goals like course completion, daily engagement, and graduation.
- Pathways to the Future: Pivot prepares students for life beyond the classroom. We offer opportunities to connect with the community through service learning, career exploration programs, dual enrollment options, and real-world experiences.

Pivot North Bay has a Dashboard Alternative School Status, serving at least 70% unduplicated pupils. Pivot takes pride in serving at-promise youth who have struggled in a traditional setting. Pivot hopes to transform these students' experience with education and help them reach their unique goals.

At Pivot, every student is seen, valued, and empowered to reach their full potential. We are committed to building strong relationships, fostering essential skills, and guiding students toward academic success and a fulfilling future.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Pivot Charter School North Bay is committed to serving a diverse student body and qualifies as a school with Dashboard Alternative School Status (DASS). Due to the school's size, Pivot North Valley does not receive performance indicators for all Dashboard metrics.

Per the 2023 California School Dashboard and local data:

- Pivot North Bay received the lowest performance indicator (Red - Very Low) for English Language Arts. Two student groups received the lowest performance indicator: Hispanic and Socio-economically Disadvantaged. One student group, White, received an Orange - Low indicator.
- Pivot North Bay received the lowest performance indicator (Red - Very Low) in Math. Three student groups received the lowest performance indicator: Hispanic, Socio-economically Disadvantaged, and White.

Pivot is working towards testing all eligible students in ELA and Math to reduce the number of minimum scores assigned to our students by improving communication around state testing, offering fun events on campus during testing week, and offering remote testing to eligible students. In addition, we are continuing our implementation of our internal diagnostic system to understand the ELA and Math needs of our students throughout the year. Pivot will also continue and expand the offerings of targeted remediation lessons integrated into grade-level courses, ensuring personalized learning pathways for all students to improve ELA and Math scores. Finally, Pivot is making adjustments to the 11th-grade course schedule creation to offer a third year of math and science to more students.

- Pivot North Bay received the lowest performance indicator, Red (Very Low), on Graduation Rate, with 46% of students graduating. Three subgroups received the lowest performance indicator: Hispanic, Socio-economically Disadvantaged, and White. (Addressed in Action 3.1)
- Pivot North Bay received the lowest performance indicator (Very Low) on CCI, and two subgroups received the lowest performance indicator: Hispanic and Socio-economically Disadvantaged.

Pivot is dedicated to supporting students in graduating on time, especially those who may have struggled in a traditional setting and are now credit-deficient. We have created a system of individualized academic plans for 11th and 12th graders, including waiver review, which we plan on continuing to refine. To address the need for growth in College and Career Readiness, Pivot has implemented a tracking system and staff training to increase our college and career readiness indicator. We are expanding college course participation opportunities, integrating CTE pathways into our student information system, and adjusting our 9th and 10th-grade schedules to ensure more students meet A-G requirements. The creation of a community liaison position will further strengthen our efforts by fostering partnerships that provide valuable work experience and community service opportunities for our students.

- Pivot North Bay received an Orange - High indicator for Chronic Absenteeism. One subgroup received the lowest performance indicator: Students with Disabilities. (Addressed in Action 1.9.) Three subgroups received an Orange - High indicator: White, Socio-economically disadvantaged, and Hispanic.
- Pivot North Bay did not have enough students to receive a performance indicator for English Learner Progress. Pivot North Bay has over 30 English Learners and over 15 Long-Term English Learners. Actions 2.7, 2.8, and 2.9 are tied to improving this indicator.

Pivot has successfully completed our first year of full implementation of our designated ELD program with a dedicated ELD instructor. We are committed to expanding our integrated ELD support to further enhance English learner growth and tracking of English Learner designated students throughout the school year. Pivot is working to urgently address graduation rate and college and career preparedness by developing a system for individualized graduation planning and tracking for its students. Pivot's Goal 3 is entirely focused on improving these outcomes. Pivot is addressing the need for improvement in Mathematics in Action 2.3 and Action 2.4.

Per the 2024 California School Dashboard and local data:

- Pivot North Bay saw an increase of 7.9 points, leading to a Yellow indicator (Medium) for English Language Arts. One student group was placed in the Yellow indicator group (medium): White. Two student groups were placed in the Orange indicator group (Low): Hispanic and Socio-economically Disadvantaged.
- Pivot North Bay received an Orange performance indicator (Low) in Math, largely due to a 24.1 point increase, and three student groups received the Orange performance indicator (Low): Students with Disabilities, Socio-economically Disadvantaged, and White. One student group was placed in the Red indicator group (very low): Hispanic. (Addressed in Action 2.3 and 2.4 - LREBG)

Improvements in the ELA and Math results are attributed, in part, to the ability to test a higher percentage of students in the 23-24 school year.

- Pivot North Bay received the lowest performance indicator (Very Low) for its Graduation Rate, with 54.8% of students graduating. Four subgroups received the lowest performance indicator: Hispanic, Socio-economically Disadvantaged, Students with Disabilities, and White. (Addressed in Action 3.1)
- Pivot North Bay received a Yellow indicator (Medium), with 11.1% of students meeting one or more criteria for college and career preparedness, an increase of 3.5% of students prepared. Two student groups were placed in the Orange indicator group (Low): White and Socio-economically Disadvantaged. Two student groups were placed in the Yellow indicator group (Medium): Hispanic and Students with Disabilities.

To address the urgent need to improve the Graduation Rate, Pivot is working to establish a CSI Graduation Rate program, based on an in-depth needs assessment during the 24-25 school year, to be implemented in the 25-26 school year. Pivot plans to continues it's individualized tracking of 11th and 12th grade students to identify and promote opportunities for college and career readiness.

- Pivot North Bay received an Orange indicator (High) for Chronic Absenteeism with a decline of 1.1%. Three student groups were placed in the Orange indicator group (High): Socioeconomically disadvantaged, White, and Students with Disabilities. One subgroup received Red (Very High), the lowest performance indicator: Hispanic.

Pivot saw moderate results from our multi-pronged approach to reducing chronic absenteeism. Daily absence notifications, truancy letters, and our positive reinforcement program, Pivot P.R.I.D.E., all contributed to this improvement. The introduction of a write-in log in our parent and student portals for reporting offline activities further strengthens our attendance tracking efforts. We plan to continue expanding P.R.I.D.E. and communication strategies to improve attendance further. In the 2024-2025 school year, the school began tracking chronic absenteeism more closely in K-8 students in the hopes of identifying students in need of intervention and support.

- Pivot North Bay received an Orange indicator (Low). The LEA did have 35.1% of EL students making progress, which was a 1.8% increase. One student group was placed in the Yellow indicator group (medium): Long-Term English Learners. One student group

was placed in the Orange indicator group (low): English Learners. Pivot North Bay has over 30 English Learners and over 15 Long-Term English Learners. Actions 2.7, 2.8, and 2.9 are tied to improving this indicator.

In the 2024-2025 school year, Pivot has successfully completed our second year of full implementation of our designated ELD program with a dedicated ELD instructor. The increase in the number of EL students making progress is attributed, in part, due to the success in testing a higher percentage of students on the ELPAC.

Per the 2025 California School Dashboard and local data:

- Pivot North Bay received the lowest performance indicator, Red (Very Low) for ELA, with a 14.5 Point decline, resulting in the LEA being 79.3 points below standard. Two student groups received the lowest performance indicator: White and Hispanic. One student group was placed in the Orange (Low) performance category: Students with Disabilities. Addressed in Action 2.2.
- Pivot North Bay received the lowest performance indicator, Red (Very Low) for Math, with a 17.1 Point decline, resulting in the LEA being 158.8 points below standard. Three student groups received the lowest performance indicator: White, Hispanic, and Students with Disabilities. Addressed in Action 2.2.

Testing participation fell in the 24-25 school year, which can be attributed to some of the declines above. These results indicate the need for a more intensive intervention to improve student learning. As a result, Pivot has redesigned its online instructional offerings and structure for the 26-27 school year, which is addressed in Action 2.2.

- Pivot North Bay received the lowest performance indicator (Very Low) for its Graduation Rate with 54.5%, a decline of 0.3%. Four subgroups received the lowest performance indicator: Hispanic, Socio-economically Disadvantaged, Students with Disabilities, and White. (Addressed in Action 3.1)
- Pivot North Bay received an Orange indicator (Low), with 12.8% of students meeting one or more criteria for college and career preparedness, an increase of 3.5% of students prepared. Two student groups were placed in the Orange indicator group (Low): White and Hispanic. One student group was placed in the lowest indicator group, Red (Very Low): Students with Disabilities (Addressed in Action 3.2)

Pivot North Bay has launched its CSI Graduation Rate program in the 25-26 school year and is using evidence-based practices to address the urgent need to improve the Graduation Rate. Pivot plans to continue its individualized tracking of 11th and 12th-grade students to identify and promote opportunities for college and career readiness, with a focus on promoting the supports available to students with disabilities at local community colleges.

- Pivot North Bay received the lowest indicator, Very High (Red) for Chronic Absenteeism with a rate of 42.7% decline of .4%. Three student groups were placed in the lowest performance group: Socioeconomically disadvantaged, White, and Students with Disabilities. One subgroup received an Orange (High) indicator: Hispanic. (Addressed in Action 1.9)

Pivot again saw moderate results from our multi-pronged approach to reducing chronic absenteeism. Pivot has conducted additional empathy interviews to gain more insights into the barriers that students are facing.

- Pivot North Bay received the lowest performance group for English Learner Progress, with 32.6% of students making progress, a decline of 2.5%. One student group received the lowest performance indicator: English Learners. Long-Term English Learners

received an Orange (Low) performance indicator. Pivot North Bay has over 30 English Learners and over 15 Long-Term English Learners. Actions 2.7, 2.8, and 2.9 are tied to improving this indicator. (Addressed in Action 2.8 and 2.9)

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Pivot Charter School North Bay qualified for Differentiated Assistance (DA) with the Sonoma County Office of Education due to the following 2023 CA Dashboard results. Pivot Charter School North Bay is eligible based upon specific student groups in the red or low performing in the areas of list priority areas:

- Pupil Achievement: Very Low on both ELA and Math: Red (Very Low) for Hispanic and Socioeconomically Disadvantaged students
- Pupil Engagement - Chronic Absenteeism: Red (Very High) for Students with Disabilities
- Pupil Engagement - Graduation: Red (Very Low) for Hispanic, Socioeconomically Disadvantaged, and White students
- Outcomes in a Broad Course of Study - College Career Indicator: Red (Very Low) for Hispanic students, Socioeconomically Disadvantaged students, Students with Disabilities

Pivot Charter School North Bay continued to qualify for Differentiated Assistance (DA) with the Sonoma County Office of Education due to the following 2024 CA Dashboard results. Pivot Charter School North Bay is eligible based upon specific student groups in the red or low performing in the areas of list priority areas:

- Pupil Achievement: ELA and Math - Red (Very Low) for Hispanic students (Addressed in Action 2.3)
- Pupil Engagement: Chronic Absenteeism - Red (Very High) for Hispanic students (Addressed in Action 1.6)
- Pupil Engagement: Graduation - Red (Very Low) for Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White students (Addressed in Action 3.1)

Pivot Charter School North Bay continues to qualify for Differentiated Assistance (DA) with the Sonoma County Office of Education due to the following 2025 CA Dashboard results. Pivot Charter School North Bay is eligible based upon specific student groups in the red or low performing in the areas of list priority areas:

- Pupil Achievement: ELA - Red (Very Low) for Hispanic and White students and Orange (Low) for Students with Disabilities (Addressed in Action 2.3)
- Pupil Achievement: Math - Red (Very Low) for Socio-Economically Disadvantaged students, White students, and Students with Disabilities and Orange (Low) for Hispanic Students (Addressed in Action 2.3)
- Pupil Engagement: Chronic Absenteeism - Red (Very High) for Socio-Economically Disadvantaged students, White students, and Students with Disabilities (Addressed in Action 1.6)
- Pupil Engagement: Graduation - Red (Very Low) for Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White students (Addressed in Action 3.1)
- Outcomes in a Broad Course of Study - College Career Indicator: Red (Very Low) for Students with Disabilities

As a means to address the above, Pivot Charter School North Bay has worked with the Sonoma County Office of Education (SCOE) during the 2023-24, 2024-25, and 2025-26 school years to participate in the Continuous Improvement Support Collaborative in partnership with the California Department of Education and other eligible districts and charter schools. In 23-24, Pivot leaders met with county representatives to understand eligibility criteria and attended working sessions with schools around the county. Pivot to develop an Urgent Articulated Problem

(UAP) around one of the qualifying criteria, by conducting a root cause analysis and potential actions. In 24-25, Pivot continued to engage in meetings at the county to further develop the UAP and solutions. Pivot has partnered with SCOE to provide professional development to its staff, focused on restorative practices. In 25-26, Pivot shifted focus to more specific strategies to improve Chronic Absenteeism and hosted a professional development by SCOE staff for its teachers. This is addressed in action 1.8 and 2.1.

We will continue to analyze data to determine the effectiveness or ineffectiveness of the actions in improving student outcomes

Comprehensive Support and Improvement

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

Schools Identified

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

Based on data files provided by the California Department of Education (CDE), Pivot Charter School North Bay is identified as a Comprehensive Support and Improvement school for Graduation Rate.

Support for Identified Schools

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

In 2023-2024 and 2024-2025, Pivot Charter School North Bay implemented a variety of changes to address its low graduation rate, and plans to continue these efforts in the coming years. These changes are all part of the graduation rate improvement plan described in Goal 3, Action 1. As a DASS school, Pivot is able to provide an opportunity to at-promise students who may otherwise not have continued to work towards a high school diploma. This is highlighted in our DASS 1-year Graduation Rate on the 2023 California Dashboard, which was 84.1%. To improve the 4-year graduation rate, the school has revised its grade-level placement policy to better align it with the state's graduation cohort classification of students. This has opened the door for more targeted graduation plans for 11th and 12th graders, as well as increased rigor in 9th and 10th grade courses. Pivot designed a credit waiver system to create individualized paths to graduation for all 12th-grade students. This waiver system ensures students are meeting, at a minimum, the state graduation requirements, but may eliminate Pivot-specific requirements such as community service and technology. Pivot also implemented additional progress reports mid-semester, in order to have more frequent updates to students about their remaining credits. Additional reviews for waivers are conducted after each Block (quarter) and at the semester mark to continuously support students for on-time graduation. Pivot is utilizing a summer school program to further support students in graduating within the school year. The curriculum team has worked to design and integrate numerous supports into our online curriculum to help it be more accessible for more students.

In the Spring of the 2024-2025 school year, Pivot completed a needs assessment to develop a new program to target Graduation Rate improvement, which included an in-depth data analysis. This process also involved engaging educational partners, like teachers, students, and parents, through the use of surveys and empathy interviews. Other data included looking at the number of students who did not complete graduation requirements, how many credits they had left, and in what areas. We also looked at students' responses to the question of what challenges they feel they faced to meet graduation requirements. The school has identified evidence-based practices, including:

- Intensive, individualized supports to students who have fallen off track

Dual Enrollment Programs with Community College Partners
Online Credit Recovery Programs
Continuation high school programs that support pathways to graduation
Summer School/ Intersession Intervention and Enrichment

These evidence-based practices were identified after a review of the practices that had evidence of success and what would be most impactful within our school setting. The needs assessment is identifying additional program development that will include new teaching positions, additional curriculum offerings, and expanded program offerings. The LEA is continuing to identify resource inequities and how resource inequities are being addressed through implementation of the CSI plan.

In the 2025-2026 school year, the “Grad Track” program was launched, with the goal of utilizing these evidence-based practices to improve the graduation rate. Pivot North Bay incorporated new curriculum options for online credit recovery courses. Even more intensive individual supports were planned and provided to students at risk of dropping out or having a delayed graduation date. Teachers supporting these students had a reduced caseload. An expanded on-site space was created and offered to students in the program. A specialized summer school program was also developed and implemented. We hope to see the results of these efforts on the 2026 Dashboard.

For 2026-27, Pivot Charter School North Bay accepted federal CSI Graduation Rate funding, which has a spending timeline of March 2026 through September 2027. CSI program activities will continue in 2026-2027 and will be funded by the CSI Graduation Rate grant.

Monitoring and Evaluating Effectiveness

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

Pivot Charter School North Bay will monitor and evaluate its comprehensive support and improvement plans by tracking individual students’ progress toward graduation on an ongoing basis, as well as assessing annual graduation rates for the LEA.

In the 2023-2024 and 2024-2025 school years, Pivot has implemented a year-long tracking system for all 12th graders to monitor the effectiveness of changes made to improve the graduation rate. This data is shared and discussed with the principal each block (quarter). Administrators can use this data to target students or teachers who may need additional support. It also helps leadership to make decisions about policies and procedures in other areas. In addition to the increased tracking for 12th graders, progress toward meeting graduation requirements is monitored for all high school students. Pivot’s revised grade level placement policy, coupled with this progress tracking, enables staff members to intervene early and get students back on track if they start to fall behind schedule.

With the new graduation needs assessment, Pivot will monitor graduates even more closely by tracking participation in the various initiatives tried in the 2025-2026 school year. Based on participation and success, the school will make changes to the program. The data to make these decisions will include attendance, participation, credit completion, and student input. Metrics 3.7, 3.8, and 3.9 will be used to monitor the effectiveness of CSI Graduation Rate activities.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers:	Weekly staff meetings, surveys, District staff meetings
Principals:	Weekly leadership team meetings, surveys, District staff meetings, one-on-one leadership meetings
Administrators:	Weekly leadership team meetings, surveys, District staff meetings, one-on-one leadership meetings
Other school personnel:	Weekly group meetings with supervisor, surveys, District staff meetings
Parents:	Monthly family meetings with academic teams, parent square communication, surveys, Governing Board meetings, monthly “homerooms”
Students:	Surveys, monthly family meetings

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Students: Through the Pivot P.R.I.D.E. program and initiative, students responded to a Needs Assessment and Social Emotional Learning survey once in September and again in January, with over 600 student responses on each survey. The feedback from this survey helped us to identify important areas of student need, such as peer interaction and social skills, building resilience and tackling challenges, and building career and life skills. In response to these needs, we are continuing to provide professional development around social emotional learning and trauma-informed care as noted in Goal 1, Action 11, and Goal 2, Action 1 of the LCAP. Additionally, we will continue building Social Emotional Learning curriculum through Pivot P.R.I.D.E., including boosting efforts to integrate SEL into the core academic curriculum as noted in Goal 2, Action 1. Furthermore, we will continue developing and implementing programs to support students in building college and career skills as listed in Goal 3, Action 2.

Parents: On surveys, parents feeling that students were prepared for college and career was rated lower than other questions posed. For this reason, Pivot is focusing on improving our college and career preparedness indicators through a variety of measures (Goal 3, Action 2). In

24-25, Pivot has implemented a monthly “homeroom” for families, in an attempt to increase parent engagement and feedback. Pivot also created an asynchronous Family Training to collect feedback on the student onboarding process.

Teachers: The responses provided by teachers at the end of the Fall semester were used as foundational information for Pivot’s annual administrative planning meeting. In the survey, teachers stated that they wanted more support to address all students' needs. For this reason, Pivot developed the Community Liaison position to support students, families, and teachers in finding community resources (Goal 1, Action 3). Teachers also stated that they wanted more support related to improving school attendance. This informed our action related to our Attendance Clerk position (Goal 1, Action 10). Teachers also stated that they valued and wanted more opportunities for professional development (Goal 1, Action 11).

Principals/Administrator: The Principals and Administrators, referred to as the Leadership Team at Pivot, meet weekly to discuss policy, program implementation, and student performance and needs. Additionally, the Leadership Team meets for two strategic planning sessions each year, before school starts and in the spring. A significant amount of data, including the results of all surveys, is analyzed. Leadership determines where the school’s strengths lie, areas of weakness, and potential opportunities that may exist to enhance the program. Improving attendance (Goal 1, Action 10) was developed and continues to be refined from these conversations about survey results and analyzing student performance. Additionally, in reviewing family and student feedback, Leadership felt strongly that the school would benefit from additional family outreach and support in the form of resources, workshops, and engagement activities coordinated by a newly developed position of the Community Liaison (Goal 1, Action 3).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Pivot Charter School will ensure all students have access to an equitable, safe, and caring independent study environment that fosters engagement, supports all learners, and builds strong relationships with students, families and the community.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Pivot works to create an independent study environment that fosters engagement, supports all learners, and builds strong relationships with students, families, and the community. Additionally, Pivot strives for equity, ensuring all students have the resources and support they need to thrive. Pivot believes that students deserve to feel safe, respected, and cared for. Pivot strives to develop strong partnerships with the community, unlock valuable resources like guest speakers, mentors, and field trips, while also attracting new families. By ensuring an equitable environment, Pivot strives to provide all students with the same opportunities to succeed, regardless of background or learning style. This can be achieved through providing necessary resources, differentiated instruction, and removing barriers to learning. Pivot is also working to find more connections and partnerships in the community to provide meaningful learning opportunities for students, develop a wider network of resources to meet student needs, and transition students to pursuing their future college and career interests.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Pivot will continue to improve its Multi-Tiered System of Support through ongoing implementation of Tier 1, 2 and 3 supports to improve outcomes for all students in the Academic, Behavioral	17.9% Response Rate 98.7% of parents/guardians are satisfied with the curriculum their student is utilizing at Pivot	17.9% Response Rate 98.7% of parents/guardians are satisfied with the curriculum their student is utilizing at Pivot	20.2% Response Rate 98.2% of parents/guardians are satisfied with the curriculum their student is utilizing at Pivot	Increase the response rate by 10% each year to reach 40%.	Increased the response rate by 2.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and Social-Emotional Domains. This will include ongoing teacher training and support in instructional practices as well as facilitating collaboration among Student Support Teams.	92.3% of parents/guardians think that their student's interactions with their school have helped them socially and emotionally 96.2% of parents/guardians found Pivot's Parent Square communications helpful 97.4% of parents/guardians agree that Pivot actively promotes their participation in giving feedback and decision making. 98.7% of parents/guardians surveyed were satisfied with Pivot overall	92.3% of parents/guardians think that their student's interactions with their school have helped them socially and emotionally 96.2% of parents/guardians found Pivot's Parent Square communications helpful 97.4% of parents/guardians agree that Pivot actively promotes their participation in giving feedback and decision making. 98.7% of parents/guardians surveyed were satisfied with Pivot overall	92.7% of parents/guardians think that their student's interactions with their school have helped them socially and emotionally 93.6% of parents/guardians found Pivot's Parent Square communications helpful 96.3% of parents/guardians agree that Pivot actively promotes their participation in giving feedback and decision making. 99.1% of parents/guardians surveyed were satisfied with Pivot overall		
1.2	Report Rating(s) for Local Indicator Priority 3 Self-Reflection Tool Same as above, but disaggregated for	Local Indicator Priority 3 Self-Reflection Tool: Parents/Guardians of All Students	Local Indicator Priority 3 Self-Reflection Tool:	Local Indicators 4.5 All Students:	Increase by the self-rating of building partnerships with parents/guardians	Parents/Guardians of All Students: Building Partnerships - Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	parents of unduplicated pupils Same as above, but disaggregated for parents of students with exceptional needs (IEP/504 Plan students)	Building Relationships: Average 4.5 Building Partnerships: Average 3.75 Seeking Input for Decision-Making: Average 3 Parents/Guardians of Unduplicated Students Building Relationships: Average 4.25 Building Partnerships: Average 3.5 Seeking Input for Decision-Making: Average 2.75 Parents/Guardians of SPED/504 Students Building Relationships: Average 4.5 Building Partnerships: Average 4.5 Seeking Input for Decision: Making - Average 3.25	Parents/Guardians of All Students Building Relationships - Average 4.5 Building Partnerships - Average 4 Seeking Input for Decision-Making - Average 3 Parents/Guardians of Unduplicated Students Building Relationships - Average 4.25 Building Partnerships - Average 3.75 Seeking Input for Decision-Making - Average 2.75 Parents/Guardians of SPED/504 Students Building Relationships - Average 4.5 Building Partnerships - Average 4.5 Seeking Input for Decision-Making - Average 3.25	Building Relationships - Average Local Indicators (May 2024) 3.75 All Students: Building Partnerships - Average Local Indicators (May 2025).docx 3 All Students: Seeking Input for Decision-Making - Average Local Indicators (April 2026).docx 4.25 Unduplicated Students: Building Relationships - Average 3.5 Unduplicated Students: Building Partnerships - Average 2.75 Unduplicated Students: Seeking Input for Decision-Making - Average 4.5 SPED/504 Students: Building Relationships - Average 4.5 SPED/504 Students: Building Relationships - Average	to above a 4. Increase seeking input for decision-making self-rating to above a 4.	Parents/Guardians of Unduplicated Students Building Partnerships - Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				3.25 SPED/504 Students: Building Relationships - Average		
1.3	Safe, Clean Functional School Facilities - Number of facilities meeting "Good Repair" status (aligned with SARC-reported data)	There were 0 "Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)" as reported on 2023 CA School Dashboard.	There were 0 "Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)" as reported on 2024 CA School Dashboard.	There were 0 "Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)" as reported on 2025 CA School Dashboard.	Maintain 0 "Instances Where Facilities Do Not Meet The "Good Repair" Standard	Maintained
1.4	Access to Instructional Materials: Number or % of students without access to their own copies of standards-aligned instructional materials (including print and electronic) for use at school and at home (aligned with SARC-reported data)	There was 0 Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home as reported on 2023 CA School Dashboard	There was 0 Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home as reported on 2024 CA School Dashboard	There was 0 Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home as reported on 2025 CA School Dashboard	Maintain 0 Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	Maintained
1.5	P-1 and P-2 ADA (attendance)	2023-24 P-1 ADA:364.76 Attendance: 85.58% 2023-24 P-2 ADA: 359.31 Attendance: 83.64%	2024-25 P-1 ADA: 357.66 Attendance: 81.44% 2024-25 P-2 ADA: 355.89 Attendance: 80.60%	2025-26 P-1 ADA: 361.04 Attendance %: 82.76% 2025-26 P-2 ADA: 376.33 Attendance %: 81.38%	Increase attendance by 2% each year to reach an attendance rate of 90%.	P1 ADA decreased 3.72 P1 Attendance decreased 2.82% P2 ADA increased 17.02 P2 Attendance decreased 2.26%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	TK-8: Dashboard Chronic Absenteeism Rate (Status)	43.4% of students were chronically absent as reported on the 2023 CA School Dashboard (K-8 students) 58% of Hispanic students were chronically absent 53.4% of socioeconomically disadvantaged students were chronically absent 55% of students with disabilities were chronically absent 60.8% of students were chronically absent as reported on DataQuest for 2022-23 (all students)	42.3% of students were chronically absent as reported on the 2024 CA School Dashboard (K-8 students) 65.9% of Hispanic students were chronically absent 47.7% of socioeconomically disadvantaged students were chronically absent 46.2% of students with disabilities were chronically absent 52.5% of students were chronically absent as reported on DataQuest for 2023-24 (all students)	42.7% of students were chronically absent as reported on the 2025 CA School Dashboard (K-8 students) 50% of Hispanic students were chronically absent 51.3% of socioeconomically disadvantaged students were chronically absent 58.1% of students with disabilities were chronically absent 58.3% of students were chronically absent as reported on DataQuest for 2024-25 (all students)	Decrease the percentage of students K-8 who are chronically absent 5% each year to reach 29%. Decrease by 8% each year for subgroups.	% of students who were chronically absent Maintained 0.7% Hispanic students who were chronically absent decreased by 8% % of socioeconomically disadvantaged students who were chronically absent decreased 2.1% % of students with disabilities who were chronically absent increased by increased 3.1% % of K-12 students who were chronically absent as reported on DataQuest for 2024-25 decreased by 2.5%
1.7	Parent/Student response rates	90 Posts in Parent Square 98% Reach via App/Text/Email 100% Parent Engagement	2024-25 (as of 4/22/25) 218 Posts in Parent Square	2025-26 (as of 4/16/26) 138 Posts in Parent Square	Increase Family Interaction by 5% each year to reach 30%.	Increased Family Interaction by 15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		318 Direct Messages 14% Family Interaction (Likes/Comments)	99% Engagement/Reach 22,827 Direct Messages 26% Family Interaction (Likes/Comments)	99% Engagement/Reach 13,063 Direct Messages 58% Family Interaction (Likes/Comments)		
1.8	Number of trainings offered and percentage of staff participating in outside professional development opportunities	39 Staff Workshops 9 LEA-Wide Trainings 73% of staff participating in outside Professional Development	10 LEA-Wide trainings 28 Workshops 38 Site Meetings 53% Participated in outside professional development 20 hours of leadership development for principals and administrators	12 LEA-Wide trainings 31 Workshops 32 Site Meetings 61% Participated in outside professional development - increased 8% over prior year 20 hours of leadership development for principals and administrators	Maintain over 70% of staff participating in professional development.	% of staff participating in outside professional development decreased by 12%.

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The implementation of Goal 1 was comprehensive and largely aligned with the adopted LCAP. All planned actions were carried out as described in the adopted LCAP, and there were no substantive differences between planned and actual implementation.

Successes included an increase in attendance rates over the previous year. In addition, school facilities remained safe, and all students continued to have access to school Chromebooks to access standards-aligned instructional materials. Finally, participation in the Parent Survey increased, and 96.3% of parents continued to express satisfaction with Pivot overall.

One challenge came in a change of personnel, with the Community Liaison moving on from the position during the school year. Pivot adjusted the position to even better reach the goal of building strong relationships with students, families, and communities, with plans to have a new staff member in the position by the following school year. In addition, despite its various attendance improvement initiatives, the rate of Chronic Absenteeism on the California Dashboard remains persistent.

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

Action 1.1 MTSS expenditures were less than budgeted due to the departure of an employee whose position was part of this action.

Action 1.3 Community Liaison expenditures were less than budgeted due to the position being vacant for a significant portion of the year.

Action 1.4 Resources for Socioeconomically Disadvantaged Students expenditures were higher than budgeted due to an increased utilization of the school's meal programs.

Action 1.5 Access to Instructional Materials expenditures were less than budgeted due to the timing of device maintenance and purchases of items such as student Chromebooks. Not as many student devices needed to be purchased in 2025-26 due to attentive maintenance of existing devices.

Action 1.8 Translation Services expenditures were higher than budgeted due to increased awareness of available translation resources. More school personnel have been utilizing available translation resources to support communication with English Learners and their families.

Action 1.10 Professional Development expenditures were higher than budgeted. Pivot provided many professional development opportunities to address specific trends and issues arising among student populations.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The specific actions implemented under Goal 1 demonstrated varying degrees of effectiveness in making progress toward the goal of ensuring all students have access to an equitable, safe, and caring independent study environment that fosters engagement, supports all learners, and builds strong relationships with students, families, and the community.

Access to instructional materials (Action 1.5) and Technology Management (Action 1.6) were effective in ensuring all students had access to Chromebooks to complete their online coursework.

Translation Services (Action 1.8) had low effectiveness. Teachers and families felt that the use of a third-party translation company presented challenges in building and strengthening relationships between the school and families. In addition, the Community Liaison (Action 1.3) was

somewhat effective in contributing to Goal 1, as this role began to lay the foundation for connecting the school to additional services and resources to support students. Resources for socio-economically disadvantaged students (Action 1.4) was also somewhat effective. Despite offering materials to socio-economically disadvantaged students, the resources are often underutilized.

The Attendance Improvement Plan, including Attendance Clerk (Action 1.9) was not effective in beginning to reduce the rate of chronic absenteeism and improving overall attendance. More work is needed in this area to continue these improvements.

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

Based on the analysis of the data, the following adjustments will be made:

ACTION 1.9: Attendance Improvement Plan, including Attendance Clerk
Attendance Focus: To build upon the successes with improved attendance, a rigorous tiered reengagement plan by expanding its use of ParentSquare of attendance tracking and notifications. Pivot will also be developing an internal report on Chronic Absenteeism that will capture all efforts made in the past three school years, a summary of qualitative and quantitative data collected, and the plans for the upcoming school year. Finally, Pivot will be starting home visits to further strengthen relationships with students and families. Pivot believes this effort will also have a positive impact on school engagement and attendance.

Action 1.3 Bilingual Outreach Coordinator
Pivot Charter School is sunsetting the general Community Liaison position to transition to a more targeted Bilingual Outreach Coordinator role. While we continue to recognize the power of strong community partnerships, our data and family feedback indicate a critical need for specialized support in removing language and resource barriers. The new Bilingual Outreach Coordinator will serve as a critical communication bridge between all four Pivot campuses and our diverse family populations. This proactive approach focuses on bilingual advocacy, targeted support for vulnerable populations, removing barriers to attendance, and strengthening family participation in school decision-making.

Action 1.5: Access to instructional materials
PIvot has added notebooks, pencils, and art supplies to this description. Despite offering a fully online curriculum, Pivot recognizes that high-quality learning happens when students have nondigital tools to take notes and create projects. By more intentionally providing these materials, Pivot hopes to see improved outcomes for socio-economically disadvantaged students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	MTSS	Pivot will continue to improve its Multi-Tiered System of Support through ongoing implementation of Tier 1, 2 and 3 supports to improve outcomes for all students in the Academic, Behavioral and Social-Emotional Domains. This will include ongoing teacher training and support in instructional practices as well as facilitating collaboration among Student Support Teams. This action is funded by Federal Title I funds. Costs associated with this action will be funded by Federal Title I funds first, and by LCFF funds after all Title I funds have been exhausted.	$61,150.00	No
1.2	Safe and Clean Facilities	Pivot will continue to value its hybrid educational setting to create a vibrant school community. We will achieve this by providing extensive in-person opportunities at our school site alongside our online curriculum. These opportunities will encompass direct instruction, academic support, counseling, enrichment, special education services and assessments, and activities that foster culture, community building, and peer socialization. This approach recognizes the value of participation in a physical school environment for a well-rounded educational experience. To further support our students, our physical location will function as a resource center, providing on-site support including healthy meals, essential classroom supplies, books, sanitary supplies, technology devices and accessories, and information about available community resources.	$383,542.00	No
1.3	Community Liaison Bilingual Outreach Coordinator	Pivot Charter School recognizes the power of strong community partnerships. We believe these partnerships not only provide valuable resources for student growth and learning, but also offer support systems for our families. Understanding that families themselves are often seeking resources within the community, Pivot will be taking a proactive approach. We'll be establishing a dedicated community liaison, tasked with identifying these resources, connecting students with local support organizations, and fostering a stronger collaborative spirit between our school, families, and the neighborhoods we serve.	$31,449.00	No

Action #	Title	Description	Total Funds	Contributing
		This action is changing for the 2026-2027 school year. We are sunsetting the general Community Liaison position to establish a dedicated Bilingual Outreach Coordinator. Pivot Charter School recognizes the power of strong community partnerships and targeted family support. This role serves as a critical communication bridge between our four campuses and our diverse family populations, with a focus on removing language and resource barriers. The Coordinator will provide bilingual advocacy for Spanish-speaking families, lead specialized outreach for foster, homeless, and migrant students, and collaborate with leadership to develop resources that address chronic absenteeism. By fostering this deeper level of engagement and connecting families with essential local support organizations, Pivot continues its proactive approach to ensuring every student and family has the collaborative support system they need to thrive. This action is funded by Federal Title I funds for 2026-27. Costs associated with this action will be funded by Federal Title I funds first, and by LCFF funds after all Title I funds have been exhausted.		
1.4	Resources for Socio-economically disadvantaged students	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. Student Meals: Pivot will provide student meals and snacks to socioeconomically disadvantaged students, as well as to other students in need who attend the resource center, to ensure they have equal access to adequate nutrition. Hygiene Supplies: Pivot will provide supplies at the resource center to ensure socioeconomically disadvantaged students and other students in need can maintain their basic hygiene. In addition to bus passes, alternative transportation options for socioeconomically disadvantaged students will be explored in 2026-27.	$5,964.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Access to instructional materials	Pivot, a charter school, is committed to providing all students with the tools they need to succeed in our hybrid learning program by purchasing, distributing, and managing additional equipment and materials to loan to students. This includes Chromebooks, WiFi devices, headsets, books, textbooks, notebooks, pencils, art supplies, etc. This will ensure equitable access to our online curriculum and virtual offerings, empowering all students to participate fully in the Pivot learning experience.	$84,568.00	No
1.6	Technology Management	Employ a Technology Coordinator to manage equipment and resources for students, to help close the “digital divide” and to ensure all students have equitable access to technological tools, regardless of background or socioeconomic status. This position also includes monitoring student devices and settings to ensure safe usage and effective cybersecurity. The individual employed in this position will facilitate an audit of system and device settings, and coordinate action to remedy any areas of concern.	$33,665.00	No
1.7	Increase Family Engagement through Communication Tools	Utilize communication tools, including social media, the school’s Student Information System, and ParentSquare, to increase parent/family engagement, build community, and facilitate stakeholder input. Communicate with caregivers frequently about school events, student attendance and SEL/other resources to support students at home. Utilize robust tools which securely streamline communication and increase interaction with students and families across multiple modalities such as phone, text/SMS, email, and apps. Work with families to ensure they receive support in using these tools and their features.	$4,444.00	No
1.8	Translation Services	In an effort to provide equal access to Pivot Charter School and its programs for all members of the local community, especially English Learners, professional translation services will be utilized for marketing materials, enrollment/registration forms, and other important documents that will be sent to families. Translation services will also be provided over the phone and in person for important meetings with students and parents/guardians.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Attendance Improvement Plan including Attendance Clerk	Pivot strives to create a stimulating learning environment that fosters high student engagement and leads to strong academic achievement. Pivot is implementing an Attendance Improvement Plan, which includes daily absence notifications, responsive tiered reengagement plans, and the celebration of excellence or improvement in attendance. Pivot will employ a dedicated Attendance Clerk who focuses on both increasing the school attendance rate and reducing the school's Chronic Absenteeism by communicating with families regarding opportunities for engagement in the school community and educational activities. The clerk will communicate with students and families regarding attendance achievements and accrued absences. This role will also support in coordinating with school staff to improve school attendance and promote positive engagement in academic programs. This action is funded by Federal Title I funds. Costs associated with this action will be funded by Federal Title I funds first, and by LCFF funds after all Title I funds have been exhausted.	$33,630.00	No
1.10	Professional Development	Professional development will be provided for teachers and staff in a broad range of content areas such as instructional pedagogy, social emotional learning, supporting students with special needs, restorative practices, and trauma-informed care. Staff members will also be supported in course work to expand their credentials, certifications, and licenses.	$20,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Pivot aims to empower lifelong learners by building academic proficiency through culturally responsive academic programs, fostering independent study skills (including executive function and social-emotional skills), and promoting critical thinking and self-advocacy.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Pivot seeks to meet each learner where they are academically and build upon their strengths and skills to build proficiency in core academic skills, like reading and mathematics. The ability to learn independently is crucial in a rapidly evolving world. The tools necessary for success in independent study are many of the same abilities that will lead to success after high school. These include executive functioning skills like time management, organization, and planning, which are essential for tackling complex tasks and navigating challenges. By fostering this skillset, Pivot equips students to adapt and keep acquiring new knowledge throughout their lives, regardless of their chosen field. Pivot also seeks to build the social and emotional skills necessary for success in independent study and life after high school. Skills like critical thinking and self-advocacy are qualities that empower students to thrive in different environments and help students take charge of their education. Social-emotional skills like communication, collaboration, empathy, and emotional regulation are equally important for finding success in independent study, as well as navigating relationships, working effectively in teams, and building a fulfilling life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	SEL Survey	66.98% of students feel successful at Pivot. 62.04% of students feel included at Pivot.	Fall: 71.3% of students feel successful at Pivot.	Fall: 72.2% of students feel successful at Pivot.	90% of students feel included at Pivot 70% of students feel that teachers	Fall: Maintained the % of students who feel successful.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		55.86% of students feel that teachers or other adults at Pivot understand them. 66.72% of students know how to manage emotions like stress, anxiety, and overwhelm 45.68% of students have another student/peer that they can talk to or connect with.	63.27% of students feel included at Pivot. 53.09% of students feel that teachers or other adults at Pivot understand them. 65.74% of students know how to manage emotions like stress, anxiety, and overwhelm 50.62% of students have another student/peer that they can talk to or connect with. Spring: 71.09% of students feel successful at Pivot. 66.41% of students feel included at Pivot. 57.42% of students feel that teachers or other	66.78% of students feel included at Pivot. 54.92% of students feel that teachers or other adults at Pivot understand them. 65.76% of students know how to manage emotions like stress, anxiety, and overwhelm 44.41% of students have another student/peer that they can talk to or connect with. Spring: 80.2% of students feel successful at Pivot. 69.6% of students feel included at Pivot. 63.1% of students feel that teachers or other adults at	or other adults at Pivot know or understand them. 80% of students know how to manage feelings like stress, overwhelm and anxiety. 70% of students feel connected to a peer.	Increased the % of students who feel included at Pivot by 3.51% Increased the % of students who feel that teachers or other adults at Pivot understand them by 1.83% Maintained % of students who know how to manage emotions like stress, anxiety, and overwhelm by 0.02% Decreased the % of students who have another student/peer that they can talk to or connect by 6.21%. Spring: Increased the % of students who feel successful by 13.22% Increased the % of students who feel included at Pivot by 7.56%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			adults at Pivot understand them. 67.97% of students know how to manage emotions like stress, anxiety, and overwhelm 44.92% of students have another student/peer that they can talk to or connect with.	Pivot understand them. 68.2% of students know how to manage emotions like stress, anxiety, and overwhelm 48.4% of students have another student/peer that they can talk to or connect with.		Increased the % of students who feel that teachers or other adults at Pivot understand them by 7.24% Increased % of students know how to manage emotions like stress, anxiety, and overwhelm by 1.48% Increased the % of students who have another student/peer that they can talk to or connect by 2.72%.
2.2	Dashboard Suspension and Expulsion Rate (Status)	0.4 % of students were suspended at least once as reported on 2023 CA School Dashboard 4% of English Learners were suspended at least once 0 % of Homeless youth were suspended at least once	1.7 % of students were suspended at least once as reported on 2023 CA School Dashboard 1.7% of English Learners were suspended at least once 5.6% of Homeless youth were	0.9 % of students were suspended at least once as reported on 2025 CA School Dashboard 0% of English Learners were suspended at least once 0% of Homeless youth were	Maintain less than 1% suspension rate and less than 0.5% expulsion rate	Maintained % of students suspended by 0.5% Decreased the % of English Learners suspended by 4.0% Maintain the % of Homeless youth suspended

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0.4% of socioeconomically disadvantaged students were suspended at least once 1.5% of students with disabilities were suspended at least once 0.9% of Hispanic students were suspended at least once	suspended at least once 2.1% of socioeconomically disadvantaged students were suspended at least once 2% of students with disabilities were suspended at least once 1.6% of Hispanic students were suspended at least once	suspended at least once 1.4% of socioeconomically disadvantaged students were suspended at least once - decreased 0.7% 1.4% of students with disabilities were suspended at least once - decreased 0.7% 1.5% of Hispanic students were suspended at least once - decreased 0.8%		Increased the % of socioeconomically disadvantaged students suspended by 1% Maintained the % of students with disabilities suspended by 0.10% Maintained the % of Hispanic students suspended by 0.60%
2.3	Appropriately Assigned Teachers - Percentage of "Clear" FTE as measured on the Teacher Assignment Monitoring Outcomes report Appropriately assigned teachers (Local indicator & TAMO)	0 misassignment determinations 44.3% Clear FTE as measured on the Teacher Assignment Monitoring Outcomes report	0 misassignment determinations 63.2% Clear FTE as measured on the Teacher Assignment Monitoring Outcomes report	0 misassignment determinations 75% Clear FTE as measured on the Teacher Assignment Monitoring Outcomes report	0 misassignments Increase the percentage of Clear FTE on the Teacher Assignment Monitoring Outcomes report until we reach 85%.	Maintained misassignment determinations % of clear FTE increased by 30.7%
2.4	Broad Course of Study Course enrollment for identified courses	2023-24 Course Enrollments English 84.6%	2024-25 Course Enrollments English 88.26%	2025-26 Course Enrollments English 92.8%	Increase the number of students in advanced math	All Students Advanced Math: decreased by 2.77%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		History/Social Studies 77.80% Mathematics 76.50% Physical Education 60.00% Science 71.50% Electives 87.20% Community Service 60.33% CTE 17.37% VAPA 19.61% World Language 24.10% AP Classes 1.05% Advanced Math 4.17% Advanced Science 0.85% College/Dual Enrollment 4.95% Unduplicated: English 86.10% History/Social Studies 81.57% Mathematics 78.85% Physical Education 58.91% Science 76.13% Electives 89.43% Community Service 58.90% CTE 15.68% VAPA 14.83% World Language 20.76% AP Classes 0.85% Advanced Math 2.12%	History/Social Studies 77.41% Mathematics 75.12% Physical Education 45.77% Science 69.15% Electives 84.68% Community Service 46.91% CTE 3.69% VAPA 16.93% World Language 25.20% AP Classes 0.10% Advanced Math 4.48% Advanced Science 0.70% College/Dual Enrollment 3.39% Unduplicated: English 87.82% History/Social Studies 76.41% Mathematics 76.56% Physical Education 47.79% Science 71.54% Electives 83.71% Community Service 57.63% CTE 3.82% VAPA 33.53%	History/Social Studies 81.5% Mathematics 80.0% Physical Education 54.2% Science 73.7% Elective 87.5% Community Service 68.4% CTE 5.4% VAPA 16.1% World Language 38.7% AP 0.9% Advanced Math 0.5% Advanced Science 0.0% College/Dual Enrollment 8.8% Unduplicated: English 88.5% History/Social Studies 77.0% Mathematics 77.2% Physical Education 45.7% Science 70.5% Elective 79.8% Community Service 61.7% CTE 5.8% VAPA 17.1%	class by 3% each year to reach 13%. Increase the number of students in advanced science class by 3% each year to reach 9%.	Unduplicated Students Advanced Math: decreased 1.12% Special Education / 504 Advanced Math: maintained by 0.98% All Students Advanced Science: maintained 0.65% Unduplicated Students Advanced Science: maintained 0.12% Special Education / 504 Advanced Science: maintained 0.60%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Advanced Science 0.42% College/Dual Enrollment 5% Special Education / 504: English 82.08% History/Social Studies 75.24% Mathematics 71.66% Physical Education 56.35% Science 71.01% Electives 85.02% Community Service 56.31% CTE 15.53% VAPA 19.42% World Language 19.90% AP Classes 0% Advanced Math 2.42% Advanced Science 0% College/Dual Enrollment 4.84%	World Language 33.53% AP Classes 0.2% Advanced Math 4.62% Advanced Science 0.60% College/Dual Enrollment 3.82% Special Education / 504: English 82.45% History/Social Studies 67.41% Mathematics 68.25% Physical Education 31.20% Science 60.72% Electives 72.14% Community Service 50.79% CTE 6.35% VAPA 18.41% World Language 28.89% AP Classes 0% Advanced Math 3.49% Advanced Science 0.95% College/Dual Enrollment 2.22%	World Language 33.5% AP 0.5% Advanced Math 0.0% Advanced Science 0.0% College/Dual Enrollment 6.0% Special Education / 504: English 84.8% History/Social Studies 67.2% Mathematics 66.2% Physical Education 32.8% Science 58.8% Elective 69.6% Community Service 47.2% CTE 5.7% VAPA 18.2% World Language 29.0% AP 0.0% Advanced Math 3.4% Advanced Science 0.6% College/Dual Enrollment 3.4%		
2.5	Implementation of Academic Content Standards - Report	Professional Development: Average 3.6 self-rating	Professional Development:	Professional Development:	Increase professional development and	Professional Development:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Rating(s) for Local Indicator Priority 2 Self-Reflection Tool	Instructional Materials: Average 4.4 self-rating Policy & Program Support: Average 3.6 self-rating Implementation of Standards: Average 4.0 self-rating Engagement of School Leadership: Average 4.0 self-rating Average 3.7 self-rating on ELD sections of Implementation of Academic Standards Local Indicator on 2023 CA School	Average 3.8 self-rating Instructional Materials: Average 4.4 self-rating Policy & Program Support: Average 4.4 self-rating Implementation of Standards: Average 4.0 self-rating Engagement of School Leadership: Average 4.0 self-rating ELD sections of Implementation of Academic Standards: Average 4.0 self-rating	Average 3.8 self-rating Instructional Materials: Average 4.4 self-rating Policy & Program Support: Average 4.4 self-rating Implementation of Standards: Average 4.0 self-rating Engagement of School Leadership: Average 4.0 self-rating ELD sections of Implementation of Academic Standards: Average 4.0 self-rating	policy & program self-rating to above a 4.	Average Increased by 0.2 Policy & Program Support: Average increased by 0.8, exceeded desired outcome.
2.6	CA School Dashboard English/Language Arts (ELA) and Mathematics Academic Indicator: Distance from Standard (DFS)	2023 CA Dashboard Distance From Standard ELA - 72.7 From Standard Math - 165.8 From Standard	2024 CA Dashboard Distance From Standard ELA -64.8 From Standard Math - 141.7 From Standard	2025 CA Dashboard Distance From Standard ELA 79.3 From Standard Math - 158.8 From Standard	Decrease the distance from standard on ELA by 10 points each year to reach -42.7 points from standard.	Distance From Standard ELA - increased 6.6 Math - decreased 7.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Decrease the distance from standard on Math by 15 points to reach -120 points from standard.	
2.7	Dashboard Indicators for Unduplicated Pupils: Socio-economically disadvantaged students & English Learners (compare to whole population and look for gaps)	2023 CA Dashboard Academic Performance Indicators English Learners: Math - 211.5 from Standard ELA - 113.7 from Standard Socio Economic Disadvantaged: Math - 184.9 From Standard ELA - 96.1 From Standard Students with Disabilities: Math - 201.6 From Standard ELA - 137.6 From Standard	2024 CA Dashboard Academic Performance Indicators English Learners: Math - 250.3 from Standard ELA - 118.7 from Standard Socioeconomically Disadvantaged: Math - 164.5 From Standard ELA - 73.7 From Standard Students with Disabilities: Math - 185.6 From Standard ELA - 115.3 From Standard	2025 CA Dashboard Academic Performance Indicators English Learners: Math - 214.3 from Standard ELA - 128.2 from Standard Socioeconomically Disadvantaged: Math - 162.6 From Standard ELA - 67.3 From Standard Students with Disabilities: Math - 16.3 From Standard ELA - 111 From Standard	Decrease the distance from standard on ELA by 20 points for all subgroups. Decrease the distance from standard on Math by 30 points for all subgroups.	English Learners: Math - increased 2.8 ELA - increased 14.5 Socioeconomically Disadvantaged: Math - decreased 22.3 ELA - decreased 28.8 Students with Disabilities: Math - decreased 15.3 ELA - decreased 26.6
2.8	i-Ready diagnostic growth	i-Ready Reading Diagnostic 1: 56.45% - 2 Or More Grade Levels Below 21.99% - 1 Grade Level Below	i-Ready Reading Diagnostic 1: 51.03% - 2 Or More Grade Levels Below	i-Ready Reading Diagnostic 3 (24-25): 24.57% - 2 or More Grade Levels Below	Decrease the number of students 2 or more grade levels below in Reading to less than 30%.	Diagnostic 1: The number of students 2 or more grade levels below in Reading decreased 12.29%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		21.56% On or Above Grade Level i-Ready Reading Diagnostic 2: 50.22% - 2 Or More Grade Levels Below 20.85% - 1 Grade Level Below 28.92% - On or Above Grade Level i-Ready Reading Diagnostic 3: 45.5% - 2 Or More Grade Levels Below 21.5% - 1 Grade Level Below 33.11% - On or Above Grade Level i-Ready Math Diagnostic 1: 16.15% - .2 Or More Grade Levels Below 13.35% - Grade Level Below 17.51% - On or Above Grade Level i-Ready Math Diagnostic 2: 58.18% - - 2 Or More Grade Levels Below 13.32% - 1 Grade Level Below	21.05% - 1 Grade Level Below 27.92% On or Above Grade Level i-Ready Reading Diagnostic 2: 41.69% - 2 Or More Grade Levels Below 18.93% - 1 Grade Level Below 39.39% On or Above Grade Level i-Ready Reading Diagnostic 3: [Data will be available in the next LCAP Update] i-Ready Math Diagnostic 1: 59.39% - .2 Or More Grade Levels Below 13.15% - 1 Grade Level Below 27.46% - On or Above Grade Level i-Ready Math Diagnostic 2:	27.30% - 1 Grade Level Below 48.12% - On or Above Grade Level i-Ready Math Diagnostic 3 (24-25): 38.87% - 2 or More Grade Levels Below - decreased 2.91% 12.01% - 1 Grade Level Below - decreased 1.37% 49.12% - On or Above Grade Level - increased 14.61% i-Ready Reading Diagnostic 1 (25-26): 44.16% - 2 or More Grade Levels Below 18.22% - 1 Grade Level Below 37.62% On or Above Grade Level i-Ready Reading Diagnostic 2 (25-26):	Decrease the number of students 2 or more grade levels below in Math to less than 40%.	The number of students 2 or more grade levels below in Math decreased by 14.49% Diagnostic 2: The number of students 2 or more grade levels below in Reading decreased 18.59% The number of students 2 or more grade levels below in Math decreased by 20.03% Diagnostic 3: [Data available in the next LCAP]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		28.27% - On or Above Grade Level i-Ready Math Diagnostic 3: 47.73% - 2 Or More Grade Levels Below 17.42% - 1 Grade Level Below 34.85 % - On or Above Grade Level	41.78% - .2 Or More Grade Levels Below 13.38% - 1 Grade Level Below 34.51% - On or Above Grade Level i-Ready Math Diagnostic 3: [Data will be available in the next LCAP Update]	31.63% - 2 or More Grade Levels Below - decreased 12.53% 16.28% - 1 Grade Level Below - decreased 1.95% 52.09% On or Above Grade Level - increased 14.8% i-Ready Math Diagnostic 1 (25-26): 51.66% - .2 or More Grade Levels Below 12.56% - 1 Grade Level Below 35.78% - On or Above Grade Level i-Ready Math Diagnostic 2 (25-26): 38.15% - 2 or More Grade Levels Below - decreased 13.51% 12.80% - 1 Grade Level Below - maintained 0.24% 46.92% - On or Above Grade		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Level - increased 11.14		
2.9	EL Access to CA Standards including ELD standards - Report Rating(s) for ELD within the Local Indicator Self-Reflection Tool	Progress toward English Learner Access to English Language Development Aligned to English Language Arts Standards: Professional Development: 3.8 out of 5 self-rating Instructional Materials: 4.4 out of 5 self-rating Policy & Program Support: 4 out of 5 self-rating	Progress toward English Learner Access to English Language Development Aligned to English Language Arts Standards: Professional Development: 4 out of 5 self-rating Instructional Materials: 4.4 out of 5 self-rating Policy & Program Support: 4.4 out of 5 self-rating	Progress toward English Learner Access to English Language Development Aligned to English Language Arts Standards: Professional Development: 4 out of 5 self-rating Instructional Materials: 4.4 out of 5 self-rating Policy & Program Support: 4.4 out of 5 self-rating	Increase Professional development and Policy & Program to above 4 on self-rating.	Professional Development: Increased to 4 Policy & Program Support: Increased to 4.4
2.10	CA School Dashboard English Learner Progress Indicator (Status)	33% making progress towards English language proficiency.	35.1% making progress towards English language proficiency.	32.6% making progress towards English language proficiency.	Increase the percentage of students making progress by 7% each year to reach 55%. NV, RS, SD: Less than 11 students - cannot set target.	Maintained 0.40%
2.11	English Learner Reclassification Rate	5.6% of English learners reclassified	21.7% of English learners	11.7% English learners	NB: Increase reclassification	Increased by 6.10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		during the 2022-23 school year, as calculated based on local data in CALPADS and SIS	reclassified during the 2023-24 school year, as calculated based on local data in CALPADS and SIS	reclassified during the 2024-25 school year, as calculated based on local data in CALPADS and SIS	rate by 5% each year to reach a English Learner Reclassification Rate of 20%	

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Implementation of Goal 2, which is focused on social-emotional learning (SEL) and core academic growth, was comprehensive and largely aligned with the adopted LCAP. All planned actions were carried out as described in the adopted LCAP, and there were no substantive differences between planned and actual implementation.

A key success was the result of SEL surveys, where the majority of students continue to feel successful at Pivot.

A major challenge was observed in SBAC results, where students continue to fall below standard.

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

Action 2.4 Reading Intervention Specialist expenditures were less than budgeted due to the position being vacant for a significant portion of the year.

Action 2.6 Targeted Support for Unduplicated Pupils expenditures were less than budgeted due to staffing changes. Some employees who had in 2024-25 served in positions funded by this action transferred to other positions in 2025-26. Not all of the vacated positions were able to be filled right away.

Actions 2.7 Educational Coordinator for English Learners & 2.8 English Language Development Teacher both saw expenditures which were higher than budgeted. This is due to an expansion of the ELD program and increased general education teacher support for English learners.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The specific actions implemented under Goal 2 were somewhat effectiveness empower lifelong learners by building academic proficiency through culturally responsive academic programs, fostering independent study skills (including executive function and social-emotional skills), and promoting critical thinking and self-advocacy.

- Social Emotional Learning (Action 2.1): Pivot continues to see the majority of students express that they feel successful and included at Pivot. However, the survey results show that growth could be made in the areas of connectedness.
- Increasing the Impact of Highly Qualified Teachers (Action 2.2): Results of standardized testing (CAASPP) and internal diagnostic results (i-Ready) show an urgent need in the area of increasing the impact of highly qualified teachers. In this way, this action was largely ineffective and changes will be made in its focus for the 26-27 school year.
- ELA and Math Achievement Supports (Action 2.3) Intervention Specialist (Reading Intervention Specialist) (Action 2.4): Also due to persistent low and stagnant outcomes on standardized testing, these actions have shown to be ineffective. As a result, changes will be made to the focus on these goals below.
- Oversight of Academic Programs for Unduplicated Pupils (Action 2.5) and Targeted Support for Unduplicated Pupils (LCFF) (Action 2.6): These actions have been somewhat effective. In some areas of the data, unduplicated students underperformed the whole school data, and in others, they overperformed.
- Educational Coordinator for English Learner (Action 2.7), English Language Development Teacher (Action 2.8), and English Language Learner Curriculum (Action 2.9): These actions have been effective in ensuring EL students make progress towards English language proficiency.

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

Based on the analysis of the data, the following adjustments will be made:
Pivot will be addressing persistent low test scores by adjusting Action 2.2. While Pivot has created a teacher support structure, which just finished its second year of implementation, the LEA has identified that in the next school year, it must focus on providing more direct instruction to improve academic outcomes. In Pivot's model, the online curriculum bears a large weight of responsibility for student's learning, however, the continued lack of progress in ELA and Math scores shows the urgent need for change.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Social Emotional Learning	The school-wide initiative Pivot P.R.I.D.E. includes a Social Emotional Learning program for K-12 students with weekly deliverable lessons that target the five Social Emotional Learning competencies, monthly school-	$124,127.00	No

Action #	Title	Description	Total Funds	Contributing
		wide events based on building culture and community, as well as specific parent/caregiver interventions and resources. We will continue developing and offering training around integrated SEL instructional practices into the core content offerings and programs, including the K-12 core curriculum. We will expand resources, including small group counseling workshops and teacher training, aimed at reducing social and emotional barriers to learning.		
2.2	Increasing the Impact of Highly Qualified Teachers	Pivot is committed to providing a broad course of study to all students and promoting engagement among students and credentialed staff. All courses are overseen by credentialed teachers. Teachers will be assigned to courses based on their credential area whenever possible. The Director of Curriculum, Instruction, and Assessment, the Director of Human Resources, and the Data Coordinator work together on assigning teachers appropriately in order to reduce the number of Local Assignment Options needed for teachers who are assigned to courses outside of their credential area. This collaboration will ensure an increase in the percentage of “clear” assignments on the LEA’s Teacher Assignment Monitoring and Outcome data on DataQuest. In addition, Pivot is working to create a teacher support plan to improve instructional practices and provide high-quality learning experiences for students, which includes explicit success criteria, a handbook with examples for best practices, and opportunities for teacher goal setting, observation, and support.	$25,584.00	No
2.3	ELA and Math Achievement Supports	Pivot will continue to utilize benchmark assessment tools, which facilitate specific instructional plans to address gaps in skills and knowledge. Pivot will utilize the personalized instruction resulting from the benchmark tool to support students in building ELA and Math skills. Pivot will also use results from the benchmark to develop academic plans to support students using targeted intervention programs, adjustments in the students' course offerings, and utilizing supplemental criteria. This action is funded by LREBG funds. Costs associated with this action will be funded by LREBG funds first, and by LCFF funds after all LREBG	$15,449.00	No

Action #	Title	Description	Total Funds	Contributing
		funds have been exhausted. Metrics 2.6, 2.7, and 2.8 will be used to evaluate the effectiveness of this action.		
2.4	Intervention Specialist (Reading Intervention Specialist)	This action has been changed from the previous year. The former action was titled Intervention Specialist and focused on both reading and math. However, due to the comprehensive needs assessment conducted for the Learning Recovery Emergency Block Grant (LREBG), it has been determined that reading is a significantly more pressing need at this time, which should be specifically targeted. The Reading Intervention Specialist will provide targeted support in reading for students in grades 2-8 who are identified through multiple measures as below grade-level in reading. The Reading Intervention Specialist will utilize reading assessments and intervention curriculum to strategically group students and meet with them on a weekly basis to build reading skills and proficiencies. This action is funded by LREBG funds. Costs associated with this action will be funded by LREBG funds first, and by LCFF funds after all LREBG funds have been exhausted. Metrics 2.6, 2.7, and 2.8 will be used to evaluate the effectiveness of this action.	$41,247.00	No
2.5	Oversight of Academic Programs for Unduplicated Pupils	The Director of Curriculum, Instruction, and Assessment will oversee academic programs for unduplicated pupils. These include the awarding of appropriate partial credits for qualifying students, such as foster and highly mobile youth, development and implementation of English Learner curriculum, revision of EL classification and reclassification policies, ELPAC testing, etc. Site Administrators will oversee the efforts of designated teaching staff who are assigned to support unduplicated pupils.	$142,251.00	Yes
2.6	Targeted Support for Unduplicated Pupils	Designated teaching staff will be employed to work specifically with unduplicated pupils, including foster and homeless youth and low-income students. Teachers and administrators work together to ensure that unduplicated pupils' learning plans include additional support. This includes evaluation of device and connectivity needs, translation needs for	$732,217.00	Yes

Action #	Title	Description	Total Funds	Contributing
		parents/guardians, ensuring students have access to a satisfactory location from which to engage in school work, etc. In order to remove barriers to student success, teachers will provide additional assistance to unduplicated pupils, including academic counseling, credit recovery guidance, and expanded opportunities for direct instruction.		
2.7	Educational Coordinator for English Learners	Designated teaching staff will be employed to work specifically with English Learners. Teachers and administrators work together to ensure unduplicated pupils' learning plans include additional support for all applicable curricular areas. This includes evaluation of translation needs and identification of additional curricular supports to facilitate English Language acquisition.	$81,500.00	Yes
2.8	English Language Development Teacher	An English Learner curriculum will be implemented in order to provide designated English Language Development (ELD) instruction. Pivot uses a strong research-based ELD curriculum, which will continue to be refined by our ELD teacher and utilized for multilingual learners in all grades. This curriculum is designed particularly to meet the needs of Long-Term English Learners. The ELD Level 1 curriculum for newcomer students will continue to be developed and refined by Pivot's ELD teacher.	$49,486.00	Yes
2.9	EL Curriculum	English Learner curriculum will be implemented in order to provide designated English Language Development (ELD) instruction. Pivot uses a strong research-based ELD curriculum which will continue to be refined by our ELD teacher and utilized for multilingual learners in all grades. This curriculum is designed particularly to meet the needs of Long-Term English Learners. ELD Level 1 curriculum for newcomer students will continue to be developed and refined by Pivot's ELD teacher.	$283.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Pivot Charter School will prepare students for life after high school by providing pathways that facilitate the pursuit of higher education or a chosen career path.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

By providing clear pathways, Pivot strives to help students develop a vision for their future and acquire the academic skills needed to achieve it. This can lead to higher graduation rates, college acceptance rates, and job placement success after graduation. Pivot is continuing to strengthen relationships within the community to support students, including our local community colleges. We hope to connect students to college courses and resources to begin to reach college or career goals, while in high school. Pivot believes that students in independent study are uniquely prepared to take and succeed in college level courses.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Dashboard College/Career Indicator (Status)	Percentage of students identified as ""prepared"" for college/career as reported on 2023 CA School Dashboard: 7.6% of all high school graduates 2.3% of socioeconomically disadvantaged high school graduates	Percentage of students identified as "prepared" for college/career as reported on 2024 CA School Dashboard: 11.1% of all High School Graduates 6.7% of Socioeconomically Disadvantaged	Percentage of students identified as "prepared" for college/career as reported on 2025 CA School Dashboard: 12.8% of all High School Graduates 11.4% of Socioeconomically Disadvantaged	Increase the number of students who are college/career prepared by 3% to 16%	% of all High School Graduates increased by 5.2% % of Socioeconomically Disadvantaged High School Graduates increased by 9.1% % of High School graduates with Disabilities increased by 2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0% of high school graduates with disabilities	High School Graduates 11.1% of High School graduates with Disabilities 13.1% of White students 12.3% Hispanic students	High School Graduates 2.4% of High School graduates with Disabilities 12.9% of White students 12.2% Hispanic students		% of White students was decreased at 1.0% % Hispanic students increased at 10.2%
3.2	Met UC/CSU Requirements - Dashboard Additional Reports	7.9% met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass), as reported on 2023 CA School Dashboard	11.5% met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass), as reported on 2024 CA School Dashboard	11% met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass), as reported on 2025 CA School Dashboard	Increase the number of students meeting A-G requirements by 3% each year to 17%	The number of students meeting A-G requirements increased by 3.10%
3.3	Completed at Least One Career Technical Education (CTE) Pathway - Dashboard Additional Reports	0% completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course, as reported on 2023 CA School Dashboard	0% completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course, as reported on 2024 CA School Dashboard	1.4% completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course, as reported on 2025 CA School Dashboard	Increase the number of students completing a CTE pathway by 3% each year to reach 9%	No change
3.4	Met UC/CSU Requirements AND	0% met the UC or CSU a-g criteria with a grade	0% met the UC or CSU a-g criteria	0% met the UC or CSU a-g criteria	Increase the number of	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Completed at Least One CTE Pathway - Dashboard Additional Reports	of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course, as reported on 2023 CA School Dashboard	with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course, as reported on 2024 CA School Dashboard	with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course, as reported on 2025 CA School Dashboard	students meeting A-G requirements and completing a CTE pathway by 3% each year to reach 9%	
3.5	Percentage of students completing AP exams with a score of 3 or higher (local calculation)	0% scored 3 or higher on at least two Advanced Placement exams, as reported on 2023 CA School Dashboard	0% scored 3 or higher on at least two Advanced Placement exams, as reported on 2024 CA School Dashboard	0% scored 3 or higher on at least two Advanced Placement exams, as reported on 2025 CA School Dashboard	Increase the number of students completing AP exams by 2% per year to reach 6%	No change
3.6	Standard Exceeded (Level 4): Prepared or Standard Met (Level 3) Conditionally Prepared for 11th graders	11th graders scale scores on the 2022-23 CAASPP 25.76% ELA Standard Met (Level 3) 15.87% Math Standard Met (Level 3) 2.76% ELA Standard Exceeded (Level 4) 1.38% Math Standard Exceeded (Level 4)	11th graders scale scores on the 2034-24 CAASPP 23.38% ELA Standard Met (Level 3) 2.67% Math Standard Met (Level 3) 6.49% ELA Standard Exceeded (Level 4) 0.00% Math Standard	11th graders scale scores on the 2024-25 CAASPP 23.91% ELA Standard Met (Level 3) 0.00% Math Standard Met (Level 3) 5.43% ELA Standard Exceeded (Level 4) 6.74% Math Standard	Increase the number of 11th grade students with standards met or exceeded on ELA by 5% each year to reach 45%. Increase the number of students with standards met or exceeded standards on math by 5% each year to reach 30%.	The number of 11th grade students with standards met in ELA was decreased by 1.85% The number of 11th grade students with standards met in Math decreased by 15.87% The number of 11th grade students with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Exceeded (Level 4)	Exceeded (Level 4)		standards exceeded in ELA increased by 2.67% The number of 11th grade students with standards exceeded in ELA decreased by 5.36%
3.7	Number of students enrolled in a college course each semester	2.99% of students enrolled in a course at a junior or community college in the Fall of 2022-23 6.07% of Students enrolled in a course at a junior or community college in the Spring of 2022-23	5.19% of students completed a course at a junior or community college in the Fall of 2024-25 4.12% of Students completed a course at a junior or community college in the Spring of 2023-24	3.78% of students completed a course at a junior or community college in the Fall of 2025-26 8.82% of students enrolled in a course at a junior or community college in the Spring of 2025-26	Increase the percentage of students (9th - 12th grade) who complete a course at a junior or community college to by 3% per year to reach 10%	The percentage of students (9th - 12th grade) who complete a course at a junior or community college in the Fall of 2024 maintained at 0.79% and increased in the spring of 2025 by 2.75%.
3.8	Dashboard District Graduation Rate	Percentage of graduation cohort who graduated, as reported on 2023 CA School Dashboard: 46% of students 40.7% of socioeconomically disadvantaged students	Percentage of graduation cohort who graduated, as reported on 2024 CA School Dashboard: 54.8% of students 49.1% of socioeconomically	Percentage of graduation cohort who graduated, as reported on 2025 CA School Dashboard: 54.5% of students 52.5% of socioeconomically	Increase by 10% each year to reach 76% graduation rate. Increase subgroups by 15% each year.	Percentage of graduation cohort who graduated, as reported on 2025 CA School Dashboard: % of all students increased by 8.5% % of socioeconomically

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		28.6% of students with disabilities 39.6% of Hispanic students	disadvantaged students 51.2% of students with disabilities 50% of Hispanic students 60% of White students	disadvantaged students 46.8% of students with disabilities 55.6% of Hispanic students 55.4% of White students		disadvantaged students increased by 11.8% % of students with disabilities increased by 18.2% % of Hispanic students increased by 15.8% % of White students maintained by 0.10 %
3.9	Dataquest 4-year Adjusted Cohort Outcome Report: Dropouts (High School) 1-year Dropouts as reported through CALPADS (Middle School)	As reported on DataQuest, 54.6% of students in the 2022-23 Four-Year Adjusted Cohort were considered high school dropouts. As reported on CALPADS Fall 1 Report 1.8, there were 0 middle school dropouts.	As reported on DataQuest, 48.36% of students in the 2023-24 Four-Year Adjusted Cohort were considered high school dropouts. As reported on CALPADS Fall 1 Report 1.8, there were 0 middle school dropouts.	As reported on DataQuest, 51.2% of students in the 2024-25 Four-Year Adjusted Cohort were considered high school dropouts. As reported on CALPADS Fall 1 Report 1.8, there were 0 middle school dropouts.	Reduce the high school dropout rate by 5% each year to reach 40%. Maintain 0 middle school dropouts.	The high school dropout rate by decreased by 3.4% Maintained 0 middle school dropouts.

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The implementation of Goal 3 was comprehensive and largely aligned with the adopted LCAP. All planned actions were carried out as described in the adopted LCAP, and there were no substantive differences between planned and actual implementation.

A notable success was the improvement of almost 20% in the graduation rate to over 64.50%. Similarly, increases were seen in the number of students taking college courses, meeting A-G requirements, and meeting various criteria to be “prepared” for college and career on the California Dashboard. The CCI rate increased by 22% of high school graduates.

Pivot did not face challenges in the implementation of its Graduation Improvement plan, but the Graduation Rate did not improve. Pivot has struggled to expand testing opportunities, such as AP testing, Seal of Biliteracy assessments, and SATs. For this reason, Action 3.3 is often underutilized. This year, Pivot did utilize funds to support unduplicated pupils to test to qualify for the Seal of Biliteracy. Pivot hopes to expand these opportunities in the years to come. Another challenge is the lack of improvement in the number of 11th-grade students meeting or exceeding standards on the CAASPP. Finally, scaling CTE pathway offerings continues to be a challenge for Pivot.

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

Action 3.2 College and Career Readiness Framework expenditures were less than budgeted due to the position overseeing these efforts being vacant for part of the year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The specific actions implemented under Goal 3 demonstrated varying degrees of effectiveness in preparing students for life after high school by providing pathways that facilitate the pursuit of higher education or a chosen career path.

Graduation Rate Improvement Plan (3.1) was moderately effective. While the Graduation Rate did not decrease, Pivot did not see the growth that was expected from this action.

College and Career Readiness Framework (3.2) action was somewhat effective, with a moderate increase in the percentage of students who are college and career prepared.

The Academic Counselor (3.4) was also effective, as demonstrated in part by the increase in college courses completed by students in the Spring semester.

Test fees (3.3) remained ineffective due to the low utilization of this resource.

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

Based on the analysis of the data, the following adjustments will be made:
Action 3.1 Graduation Rate Improvement Plan: Pivot has concluded its first year of the “Grad Track” program, which aims to improve the graduation rate through CSI funding by using evidence-based practices. Improvements are projected, and this program will continue into its second year in 26-27. As a part of this initiative, Pivot will be adding a Career and Academic Advisor role to work directly with students at risk of dropping out or having a delayed graduation to use college and career opportunities to promote engagement.

Action 3.3: Test Fees
Pivot will begin to offer a District Assessment option for the Seal of Biliteracy and cover the fees for this assessment for socio-economically disadvantaged students and English Learner students. In addition, with the momentum growing in the area of college and career, Pivot will expand its offerings of AP courses in the 26-27 school year, and the exams associated.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Graduation Rate Improvement Plan	Pivot will implement a comprehensive graduation rate improvement plan targeted at increasing the number of students graduating from high school and reducing the number of students dropping out of school. This plan includes a revised grade level placement policy, adaptable and individualized graduation plans, increased tracking of student progress toward graduation requirements, and improved communication with students and families about progress toward graduation. This action includes the addition of several new positions and offerings beginning in the 2025-2026 year, funded by federal CSI Graduation Rate grant funds. Costs associated with this action will be funded by federal CSI funds first for those new activities, and by LCFF funds after all federal CSI funds have been exhausted, and for other ongoing components of this action that are not new for 2025-2026. Metrics 3.7, 3.8, and 3.9 will be used to monitor the effectiveness of CSI Graduation Rate activities.	$671,403.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	College and Career Readiness Framework	Pivot will work to increase the number of students who are graduating as college and career ready through a variety of indicators, including college course enrollment, completion of A-G requirements, completion of CTE pathways, and increasing the number of 11th graders meeting or exceeding standards on the SBAC. Pivot will ensure structures are in place to facilitate students' college and career readiness, such as providing clear CTE pathways and starting all incoming 9th-grade students on a course plan that enables them to satisfy A-G requirements. Students' progress toward college and career readiness will be monitored, and individualized plans will be developed to assist students in achieving college and career readiness via avenues that best suit their individual circumstances. Pivot will be adding a role of Career and Industries Partnership Coordinator, to grow Career Technical Education opportunities for Pivot students.	$64,487.00	No
3.3	Test fees	In order to increase access to post-secondary education and training, Pivot will facilitate the acquisition of test fee waivers for socioeconomically disadvantaged students and English Language Learners who request assistance in paying for AP tests or other assessments for application/admission to post-secondary programs or institutions.		Yes
3.4	Academic Counselor	The Academic Counselor will support students in finding their college and career interests and connect them to concurrent enrollment and college or training opportunities.	$63,121.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$934,943	$71,143

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
19.339%	0.000%	$0.00	19.339%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Resources for Socio-economically disadvantaged students **Need:** Historically, socio-economically disadvantaged students, including low-income and foster students, have been chronically absent at a higher rate than the general student population at Pivot. In 2022-23, socio-economically disadvantaged students were chronically	The provision of bus passes, student meals, and hygiene supplies is targeted to assist low-income and foster students in engaging regularly in their school work at Pivot by meeting needs that the students and their families may not be able to consistently meet on their own. Bus passes provide access to Pivot's resource center which is an appropriate learning environment where students can complete school work with the support of credentialed teachers. Student meals and hygiene supplies ensure basic personal needs	1.1, 1.6: The metrics to be used in determining the effectiveness of this action are the chronic absenteeism rate of socio-economically disadvantaged students as compared to the entire student population and annual survey results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	absent at a rate of 53.4%, compared to the general student population's rate of 43.4%. Pivot provides an independent study program where attendance is determined largely by the amount of schoolwork students complete. Chronic absenteeism occurs when students regularly do not complete their expected schoolwork. The increased instance of chronic absenteeism among socio-economically disadvantaged students points to a need for increasing engagement, attendance, and completion of school work. Socio-economically disadvantaged students may experience barriers to engagement in school work, such as a lack of transportation or gas money, leading to difficulty attending Pivot's resource center. These students may also experience a lack of consistent access to nutritious meals and basic personal care supplies such as menstrual products, and when basic personal needs are unmet it is difficult to engage effectively in learning. **Scope:** LEA-wide	are met so that students can focus on their school work without being hungry or feeling insecure. In order to avoid social stigma, Pivot makes these resources available to all students. This avoids the issue of unduplicated pupils feeling singled out in front of their peers. Even though some students who are not low-income or foster do take advantage of the opportunity to obtain these resources, the action is successful in meeting the needs of low-income and foster students first by ensuring they have a reliable means of transportation to and from the resource center as well as access to meals and hygiene supplies when they otherwise may not have access to these things.	
1.8	**Action:** Translation Services **Need:** English Learners do not currently constitute a numerically significant subgroup on Pivot's California School Dashboard. However, Hispanic students have been chronically absent at a higher rate than the general student population at Pivot. In 2022-23,	This action is designed to assist English Learners by ensuring the students and their parents/guardians can fully understand communications from Pivot Charter School and effectively discuss their questions and concerns with school personnel on an ongoing basis. Translation services are of particular importance during significant meetings such as student and parent orientations, IEP meetings, MTSS meetings, truancy meetings, crisis meetings, and	1.1, 1.6: The metrics to be used in determining the effectiveness of this action are annual survey results and the chronic absenteeism rate of English Learners as compared to the entire student population, if available. When English

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Hispanic students were chronically absent at a rate of 58%, compared to the general student population's rate of 43.4%. While not all Hispanic students are English Learners, the vast majority of Pivot's English Learners are Hispanic students. Therefore, it is likely that English Learners also have an increased rate of chronic absenteeism. Additionally, many Hispanic students, including English Learners as well as those who are not English Learners, have parents/guardians whose native language is not English. Pivot provides an independent study program where attendance is determined largely by the amount of school work students complete, and parent/guardian support is often a major contributor to students' success in independent study. Chronic absenteeism occurs when students regularly do not complete their expected school work. An increased rate of chronic absenteeism among English Learners and Hispanic students may be caused or exacerbated by a language barrier between school staff and the family, where the student and/or family may not fully understand what is expected or may not be able to fully communicate their needs and concerns. **Scope:** LEA-wide	suspension and expulsion hearings. The needs of English Learners were considered first in the creation of this action, as these students and their families are significantly more likely to struggle with English language fluency and may not understand some important points of communications provided in English only. These families may also struggle to communicate their concerns in English, and can much better express their thoughts and questions in their native language. Translation services are also offered to families in which the student or parent/guardian is not a native English speaker, even if the student is not an English Learner, which is why this action is marked LEA-wide. All members of the educational team including students, parents, guardians, and other advocates have a right to communicate effectively, and if translation services can help that happen then Pivot Charter School is happy to provide those services whether or not the student is an English Learner or other high-needs student. This action is effective in meeting the needs of English Learners first, since those students are the most likely to benefit from translation services or have parents/guardians who would benefit from translation services.	Learners do not constitute a numerically significant subgroup, the rate of chronic absenteeism among Hispanic students may be used as the next best point of comparison.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.5	**Action:** Oversight of Academic Programs for Unduplicated Pupils **Need:** As noted in Goal 2 Actions 6, 7, 8, and 9 below, unduplicated pupils historically underperform the general student population when it comes to California School Dashboard ELA and Math Distance from Standard (DFS) scores. English Learner progress has also been lower than desired. **Scope:** Limited to Unduplicated Student Group(s)	Key leadership personnel will oversee the implementation of supports and programs to facilitate academic success among unduplicated pupils including socio-economically disadvantaged students, foster students, and English Learners. These Pivot leaders will support designated teaching staff in providing resources and developing individualized plans for unduplicated pupils, and will ensure the ELD program is being implemented with fidelity.	2.7, 2.8, 2.11: The Dashboard DFS for ELA and Math for socio-economically disadvantaged students, and for English Learners if available, will be compared to the general student population's scores, and effectiveness will be measured by the degree to which the gaps in performance are decreased. Internal i-Ready benchmark assessment scores will be compared, since that is the LEA's local metric which provides ongoing data points throughout the year regarding ELA and Math progress. The English Learner Reclassification Rate will also be used as a metric for the effectiveness of ELD program oversight.
2.6	**Action:** Targeted Support for Unduplicated Pupils **Need:**	This action provides additional support for socio-economically disadvantaged students and foster students in the form of designated teaching staff who are experienced in facilitating academic progress among these populations. These	2.7, 2.8: The Dashboard DFS for ELA and Math for socio-economically disadvantaged students will be compared to the

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Unduplicated pupils historically underperform the general student population when it comes to California School Dashboard ELA and Math Distance from Standard (DFS) scores. On the 2023 Dashboard, socio-economically disadvantaged students had an average DFS of 96.1 for ELA and 184.9 for Math, compared to the general student population's DFS of 72.7 for ELA and 165.8 for Math. **Scope:** Limited to Unduplicated Student Group(s)	teachers will work closely with socio-economically disadvantaged students and their parents/guardians to develop individual learning plans which remove barriers to learning, promote improvement in ELA and Math skills, and facilitate credit recovery.	general student population's scores, and effectiveness will be measured by the degree to which the gap in performance is decreased. Internal i-Ready benchmark assessment scores will be compared, since that is the LEA's local metric which provides ongoing data points throughout the year regarding ELA and Math progress.
2.7	**Action:** Educational Coordinator for English Learners **Need:** Unduplicated pupils historically underperform the general student population when it comes to California School Dashboard ELA and Math Distance from Standard (DFS) scores. On the 2023 Dashboard, English Learners had an average DFS of 113.7 for ELA and 211.5 for Math, compared to the general student population's DFS of 72.7 for ELA and 165.8 for Math. **Scope:** Limited to Unduplicated Student Group(s)	This action provides additional support for English Learners in the form of designated teaching staff who are experienced in facilitating academic progress among this population. These teachers will work closely with English Learners and their parents/guardians to develop individual learning plans which remove barriers to learning, promote improvement in ELA and Math skills, and facilitate credit recovery.	2.7, 2.8: The Dashboard DFS for ELA and Math for English Learners will be compared to the general student population's scores, and effectiveness will be measured by the degree to which the gap in performance is decreased. Internal i-Ready benchmark assessment scores will be compared, since that is the LEA's local metric which provides ongoing data points throughout the year regarding ELA and Math progress.
2.8	**Action:** English Language Development Teacher	By providing an English Language Development (ELD) teacher who provides designated ELD instruction to English Learners and facilitates	2.10, 2.11: The Dashboard's English Learner Progress Indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: The California School Dashboard's English Learner Progress Indicator shows that only 33% of English Learners are making progress toward English language proficiency. While this is an increase over the prior year, and there was no performance color associated with this metric, it is still a score that falls in the "Very Low" category. **Scope:** Limited to Unduplicated Student Group(s)	integrated ELD instruction in collaboration with other teaching staff, the needs of English Learners will be better met. 2023-24 was the first year that Pivot was able to fully implement its new designated ELD program which provides targeted instruction and supports designed to improve English Learners' progress toward English fluency. The ELD teacher works closely with students to provide individualized curriculum and instruction that address the unique needs of all English Learners including Newcomers as well as Long Term English Learners.	will be used to gauge effectiveness of this action. English Learner Reclassification Rate will be used as a secondary data point to monitor effectiveness.
2.9	**Action:** EL Curriculum **Need:** In recent years, Pivot has made progress in developing and implementing English Language Development programs. However, upon reflection it is evident that more improvements need to be made. Pivot's Dashboard Local Indicator Self-Reflection Tool for EL access to CA standards including ELD standards lists scores of 3 for professional development, 4 for instructional materials, and 3 for policy & program support. None of these areas are scored at a level that indicates full implementation and sustainability. **Scope:** Limited to Unduplicated Student Group(s)	This action focuses on further developing Pivot's ELD curricula and programs to address the needs of all learners, including Newcomers as well as Long Term English Learners. The ELD curriculum itself will continue to be expanded, and support for teaching staff will be provided to ensure all members of the educational team reinforce engagement and participation with the ELD program. Support and professional development will be provided with respect to designated ELD instruction as well as integrated ELD instruction.	2.9: The Dashboard Local Indicator Self-Reflection Tool section for EL access to CA standards including ELD standards will be used to monitor effectiveness.
3.3	**Action:** Test fees	This action removes the cost burden of taking AP exams, as well as other exams such as the SAT or ACT, for low-income and foster students. Pivot has	3.5: The percentage of students completing AP exams with a score of 3 or

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: The number of Pivot students taking AP exams at Pivot is low, and the baseline for the percentage of students passing AP exams with a score of 3 or higher is currently zero. There are Pivot students who take AP courses, so there is a need to increase efforts around getting students to take AP exams. It is anticipated that the cost of taking AP exams would be a potential barrier to low-income and foster students, and the cost may be a reason why these student populations do not take AP exams at Pivot. **Scope:** Limited to Unduplicated Student Group(s)	developed the necessary structures to obtain fee waivers from the agencies that regulate the administration of these exams, and will ensure that all socio-economically disadvantaged students who are interested in these exams receive information about how to request a fee waiver. It is anticipated that more students, especially those who may have previously decided not to take these exams due to cost constraints, will take these exams in the future.	higher will be used to monitor effectiveness of this action. Ideally the data would be disaggregated by student groups as well.

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

The only contributing action without budgeted expenditures is Action 3.3 Test Fees. The dollar value anticipated to be associated with test fee waivers for low-income and foster students is approximately $400, which equates to approximately 0.01% of the LCFF base grant funding. Therefore it is estimated that this action will improve services by approximately 0.01% for unduplicated pupils.

Additional Concentration Grant Funding

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

The LEA is a single charter school with an unduplicated student concentration of greater than 55%, and all concentration grant add-on funding identified above will be allocated to the single charter school. There is no option of allocating funds to more than one school. Pivot Charter School operates an independent study program, and the concentration grant add-on funding will be used to support the funding of designated independent study teachers who are assigned to serve foster youth, English Learners, and low-income students. In this manner, Pivot Charter School aims to improve the ratio of certificated staff to unduplicated pupils in a direct service context.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:231
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:16

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$4,834,620	934,943	19.339%	0.000%	19.339%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,773,918.00	$107,631.00	$0.00	$798,018.00	$2,679,567.00	$2,084,317.00	$595,250.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	MTSS	All	No			All Schools		$61,150.00	$0.00				$61,150.00	$61,150.00	
1	1.2	Safe and Clean Facilities	All	No			All Schools		$0.00	$383,542.00	$383,542.00				$383,542.00	
1	1.3	Community Liaison Bilingual Outreach Coordinator	All	No			All Schools		$31,449.00	$0.00				$31,449.00	$31,449.00	
1	1.4	Resources for Socio-economically disadvantaged students	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$0.00	$5,964.00	$5,964.00				$5,964.00	
1	1.5	Access to instructional materials	All	No			All Schools		$0.00	$84,568.00	$84,568.00				$84,568.00	
1	1.6	Technology Management	All	No			All Schools		$33,665.00	$0.00	$33,665.00				$33,665.00	
1	1.7	Increase Family Engagement through Communication Tools	All	No			All Schools		$1,000.00	$3,444.00	$4,444.00				$4,444.00	
1	1.8	Translation Services	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.9	Attendance Improvement Plan including Attendance Clerk	All	No			All Schools		$33,630.00	$0.00				$33,630.00	$33,630.00	
1	1.10	Professional Development	All	No			All Schools		$0.00	$20,000.00	$6,062.00			$13,938.00	$20,000.00	
2	2.1	Social Emotional Learning	All	No			All Schools		$124,127.00	$0.00	$124,127.00				$124,127.00	
2	2.2	Increasing the Impact of Highly Qualified Teachers	All	No			All Schools		$25,584.00	$0.00	$25,584.00				$25,584.00	
2	2.3	ELA and Math Achievement Supports	All	No			All Schools		$0.00	$15,449.00		$15,449.00			$15,449.00	
2	2.4	Intervention Specialist (Reading Intervention Specialist)	All	No			All Schools		$41,247.00	$0.00		$41,247.00			$41,247.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Oversight of Academic Programs for Unduplicated Pupils	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$142,251.00	$0.00	$142,251.00				$142,251.00	
2	2.6	Targeted Support for Unduplicated Pupils	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		$732,217.00	$0.00	$732,217.00				$732,217.00	
2	2.7	Educational Coordinator for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$81,500.00	$0.00	$81,500.00				$81,500.00	
2	2.8	English Language Development Teacher	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$49,486.00	$0.00	$49,486.00				$49,486.00	
2	2.9	EL Curriculum	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$283.00	$283.00				$283.00	
3	3.1	Graduation Rate Improvement Plan	All	No			All Schools		$599,403.00	$72,000.00	$13,552.00			$657,851.00	$671,403.00	
3	3.2	College and Career Readiness Framework	All	No			All Schools 9-12		$64,487.00	$0.00	$13,552.00	$50,935.00			$64,487.00	
3	3.3	Test fees	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools									0.01
3	3.4	Academic Counselor	All	No			All Schools 9-12		$63,121.00	$0.00	$63,121.00				$63,121.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,834,620	934,943	19.339%	0.000%	19.339%	$1,021,701.00	0.010%	21.143 %	**Total:**	$1,021,701.00
								LEA-wide Total:	$15,964.00
								Limited Total:	$1,005,737.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Resources for Socio-economically disadvantaged students	Yes	LEA-wide	Foster Youth Low Income	All Schools	$5,964.00	
1	1.8	Translation Services	Yes	LEA-wide	English Learners	All Schools	$10,000.00	
2	2.5	Oversight of Academic Programs for Unduplicated Pupils	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$142,251.00	
2	2.6	Targeted Support for Unduplicated Pupils	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$732,217.00	
2	2.7	Educational Coordinator for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$81,500.00	
2	2.8	English Language Development Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$49,486.00	
2	2.9	EL Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$283.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Test fees	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		0.01

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,390,709.00	$2,248,281.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	MTSS	No	$129,758.00	$112,158
1	**1.2**	Safe and Clean Facilities	No	$392,113.00	$405,878
1	**1.3**	Community Liaison	No	$57,702.00	$35,749
1	**1.4**	Resources for Socio-economically disadvantaged students	Yes	$5,805.00	$10,278
1	**1.5**	Access to instructional materials	No	$110,750.00	$77,138
1	**1.6**	Technology Management	No	$35,718.00	$34,841
1	**1.7**	Communication Tools	No	$4,417.00	$4,682
1	**1.8**	Translation Services	Yes	$10,000.00	$16,716
1	**1.9**	Attendance Improvement Plan including Attendance Clerk	No	$35,681.00	$33,196
1	**1.10**	Professional Development	No	$20,632.00	$42,155
2	**2.1**	Social Emotional Learning	No	$120,511.00	$120,242

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Increasing the Impact of Highly Qualified Teachers	No	$24,648.00	$21,326
2	2.3	ELA and Math Achievement Supports	No	$12,883.00	$12,704
2	2.4	Reading Intervention Specialist (formerly Intervention Specialist)	No	$42,511.00	$14,706
2	2.5	Oversight of Academic Programs for Unduplicated Pupils	Yes	$135,175.00	$153,055
2	2.6	Targeted Support for Unduplicated Pupils	Yes	$626,579.00	$505,224
2	2.7	Educational Coordinator for English Learners	Yes	$85,637.00	$112,046
2	2.8	English Language Development Teacher	Yes	$45,418.00	$53,654
2	2.9	EL Curriculum	Yes	$214.00	$302
3	3.1	Graduation Rate Improvement Plan	No	$416,857.00	$410,182
3	3.2	College and Career Readiness Framework	No	$13,097.00	$9,476
3	3.3	Test fees	Yes	0	$127
3	3.4	Academic Counselor	No	$64,603.00	$62,446

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$848,357	$908,828.00	$851,402.00	$57,426.00	0.010%	0.000%	-0.010%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Resources for Socio-economically disadvantaged students	Yes	$5,805.00	$10,278		
1	1.8	Translation Services	Yes	$10,000.00	$16,716		
2	2.5	Oversight of Academic Programs for Unduplicated Pupils	Yes	$135,175.00	$153,055		
2	2.6	Targeted Support for Unduplicated Pupils	Yes	$626,579.00	$505,224		
2	2.7	Educational Coordinator for English Learners	Yes	$85,637.00	$112,046		
2	2.8	English Language Development Teacher	Yes	$45,418.00	$53,654		
2	2.9	EL Curriculum	Yes	$214.00	$302		
3	3.3	Test fees	Yes		$127	0.01	0.00

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,614,016	$848,357	0	18.387%	$851,402.00	0.000%	18.453%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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