**Introduction:**

**LEA:    Contact (Name, Title, Email, Phone Number):** <u>Rachel Gonzalez</u>, <u>Director of Operations</u>, <u>rgonzalez@pivotcharter.org</u>, <u>530-635-3055</u>    **LCAP Year:** <u>2015-16</u>

## *Local Control and Accountability Plan and Annual Update Template*

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

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

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

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

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

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

# *State Priorities*

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

*A. Conditions of Learning:*

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

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

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

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

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

*B. Pupil Outcomes:*

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

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

*C. Engagement:*

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

| Involvement Process | Impact on LCAP |
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| Board Meetings –The following meetings were attended by our Governing Board, Executive Director, our back office company, administrative staff and Pivot Charter School teachers that are local to the area we held the meetings. September 20th 2014 January 17th and 18th 2015 March 13th 2015 May 31st 2015 Staff Meetings- The following meetings were attended by Pivot Charter School | We continue to refine our intervention process and learn more ways to utilize our intervention curriculum We continue to train teachers on increased communication with their students We will be adding an elective curriculum for the 2015-16 school year. We continue to strive for students feel safe and supported on campus College and Career readiness continue to be a priority It is a priority for Pivot Charter School students to take more advanced courses. |

Executive Director, administrative staff, teachers, and non-credentialed staff.
September 10th 2014
September 17th 2014
September 24th 2014
October 1st 2014
October 8th 2014
November 19th 2014 (leadership team meeting)
February 11th 2015
February 25th 2015
March 25th 2015
April 6th 2015
April 29th 2015


Back to School Nights- The following meeting was attended by parents of Pivot Charter School students, parents. Teachers and site coordinator..
November 5th 2014
Survey- Pivot Charter School Parents took the survey

**Annual Update:**

Board Meetings –The following meetings were attended by our Governing Board, Executive Director, our back office company, administrative staff and Pivot Charter School teachers that are local to the area we held the meetings.
September 20th 2014
January 17th and 18th 2015
March 13th 2015
May 31st 2015
Staff Meetings- The following meetings were attended by Pivot Charter School Executive Director, administrative staff, teachers, and non-credentialed staff.
September 10th 2014
September 17th 2014
September 24th 2014
October 1st 2014
October 8th 2014
November 19th 2014 (leadership team meeting)

**Annual Update:**

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


Greater need for additional intervention curriculum- we have worked towards this goal with the purchase of two new curriculum programs.
Increased frequency of Communication for teachers - we hired more staff and worked through staff meetings to make sure teachers were communicating frequently with their students.
Students feel safe and supported on campus- through our survey's we saw that parents feel their students feel safe and supported on campus.
Interest in more career and college planning and Provide additional pathways to college readiness- we hired a college counselor and trained teachers to encourage concurrent enrollment in community college courses.

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| February 11th 2015<br>February 25th 2015<br>March 25th 2015<br>April 6th 2015<br>April 29th 2015<br><br>Back to School Nights- The following meeting was attended by parents of Pivot Charter School students, parents. Teachers and site coordinator..<br>November 5th 2014<br>Survey- Pivot Charter School Parents took the survey<br>Pertinent Data Used for Discussions<br>Withdrawal Rates (Involuntary and Voluntary)<br>Course Completion Rates<br>Attendance Rates<br>Survey Results | Need for additional advanced courses- we achieved this through the purchase of the new Apex Curriculum. |

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

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

| GOAL 1: | All students will be provided a safe caring environment that provides a rigorous academic program with a focus on 21st Century Skills. | Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X<br><br>COE only: 9 _ 10 _<br><br>Local : Specify |
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| Identified Need : | Increase the number of students obtaining a final course grade of C or better in ELA, mathematics, science, social science.<br>Increase the number of students taking AP courses<br>Increase EL progress toward proficiency |
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| Goal Applies to: | Schools: Pivot North Bay |
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| | Applicable Pupil Subgroups: All |

**LCAP Year 1:** 2015-16

| Expected Annual Measurable Outcomes: | • Information pulled from our Student information System and curriculum programs<br>• API and AYP scores<br>• CELDT and SBAC test scores<br>• Parent Survey's |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Continue Curriculum Contract - We will use our 3 curriculum programs to implement 2 new Pivot Charter School Academies called University Prep and Liberal Arts Academy. Uprep is a college prep track for students to ensure they met requirements to UC and State Colleges upon graduation. And Liberal Arts Academy is for students who are not going straight to a University or State college but may be attending a vocational school, trade school. Junior College or direct entry into the career force. Our Liberal Arts Academy will offer a wide range of electives courses. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | $37,009 |

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| Educational Coordinators - we will continue to hire teachers as we need them in Highly Qualified areas so as to continue to attain the goal of individualized education. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | $299,002 |
| Professional Development- we will continue to provide professional development for teachers and staff in the curriculum systems so they can utilize the curriculum to its fullest. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Rent-We will continue to have our facility available with the addition of some equipment for break out classes and workshops to continue to help student learning. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | $65,000 |
| Purchase of Equipment - we will continue to purchase equipment to aid in student learning and achievement. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | $2,500 |
| Student Information Software- we will continue to | | X All | $13,552 |

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| expand our use of Student information software so as to be able to collect more data on students and run more reports to help us serve them even better. | | OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Special Education- we will continue to expand in staff and materials to better serve our population of students who are in need of special education services. | | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Special Education | $50,310.99 |
| Intervention Specialist- we will continue with an Intervention Specialist position to help support students who are struggling. The intervention specialist targets issues students are having and comes up with alternative plans to achieve student success. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | $7,000 |
| CELDT Materials- we will continue to purchase CELDT materials for testing and test prep help. | | _ All<br>OR:<br>_ Low Income pupils<br>X English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |

| LCAP Year 2: 2016-17 |
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| Expected Annual Measurable Outcomes: | • Information pulled from our Student information System and curriculum programs<br>• API and AYP scores<br>• CELDT and SBAC test scores<br>• Parent Survey's |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Continue Curriculum Contract - We will use our 3 curriculum programs to implement 2 new Pivot Charter School Academies called University Prep and Liberal Arts Academy. Uprep is a college prep track for students to ensure they met requirements to UC and State Colleges upon graduation. And Liberal Arts Academy is for students who are not going straight to a University or State college but may be attending a vocational school, trade school. Junior College or direct entry into the career force. Our Liberal Arts Academy will offer a wide range of electives courses. | | X All<br>‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | $17,149 |
| Educational Coordinators - we will continue to hire teachers as we need them in Highly Qualified areas so as to continue to attain the goal of individualized education. | | X All<br>‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | $113,397 |
| Professional Development- we will continue to provide professional development for teachers and staff in the curriculum systems so they can utilize the curriculum to its fullest. | | X All<br>‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: | |

| | | (Specify) | |
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| Rent-We will continue to have our facility available with the addition of some equipment for break out classes and workshops to continue to help student learning. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | $36,000 |
| Purchase of Equipment - we will continue to purchase equipment to aid in student learning and achievement. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | $7,391 |
| Student Information Software- we will continue to expand our use of Student information software so as to be able to collect more data on students and run more reports to help us serve them even better. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | $7,000 |
| Special Education- we will continue to expand in staff and materials to better serve our population of students who are in need of special education services. | | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Special Education | $37,463 |

| Intervention Specialist- we will continue with an Intervention Specialist position to help support students who are struggling. The intervention specialist targets issues students are having and comes up with alternative plans to achieve student success. | | X All<br>_ _ _ _ _ _ _ _ _ _ _<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | $8,000 |
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| CELDT Materials- we will continue to purchase CELDT materials for testing and test prep help. | | _ All<br>_ _ _ _ _ _ _ _ _ _ _<br>OR:<br>_ Low Income pupils<br>X English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |

| **LCAP Year 3:** 2017-18 |
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| Expected Annual Measurable Outcomes: | • Information pulled from our Student information System and curriculum programs<br>• API and AYP scores<br>• CELDT and SBAC test scores<br>• Parent Survey's |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| Continue Curriculum Contract - We will use our 3 curriculum programs to implement 2 new Pivot Charter School Academies called University Prep and Liberal Arts Academy. Uprep is a college prep track for students to ensure they met requirements to UC and State Colleges upon graduation. And Liberal Arts Academy is for students who are not going straight to a University or State college but may be attending a vocational school, trade school. Junior College or direct entry into the career force. Our Liberal Arts Academy will offer a wide range of electives courses. | | X All<br>_ _ _ _ _ _ _ _ _ _ _<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | $17,449 |

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| Educational Coordinators - we will continue to hire teachers as we need them in Highly Qualified areas so as to continue to attain the goal of individualized education. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | $116,397 |
| Professional Development- we will continue to provide professional development for teachers and staff in the curriculum systems so they can utilize the curriculum to its fullest. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Rent-We will continue to have our facility available with the addition of some equipment for break out classes and workshops to continue to help student learning. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | $40,000 |
| Purchase of Equipment - we will continue to purchase equipment to aid in student learning and achievement. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | $7,541 |

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| Student Information Software- we will continue to expand our use of Student information software so as to be able to collect more data on students and run more reports to help us serve them even better. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | $3,847 |
| Special Education- we will continue to expand in staff and materials to better serve our population of students who are in need of special education services. | | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Special Education | $38,463 |
| Intervention Specialist- we will continue with an Intervention Specialist position to help support students who are struggling. The intervention specialist targets issues students are having and comes up with alternative plans to achieve student success. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | $9,000 |
| CELDT Materials- we will continue to purchase CELDT materials for testing and test prep help. | | _ All<br>OR:<br>_ Low Income pupils<br>X English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |

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

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

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

| Goal Applies to: | Schools: Pivot North Bay |
|---|---|
| | Applicable Pupil Subgroups: |

**LCAP Year 1:** 2015-16

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

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Continue with College Counselor position- we will continue to refine the college counselor position. Pivot helps students focus on their career potential by providing ongoing, relevant information about careers, colleges and personal options, and helps them to formulate long term goals and actions plans to meet those goals. | | X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | $4,329.6 |

**LCAP Year 2:** 2016-17

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

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Continue with College Counselor position- we will continue to refine the college counselor position. Pivot | | X All<br>OR: | $2,610 |

| helps students focus on their career potential by providing ongoing, relevant information about careers, colleges and personal options, and helps them to formulate long term goals and actions plans to meet those goals. | | _ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |

| **LCAP Year 3:** 2017-18 | | | |
|---|---|---|---|

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

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| Continue with College Counselor position- we will continue to refine the college counselor position. Pivot helps students focus on their career potential by providing ongoing, relevant information about careers, colleges and personal options, and helps them to formulate long term goals and actions plans to meet those goals. | | X All<br>- - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | $2,690 |

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

| GOAL 3: | | | Related State and/or Local Priorities:<br>1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _<br>COE only: 9 _ 10 _<br>Local : Specify |
|---|---|---|---|

| Identified Need : | |
|---|---|
| Goal Applies to: | Schools: |
| | Applicable Pupil Subgroups: |

**LCAP Year 1:** 2015-16

| Expected Annual Measurable Outcomes: | |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|

**LCAP Year 2:** 2016-17

| Expected Annual Measurable Outcomes: | |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|

**LCAP Year 3:** 2017-18

| Expected Annual Measurable Outcomes: | |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|

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

| GOAL 4: | | Related State and/or Local Priorities:<br>1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _<br>COE only: 9 _ 10 _<br>Local : Specify |
|---|---|---|

| Identified Need : | |
|---|---|
| Goal Applies to: | Schools: |
| | Applicable Pupil Subgroups: |

**LCAP Year 1:** 2015-16

| Expected Annual Measurable Outcomes: | |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|

**LCAP Year 2:** 2016-17

| Expected Annual Measurable Outcomes: | |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|

**LCAP Year 3:** 2017-18

| Expected Annual Measurable Outcomes: | |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|

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

| GOAL 5: | | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
|---|---|---|

| Identified Need : | |
|---|---|
| Goal Applies to: | Schools: |
| | Applicable Pupil Subgroups: |

| **LCAP Year 1:** 2015-16 | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|

| **LCAP Year 2:** 2016-17 | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|

| **LCAP Year 3:** 2017-18 | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|

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

| GOAL 6: | | | Related State and/or Local Priorities:<br>1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _<br><br>COE only: 9 _ 10 _<br><br>Local : Specify |
|---|---|---|---|

| Identified Need : | |
|---|---|
| Goal Applies to: | Schools: |
| | Applicable Pupil Subgroups: |

**LCAP Year 1:** 2015-16

| Expected Annual Measurable Outcomes: | |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|

**LCAP Year 2:** 2016-17

| Expected Annual Measurable Outcomes: | |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|

**LCAP Year 3:** 2017-18

| Expected Annual Measurable Outcomes: | |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|

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

| GOAL 7: | | Related State and/or Local Priorities:<br>1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _<br>COE only:  9 _  10 _<br>Local : Specify |
|---|---|---|

| Identified Need : | |
|---|---|
| Goal Applies to: | Schools: |
| | Applicable Pupil Subgroups: |

**LCAP Year 1:** 2015-16

| Expected Annual Measurable Outcomes: | |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|

**LCAP Year 2:** 2016-17

| Expected Annual Measurable Outcomes: | |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|

**LCAP Year 3:** 2017-18

| Expected Annual Measurable Outcomes: | |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|

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

| | Related State and/or Local Priorities: |
|---|---|
| | 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ |
| GOAL 8: | COE only: 9 _ 10 _ |
| | Local : Specify |

| Identified Need : | |
|---|---|
| Goal Applies to: | Schools: |
| | Applicable Pupil Subgroups: |

**LCAP Year 1:** 2015-16

| Expected Annual Measurable Outcomes: | |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|

**LCAP Year 2:** 2016-17

| Expected Annual Measurable Outcomes: | |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|

**LCAP Year 3:** 2017-18

| Expected Annual Measurable Outcomes: | |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|

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

| | Related State and/or Local Priorities: |
|---|---|
| **GOAL 9:** | 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ <br><br> COE only: 9 _ 10 _ <br><br> Local : Specify |

| Identified Need : | |
|---|---|
| Goal Applies to: | Schools: |
| | Applicable Pupil Subgroups: |

**LCAP Year 1:** 2015-16

| Expected Annual Measurable Outcomes: | | | | |
|---|---|---|---|---|
| Actions/Services | | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |

**LCAP Year 2:** 2016-17

| Expected Annual Measurable Outcomes: | | | | |
|---|---|---|---|---|
| Actions/Services | | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |

**LCAP Year 3:** 2017-18

| Expected Annual Measurable Outcomes: | | | | |
|---|---|---|---|---|
| Actions/Services | | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |

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

| GOAL 10: | | Related State and/or Local Priorities:<br>1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _<br><br>COE only:  9 _  10 _<br><br>Local : Specify |
|---|---|---|
| Identified Need : | | |
| Goal Applies to: | Schools: | |
| | Applicable Pupil Subgroups: | |

| **LCAP Year 1:** 2015-16 | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| | | | |

| **LCAP Year 2:** 2016-17 | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| | | | |

| **LCAP Year 3:** 2017-18 | | | |
|---|---|---|---|
| Expected Annual Measurable Outcomes: | | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| | | | |

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

## Annual Update

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

**Guiding Questions:**

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

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

| Original GOAL 1 from prior year LCAP: | Pivot will increase the number of students who are performing at proficient or advanced. | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 _ <br><br> COE only: 9 _ 10 _ <br><br> Local : Specify |
|---|---|---|

| Goal Applies to: | Schools: Pivot North Bay |
|---|---|
| | Applicable Pupil Subgroups: All |

| Expected Annual Measurable Outcomes: | A: API growth target <br> B: AYP <br> C: Graduation rates <br> D:   Course Completion Rates | Actual Annual Measurable Outcomes: | A: API growth target- we do not have API scores available yet this year. <br> B: AYP- we do not have AYP available this year. <br> C: Graduation rates- Estimated number of graduates are from .12 students. This is the same as last year (2013-14) <br> D:   Course Completion Rates- Course Completion Rates are up significantly from last year- As of Fall 2014 semester grades Pivot North Bay students have a 78% passing rate of a C or better compared to the 2013-14 year as of Fall where C or better rate was 60%. |
|---|---|---|---|

**LCAP Year:** 2014-15

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Purchase of new curriculum that provides the following: <br> • Direct instruction delivered through reading passages, manipulatives, videos, and animations. <br> • Interactive activities to not only teach, but review concepts. <br> • Rigorous content in every subject that is aligned with State and Common Core. <br> • College Board-approved Advanced Placement courses | | We purchased two new curriculum systems. It was not the cost expected as they have a seat system where if one student leaves another can use the "seat" in the program. <br><br> Purchase of new curriculum that provides the following: <br> • Direct instruction delivered through reading passages, manipulatives, videos, and animations. <br> • Interactive activities to not only teach, but review concepts. <br> • Rigorous content in every subject that is aligned with State and | $21,712.50 |

| | | | |
|---|---|---|---|
| | | Common Core.<br>• College Board-approved Advanced Placement courses | |
| **Scope of Service**<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | **Scope of Service**<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Increase number of onsite courses for the following:<br>• Offering of daily learning labs. Help is provided to students as they access individualized online curriculum, attend classes in writing, Algebra, math tutorials, PE and CAHSEE math prep, and complete laboratory science classes.<br>• Work stations are movable for individual and group project use. Students and teachers have access to multiple learning spaces and resources including Smartboards, the Internet, easel white boards, desktops, and laptops | | Increased number of onsite courses for the following:<br>• Offering of daily learning labs. Help is provided to students as they access individualized online curriculum, attend classes in writing, Algebra, math tutorials, PE and CAHSEE math prep, and complete laboratory science classes.<br>• Work stations are movable for individual and group project use. Students and teachers have access to multiple learning spaces and resources including Smartboards, the Internet, easel white boards, desktops, and laptops | $62,858.20 |
| **Scope of Service**<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners | | **Scope of Service**<br><br>X All<br>OR:<br>_ Low Income pupils<br>_ English Learners | |

| | | | |
|---|---|---|---|
| _ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | _ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Purchase of additional software for data tracking (Student Information System):<br>Use of data systems is a strategic and critical action by teachers, administrators, parents and students. | | We had an increase in enrollment that increased the cost for our Student Information System. We also have access to more reports and information in our system.<br>Purchase of additional software for data tracking (Student Information System):<br>Use of data systems is a strategic and critical action by teachers, administrators, parents and students. | $11,132.78 |
| Scope of Service<br><br>X All<br>– – – – – – – – – – – – – –<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service<br><br>X All<br>– – – – – – – – – – – – – –<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Hire of College Counselor:<br>Pivot helps students focus on their career potential by providing ongoing, relevant information about careers, colleges and personal options, and helps them to formulate long term goals and action plans to meet those goals. | | We hired a college counselor position and have students and families meeting with her on a regular basis. 15% more of our students are enrolled in concurrent enrollment with the local Junior College.<br><br>Pivot helps students focus on their career potential by providing ongoing, relevant information about careers, colleges and personal options, and helps them to formulate long term goals and action plans to meet those goals. | 4,329.6 |

| | | | |
|---|---|---|---|
| Scope of Service<br><br>X All<br>- - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service<br><br>X All<br>- - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Professional Development - Resources and professional development to improve teacher effectiveness | | We did not have to use the entire professional development package as some of our teachers mastered it so well and quickly that they provided help and support to the rest of the staff throughout the year. | |
| Scope of Service<br><br>X All<br>- - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service<br><br>X All<br>- - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Intervention Specialist- A one third time intervention specialist has been added beginning in 2014-15. The Intervention Specialist position is to help support students who are struggling. The intervention specialist targets issues students are having and comes up with alternative plans to achieve student success. | | We hired a one third time intervention specialist and saw great results. Between the students teacher and the intervention specialist they saved many students from not making it in our program. | $17,933.81 |
| Scope of Service<br><br>- - - - - - - - - - | | Scope of Service<br><br>- - - - - - - - - - | |

| | | | |
|---|---|---|---|
| X All<br>------<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | X All<br>------<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Special Education Services- Services provided to students who have special education needs. | | Special Education Services- Services provided to students who have special education needs. | $50,310.99 |
| Scope of Service<br><br>_ All<br>------<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Special Education | | Scope of Service<br><br>_ All<br>------<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Special Education | |
| CELDT Materials/Consulting | | CELDT Materials/Consulting | |
| Scope of Service<br><br>_ All<br>------<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br>------<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing | Next year this academic goal with actions and services will be morphed into Goal 1 that states "All students will be provided a safe caring environment that provides a rigorous academic program with a focus on 21st Century Skills." | | |

| past progress and/or changes to goals? | |
|---|---|

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

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

| Original GOAL 2 from prior year LCAP: | Pivot will reduce the number of students who are performing below basic and far below basic. | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 _ <br><br> COE only: 9 _ 10 _ <br><br> Local : Specify |
|---|---|---|

| Goal Applies to: | Schools: Pivot North Bay |
|---|---|
| | Applicable Pupil Subgroups: |

| Expected Annual Measurable Outcomes: | A: API growth target <br> B: AYP <br> C: Graduation rates | Actual Annual Measurable Outcomes: | A: API growth target- we do not have API scores available yet this year. <br> B: AYP- we do not have AYP available this year. <br> C: Graduation rates- Estimated number of graduates are from .12 students. This is the same as last year (2013-14) <br> D:   Course Completion Rates- Course Completion Rates are up significantly from last year- As of Fall 2014 semester grades Pivot North Bay students have a 78% passing rate of a C or better compared to the 2013-14 year as of Fall where C or better rate was 60%. |
|---|---|---|---|

| LCAP Year: 2014-15 | | | |
|---|---|---|---|
| **Planned Actions/Services** | | **Actual Actions/Services** | |
| | **Budgeted Expenditures** | | **Estimated Actual Annual Expenditures** |
| Purchase of new curriculum that provides the following: <br> • Direct instruction delivered through reading passages, manipulatives, videos, and animations. <br> • Interactive activities to not only teach, but review concepts. <br> • Rigorous content in every subject that is aligned with State and Common Core. <br> • College Board-approved Advanced Placement courses | | We purchased two new curriculum systems. It was not the cost expected as they have a seat system where if one student leaves another can use the "seat" in the program. <br><br> Purchase of new curriculum that provides the following: <br> • Direct instruction delivered through reading passages, manipulatives, videos, and animations. <br> • Interactive activities to not only teach, but review concepts. <br> • Rigorous content in every subject that is aligned with State and | $21,712.50 |

| | | | |
|---|---|---|---|
| | | Common Core.<br>• College Board-approved Advanced Placement courses | |
| **Scope of Service**<br><br>X All<br>- - - - - - - - - - - - - - - - - -<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | **Scope of Service**<br><br>_ All<br>- - - - - - - - - - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Increase number of onsite courses for the following:<br>• Offering of daily learning labs. Help is provided to students as they access individualized online curriculum, attend classes in writing, Algebra, math tutorials, PE and CAHSEE math prep, and complete laboratory science classes.<br>• Work stations are movable for individual and group project use. Students and teachers have access to multiple learning spaces and resources including Smartboards, the Internet, easel white boards, desktops, and laptops | | Increased number of onsite courses for the following:<br>• Offering of daily learning labs. Help is provided to students as they access individualized online curriculum, attend classes in writing, Algebra, math tutorials, PE and CAHSEE math prep, and complete laboratory science classes.<br>• Work stations are movable for individual and group project use. Students and teachers have access to multiple learning spaces and resources including Smartboards, the Internet, easel white boards, desktops, and laptops | $62,858.20 |
| **Scope of Service**<br><br>X All<br>- - - - - - - - - - - - - - - - - -<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth | | **Scope of Service**<br><br>_ All<br>- - - - - - - - - - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth | |

| | | | |
|---|---|---|---|
| Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | _ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Purchase of additional software for data tracking (Student Information System):<br>Use of data systems is a strategic and critical action by teachers, administrators, parents and students. | | We had an increase in enrollment that increased the cost for our Student Information System. We also have access to more reports and information in our system.<br>Purchase of additional software for data tracking (Student Information System): Use of data systems is a strategic and critical action by teachers, administrators, parents and students. | $11,132.78 |
| Scope of Service<br><br>X All<br>OR:<br> Low Income pupils<br> English Learners<br> Foster Youth<br> Redesignated fluent English proficient<br> Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Hire of College Counselor:<br>Pivot helps students focus on their career potential by providing ongoing, relevant information about careers, colleges and personal options, and helps them to formulate long term goals and action plans to meet those goals. | | We hired a college counselor position and have students and families meeting with her on a regular basis. 15% more of our students are enrolled in concurrent enrollment with the local Junior College.<br><br>Pivot helps students focus on their career potential by providing ongoing, relevant information about careers, colleges and personal options, and helps them to formulate long term goals and action plans to meet those goals. | 4,329.6 |
| Scope of Service | | Scope of Service | |

| | | | |
|---|---|---|---|
| X All<br>OR:<br> Low Income pupils<br> English Learners<br> Foster Youth<br> Redesignated fluent English proficient<br> Other Subgroups: (Specify) | | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Professional Development - Resources and professional development to improve teacher effectiveness | | We did not have to use the entire professional development package as some of our teachers mastered it so well and quickly that they provided help and support to the rest of the staff throughout the year. | |
| Scope of Service<br><br>X All<br>OR:<br> Low Income pupils<br> English Learners<br> Foster Youth<br> Redesignated fluent English proficient<br> Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Intervention Specialist- A one third time intervention specialist has been added beginning in 2014-15. The Intervention Specialist position is to help support students who are struggling. The intervention specialist targets issues students are having and comes up with alternative plans to achieve student success. | | We hired a one third time intervention specialist and saw great results. Between the students teacher and the intervention specialist they saved many students from not making it in our program. | $17,933.81 |
| Scope of Service<br><br>X All<br>OR:<br> Low Income pupils<br> English Learners<br> Foster Youth | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth | |

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|---|---|---|---|
| Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | _ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Special Education Services- Services provided to students who have special education needs. | | Special Education Services- Services provided to students who have special education needs. | $50,310.99 |
| Scope of Service<br><br>All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Special Education | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| CELDT Materials/Consulting | | CELDT Materials/Consulting | |
| Scope of Service<br><br>All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Next year this academic goal with actions and services will be morphed into Goal 1 that states "All students will be provided a safe caring environment that provides a rigorous academic program with a focus on 21st Century Skills." | | |

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

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

| Original GOAL 3 from prior year LCAP: | Pivot will meet or exceed API or equivalent growth targets school wide and for all subgroups. | Related State and/or Local Priorities:<br>1 _  2 _  3 _  4 X 5 _  6 _  7 _  8 _<br><br>COE only:  9 _  10 _<br><br>Local : Specify |
|---|---|---|

| Goal Applies to: | Schools: Pivot North Bay |
|---|---|
| | Applicable Pupil Subgroups: |

| Expected Annual Measurable Outcomes: | API growth target | Actual Annual Measurable Outcomes: | A: API growth target- we do not have API scores available yet this year.<br>B: AYP- we do not have AYP available this year.<br>C: Graduation rates- Estimated number of graduates are from .12 students. This is the same as last year (2013-14)<br>D:   Course Completion Rates- Course Completion Rates are up significantly from last year- As of Fall 2014 semester grades Pivot North Bay students have a 78% passing rate of a C or better compared to the 2013-14 year as of Fall where C or better rate was 60%. |
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**LCAP Year:** 2014-15

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Purchase of new curriculum that provides the following:<br>• Direct instruction delivered through reading passages, manipulatives, videos, and animations.<br>• Interactive activities to not only teach, but review concepts.<br>• Rigorous content in every subject that is aligned with State and Common Core.<br>• College Board-approved Advanced Placement courses | | We purchased two new curriculum systems. It was not the cost expected as they have a seat system where if one student leaves another can use the "seat" in the program.<br><br>Purchase of new curriculum that provides the following:<br>• Direct instruction delivered through reading passages, manipulatives, videos, and animations.<br>• Interactive activities to not only teach, but review concepts.<br>• Rigorous content in every subject that is aligned with State and | $21,712.50 |

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| | | • Common Core.<br>• College Board-approved Advanced Placement courses | |
| **Scope of Service**<br><br>X All<br>- - - - - - - - - - - - - - - -<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | **Scope of Service**<br><br>_ All<br>- - - - - - - - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Increase number of onsite courses for the following:<br>• Offering of daily learning labs. Help is provided to students as they access individualized online curriculum, attend classes in writing, Algebra, math tutorials, PE and CAHSEE math prep, and complete laboratory science classes.<br>• Work stations are movable for individual and group project use. Students and teachers have access to multiple learning spaces and resources including Smartboards, the Internet, easel white boards, desktops, and laptops | | Increased number of onsite courses for the following:<br>• Offering of daily learning labs. Help is provided to students as they access individualized online curriculum, attend classes in writing, Algebra, math tutorials, PE and CAHSEE math prep, and complete laboratory science classes.<br>• Work stations are movable for individual and group project use. Students and teachers have access to multiple learning spaces and resources including Smartboards, the Internet, easel white boards, desktops, and laptops | $62,858.20 |
| **Scope of Service**<br><br>X All<br>- - - - - - - - - - - - - - - -<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth | | **Scope of Service**<br><br>_ All<br>- - - - - - - - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth | |

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|---|---|---|---|
| Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | _ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Purchase of additional software for data tracking (Student Information System):<br>Use of data systems is a strategic and critical action by teachers, administrators, parents and students. | | We had an increase in enrollment that increased the cost for our Student Information System. We also have access to more reports and information in our system.<br>Purchase of additional software for data tracking (Student Information System): Use of data systems is a strategic and critical action by teachers, administrators, parents and students. | $11,132.78 |
| Scope of<br>Service<br><br>X All<br>– – – – – – – – – – – – – – – – –<br>OR:<br> Low Income pupils<br> English Learners<br> Foster Youth<br> Redesignated fluent English proficient<br> Other Subgroups: (Specify) | | Scope of<br>Service<br><br>_ All<br>– – – – – – – – – – – – – – – – –<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Hire of College Counselor:<br>Pivot helps students focus on their career potential by providing ongoing, relevant information about careers, colleges and personal options, and helps them to formulate long term goals and action plans to meet those goals. | | We hired a college counselor position and have students and families meeting with her on a regular basis. 15% more of our students are enrolled in concurrent enrollment with the local Junior College.<br><br>Pivot helps students focus on their career potential by providing ongoing, relevant information about careers, colleges and personal options, and helps them to formulate long term goals and action plans to meet those goals. | 4,329.6 |
| Scope of<br>Service | | Scope of<br>Service | |

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|---|---|---|---|
| X All<br>OR:<br>  Low Income pupils<br>  English Learners<br>  Foster Youth<br>  Redesignated fluent English proficient<br>  Other Subgroups: (Specify) | | _ All<br>OR:<br>  _ Low Income pupils<br>  _ English Learners<br>  _ Foster Youth<br>  _ Redesignated fluent English proficient<br>  _ Other Subgroups: (Specify) | |
| Professional Development - Resources and professional development to improve teacher effectiveness | | We did not have to use the entire professional development package as some of our teachers mastered it so well and quickly that they provided help and support to the rest of the staff throughout the year. | |
| Scope of Service<br><br>X All<br>OR:<br>  Low Income pupils<br>  English Learners<br>  Foster Youth<br>  Redesignated fluent English proficient<br>  Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br>OR:<br>  _ Low Income pupils<br>  _ English Learners<br>  _ Foster Youth<br>  _ Redesignated fluent English proficient<br>  _ Other Subgroups: (Specify) | |
| Intervention Specialist- A one third time intervention specialist has been added beginning in 2014-15. The Intervention Specialist position is to help support students who are struggling. The intervention specialist targets issues students are having and comes up with alternative plans to achieve student success. | | We hired a one third time intervention specialist and saw great results. Between the students teacher and the intervention specialist they saved many students from not making it in our program. | $17,933.81 |
| Scope of Service<br><br>X All<br>OR:<br>  Low Income pupils<br>  English Learners<br>  Foster Youth | | Scope of Service<br><br>_ All<br>OR:<br>  _ Low Income pupils<br>  _ English Learners<br>  _ Foster Youth | |

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|---|---|---|---|
| Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | _ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Special Education Services- Services provided to students who have special education needs. | | Special Education Services- Services provided to students who have special education needs. | $50,310.99 |
| Scope of Service<br><br>All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Special Education | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| CELDT Materials/Consulting | | CELDT Materials/Consulting | |
| Scope of Service<br><br>All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Next year this academic goal with actions and services will be morphed into Goal 1 that states "All students will be provided a safe caring environment that provides a rigorous academic program with a focus on 21st Century Skills." | | |

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

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

| Original GOAL 4 from prior year LCAP: | Pivot will meet or exceed Adequate Yearly Progress goals by the end of the current charter term | Related State and/or Local Priorities:<br>1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 _<br><br>COE only: 9 _ 10 _<br><br>Local : Specify |
|---|---|---|

| Goal Applies to: | Schools: Pivot North Bay |
|---|---|
| | Applicable Pupil Subgroups: |

| Expected Annual Measurable Outcomes: | A: API growth target<br>B: AYP<br>C: Graduation rates<br>D:   Course Completion Rates | Actual Annual Measurable Outcomes: | A: API growth target- we do not have API scores available yet this year.<br>B: AYP- we do not have AYP available this year.<br>C: Graduation rates- Estimated number of graduates are from .12 students. This is the same as last year (2013-14)<br>D:   Course Completion Rates- Course Completion Rates are up significantly from last year- As of Fall 2014 semester grades Pivot North Bay students have a 78% passing rate of a C or better compared to the 2013-14 year as of Fall where C or better rate was 60%. |
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| **LCAP Year:** 2014-15 | | | |
|---|---|---|---|
| **Planned Actions/Services** | | **Actual Actions/Services** | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Purchase of new curriculum that provides the following:<br>• Direct instruction delivered through reading passages, manipulatives, videos, and animations.<br>• Interactive activities to not only teach, but review concepts.<br>• Rigorous content in every subject that is aligned with State and Common Core.<br>• College Board-approved Advanced Placement courses | | We purchased two new curriculum systems. It was not the cost expected as they have a seat system where if one student leaves another can use the "seat" in the program.<br><br>Purchase of new curriculum that provides the following:<br>• Direct instruction delivered through reading passages, manipulatives, videos, and animations.<br>• Interactive activities to not only teach, but review concepts.<br>• Rigorous content in every subject that is aligned with State and | $21,712.50 |

| | | | |
|---|---|---|---|
| | | • Common Core.<br>• College Board-approved Advanced Placement courses | |
| Scope of Service<br><br>X All<br>OR:<br> Low Income pupils<br> English Learners<br> Foster Youth<br> Redesignated fluent English proficient<br> Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Increase number of onsite courses for the following:<br>• Offering of daily learning labs. Help is provided to students as they access individualized online curriculum, attend classes in writing, Algebra, math tutorials, PE and CAHSEE math prep, and complete laboratory science classes.<br>• Work stations are movable for individual and group project use. Students and teachers have access to multiple learning spaces and resources including Smartboards, the Internet, easel white boards, desktops, and laptops | | Increased number of onsite courses for the following:<br>• Offering of daily learning labs. Help is provided to students as they access individualized online curriculum, attend classes in writing, Algebra, math tutorials, PE and CAHSEE math prep, and complete laboratory science classes.<br>• Work stations are movable for individual and group project use. Students and teachers have access to multiple learning spaces and resources including Smartboards, the Internet, easel white boards, desktops, and laptops | $62,858.20 |
| Scope of Service<br><br>X All<br>OR:<br> Low Income pupils<br> English Learners<br> Foster Youth | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth | |

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|---|---|---|---|
| Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | _ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Purchase of additional software for data tracking (Student Information System):<br>Use of data systems is a strategic and critical action by teachers, administrators, parents and students. | | We had an increase in enrollment that increased the cost for our Student Information System. We also have access to more reports and information in our system.<br>Purchase of additional software for data tracking (Student Information System): Use of data systems is a strategic and critical action by teachers, administrators, parents and students. | $11,132.78 |
| **Scope of Service**<br><br>X All<br>— — — — — — — — —<br>OR:<br> Low Income pupils<br> English Learners<br> Foster Youth<br> Redesignated fluent English proficient<br> Other Subgroups: (Specify) | | **Scope of Service**<br><br>_ All<br>— — — — — — — — —<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Hire of College Counselor:<br>Pivot helps students focus on their career potential by providing ongoing, relevant information about careers, colleges and personal options, and helps them to formulate long term goals and action plans to meet those goals. | | We hired a college counselor position and have students and families meeting with her on a regular basis. 15% more of our students are enrolled in concurrent enrollment with the local Junior College.<br><br>Pivot helps students focus on their career potential by providing ongoing, relevant information about careers, colleges and personal options, and helps them to formulate long term goals and action plans to meet those goals. | 4,329.6 |
| **Scope of Service** | | **Scope of Service** | |

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|---|---|---|---|
| X All<br>OR:<br> Low Income pupils<br> English Learners<br> Foster Youth<br> Redesignated fluent English proficient<br> Other Subgroups: (Specify) | | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Professional Development - Resources and professional development to improve teacher effectiveness | | We did not have to use the entire professional development package as some of our teachers mastered it so well and quickly that they provided help and support to the rest of the staff throughout the year. | |
| Scope of Service<br><br>X All<br>OR:<br> Low Income pupils<br> English Learners<br> Foster Youth<br> Redesignated fluent English proficient<br> Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Intervention Specialist- A one third time intervention specialist has been added beginning in 2014-15. The Intervention Specialist position is to help support students who are struggling. The intervention specialist targets issues students are having and comes up with alternative plans to achieve student success. | | We hired a one third time intervention specialist and saw great results. Between the students teacher and the intervention specialist they saved many students from not making it in our program. | $17,933.81 |
| Scope of Service<br><br>X All<br>OR:<br> Low Income pupils<br> English Learners<br> Foster Youth | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth | |

| | | | |
|---|---|---|---|
| Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | _ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Special Education Services- Services provided to students who have special education needs. | | Special Education Services- Services provided to students who have special education needs. | $50,310.99 |
| Scope of Service<br><br>All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Special Education | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| CELDT Materials/Consulting | | CELDT Materials/Consulting | |
| Scope of Service<br><br>All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Next year this academic goal with actions and services will be morphed into Goal 1 that states "All students will be provided a safe caring environment that provides a rigorous academic program with a focus on 21st Century Skills." | | |

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

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

| Original GOAL 5 from prior year LCAP: | All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in all subjects. | Related State and/or Local Priorities: 1 _ 2 X 3 X 4 X 5 X 6 X 7 X 8 X<br><br>COE only: 9 _ 10 _<br><br>Local : Specify |
|---|---|---|

| Goal Applies to: | Schools: Pivot North Bay |
|---|---|
| | Applicable Pupil Subgroups: |

| Expected Annual Measurable Outcomes: | Increase the number of students obtaining a final course grade of C or better in ELA, mathematics, science, social science. Measured through: Report card grades | Actual Annual Measurable Outcomes: | A: API growth target- we do not have API scores available yet this year.<br>B: AYP- we do not have AYP available this year.<br>C: Graduation rates- Estimated number of graduates are from .12 students. This is the same as last year (2013-14)<br>D:   Course Completion Rates- Course Completion Rates are up significantly from last year- As of Fall 2014 semester grades Pivot North Bay students have a 78% passing rate of a C or better compared to the 2013-14 year as of Fall where C or better rate was 60%. |
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**LCAP Year: 2014-15**

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| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Purchase of new curriculum that provides the following:<br>• Direct instruction delivered through reading passages, manipulatives, videos, and animations.<br>• Interactive activities to not only teach, but review concepts.<br>• Rigorous content in every subject that is aligned with State and Common Core.<br>• College Board-approved Advanced Placement courses | | We purchased two new curriculum systems. It was not the cost expected as they have a seat system where if one student leaves another can use the "seat" in the program.<br><br>Purchase of new curriculum that provides the following:<br>• Direct instruction delivered through reading passages, manipulatives, videos, and animations.<br>• Interactive activities to not only teach, but review concepts.<br>• Rigorous content in every subject | $21,712.50 |

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|---|---|---|---|
| | | that is aligned with State and Common Core.<br>• College Board-approved Advanced Placement courses | |
| **Scope of Service**<br><br>X All<br>------<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | **Scope of Service**<br><br>_ All<br>------<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Increase number of onsite courses for the following:<br>• Offering of daily learning labs. Help is provided to students as they access individualized online curriculum, attend classes in writing, Algebra, math tutorials, PE and CAHSEE math prep, and complete laboratory science classes.<br>• Work stations are movable for individual and group project use. Students and teachers have access to multiple learning spaces and resources including Smartboards, the Internet, easel white boards, desktops, and laptops | | Increased number of onsite courses for the following:<br>• Offering of daily learning labs. Help is provided to students as they access individualized online curriculum, attend classes in writing, Algebra, math tutorials, PE and CAHSEE math prep, and complete laboratory science classes.<br>• Work stations are movable for individual and group project use. Students and teachers have access to multiple learning spaces and resources including Smartboards, the Internet, easel white boards, desktops, and laptops | $62,858.20 |
| **Scope of Service**<br><br>X All<br>------<br>OR:<br>Low Income pupils<br>English Learners | | **Scope of Service**<br><br>_ All<br>------<br>OR:<br>_ Low Income pupils<br>_ English Learners | |

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|---|---|---|---|
| Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | _ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Purchase of additional software for data tracking (Student Information System):<br>Use of data systems is a strategic and critical action by teachers, administrators, parents and students. | | We had an increase in enrollment that increased the cost for our Student Information System. We also have access to more reports and information in our system.<br>Purchase of additional software for data tracking (Student Information System): Use of data systems is a strategic and critical action by teachers, administrators, parents and students. | $11,132.78 |
| Scope of Service<br><br>X All<br>- - - - - - - - - - - - - - - - -<br>OR:<br> Low Income pupils<br> English Learners<br> Foster Youth<br> Redesignated fluent English proficient<br> Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br>- - - - - - - - - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Hire of College Counselor:<br>Pivot helps students focus on their career potential by providing ongoing, relevant information about careers, colleges and personal options, and helps them to formulate long term goals and action plans to meet those goals. | | We hired a college counselor position and have students and families meeting with her on a regular basis. 15% more of our students are enrolled in concurrent enrollment with the local Junior College.<br><br>Pivot helps students focus on their career potential by providing ongoing, relevant information about careers, colleges and personal options, and helps them to formulate long term goals and action plans to meet those goals. | 4,329.6 |
| Scope of Service | | Scope of Service | |

| | | | |
|---|---|---|---|
| X All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Professional Development - Resources and professional development to improve teacher effectiveness | | We did not have to use the entire professional development package as some of our teachers mastered it so well and quickly that they provided help and support to the rest of the staff throughout the year. | |
| Scope of Service<br><br>X All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Intervention Specialist- A one third time intervention specialist has been added beginning in 2014-15. The Intervention Specialist position is to help support students who are struggling. The intervention specialist targets issues students are having and comes up with alternative plans to achieve student success. | | We hired a one third time intervention specialist and saw great results. Between the students teacher and the intervention specialist they saved many students from not making it in our program. | $17,933.81 |
| Scope of Service<br><br>X All<br>OR:<br>Low Income pupils<br>English Learners | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners | |

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| Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | _ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Special Education Services- Services provided to students who have special education needs. | | Special Education Services- Services provided to students who have special education needs. | $50,310.99 |
| Scope of Service<br><br>All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Special Education | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| CELDT Materials/Consulting | | CELDT Materials/Consulting | |
| Scope of Service<br><br>All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Next year this academic goal with actions and services will be morphed into Goal 1 that states "All students will be provided a safe caring environment that provides a rigorous academic program with a focus on 21st Century Skills." | | |

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

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

| Original GOAL 6 from prior year LCAP: | 10 percent of students will take AP courses. All students taking AP courses will pass the exam with a score of three or better. | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 _ 6 _ 7 _ 8 _ <br><br> COE only: 9 _ 10 _ <br><br> Local : Specify |
|---|---|---|

| Goal Applies to: | Schools: Pivot North Bay | |
|---|---|---|
| | Applicable Pupil Subgroups: | |

| Expected Annual Measurable Outcomes: | Increase the number of students taking AP courses and passing the AP exam with a score of three or better. Data pulled from curriculum system. | Actual Annual Measurable Outcomes: | A: API growth target- we do not have API scores available yet this year. <br> B: AYP- we do not have AYP available this year. <br> C: Graduation rates- Estimated number of graduates are from .12 students. This is the same as last year (2013-14) <br> D:   Course Completion Rates- Course Completion Rates are up significantly from last year- As of Fall 2014 semester grades Pivot North Bay students have a 78% passing rate of a C or better compared to the 2013-14 year as of Fall where C or better rate was 60%. |
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<div align="center">

**LCAP Year: 2014-15**

</div>

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Purchase of new curriculum that provides the following: <br> • Direct instruction delivered through reading passages, manipulatives, videos, and animations. <br> • Interactive activities to not only teach, but review concepts. <br> • Rigorous content in every subject that is aligned with State and Common Core. <br> • College Board-approved Advanced Placement courses | | We purchased two new curriculum systems. It was not the cost expected as they have a seat system where if one student leaves another can use the "seat" in the program. <br><br> Purchase of new curriculum that provides the following: <br> • Direct instruction delivered through reading passages, manipulatives, videos, and animations. <br> • Interactive activities to not only teach, but review concepts. <br> • Rigorous content in every subject that is aligned with State and | $21,712.50 |

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|---|---|---|---|
| | | • Common Core.<br>• College Board-approved Advanced Placement courses | |
| **Scope of Service**<br><br>X All<br>- - - - - - - -<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | **Scope of Service**<br><br>_ All<br>- - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Increase number of onsite courses for the following:<br>• Offering of daily learning labs. Help is provided to students as they access individualized online curriculum, attend classes in writing, Algebra, math tutorials, PE and CAHSEE math prep, and complete laboratory science classes.<br>• Work stations are movable for individual and group project use. Students and teachers have access to multiple learning spaces and resources including Smartboards, the Internet, easel white boards, desktops, and laptops | | Increased number of onsite courses for the following:<br>• Offering of daily learning labs. Help is provided to students as they access individualized online curriculum, attend classes in writing, Algebra, math tutorials, PE and CAHSEE math prep, and complete laboratory science classes.<br>• Work stations are movable for individual and group project use. Students and teachers have access to multiple learning spaces and resources including Smartboards, the Internet, easel white boards, desktops, and laptops | $62,858.20 |
| **Scope of Service**<br><br>X All<br>- - - - - - - -<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth | | **Scope of Service**<br><br>_ All<br>- - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth | |

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|---|---|---|---|
| Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | _ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Purchase of additional software for data tracking (Student Information System):<br>Use of data systems is a strategic and critical action by teachers, administrators, parents and students. | | We had an increase in enrollment that increased the cost for our Student Information System. We also have access to more reports and information in our system.<br>Purchase of additional software for data tracking (Student Information System): Use of data systems is a strategic and critical action by teachers, administrators, parents and students. | $11,132.78 |
| Scope of Service<br><br>X All<br>- - - - - - - - - - - - - - - - -<br>OR:<br> Low Income pupils<br> English Learners<br> Foster Youth<br> Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br>- - - - - - - - - - - - - - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Hire of College Counselor:<br>Pivot helps students focus on their career potential by providing ongoing, relevant information about careers, colleges and personal options, and helps them to formulate long term goals and action plans to meet those goals. | | We hired a college counselor position and have students and families meeting with her on a regular basis. 15% more of our students are enrolled in concurrent enrollment with the local Junior College.<br><br>Pivot helps students focus on their career potential by providing ongoing, relevant information about careers, colleges and personal options, and helps them to formulate long term goals and action plans to meet those goals. | 4,329.6 |
| Scope of Service | | Scope of Service | |

| | | | |
|---|---|---|---|
| X All<br>OR:<br> Low Income pupils<br> English Learners<br> Foster Youth<br> Redesignated fluent English proficient<br> Other Subgroups: (Specify) | | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Professional Development - Resources and professional development to improve teacher effectiveness | | We did not have to use the entire professional development package as some of our teachers mastered it so well and quickly that they provided help and support to the rest of the staff throughout the year. | |
| Scope of Service<br><br>X All<br>OR:<br> Low Income pupils<br> English Learners<br> Foster Youth<br> Redesignated fluent English proficient<br> Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Intervention Specialist- A one third time intervention specialist has been added beginning in 2014-15. The Intervention Specialist position is to help support students who are struggling. The intervention specialist targets issues students are having and comes up with alternative plans to achieve student success. | | We hired a one third time intervention specialist and saw great results. Between the students teacher and the intervention specialist they saved many students from not making it in our program. | $17,933.81 |
| Scope of Service<br><br>X All<br>OR:<br> Low Income pupils<br> English Learners<br> Foster Youth | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth | |

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|---|---|---|---|
| Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | _ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Special Education Services- Services provided to students who have special education needs. | | Special Education Services- Services provided to students who have special education needs. | $50,310.99 |
| Scope of Service<br><br>All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Special Education | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| CELDT Materials/Consulting | | CELDT Materials/Consulting | |
| Scope of Service<br><br>All<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Next year this academic goal with actions and services will be morphed into Goal 1 that states "All students will be provided a safe caring environment that provides a rigorous academic program with a focus on 21st Century Skills." | | |

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

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

| Original GOAL 7 from prior year LCAP: | Increase EL progress toward proficiency | Related State and/or Local Priorities: 1 _ 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify |
|---|---|---|

| Goal Applies to: | Schools: Pivot North Bay |
|---|---|
| | Applicable Pupil Subgroups: |

| Expected Annual Measurable Outcomes: | Level advancement rates reclassification rates | Actual Annual Measurable Outcomes: | We did not reclassify any this year but have developed a system using CELDT, SBAC and Teacher to evaluate reclassification for the 2015-16 school year. |
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**LCAP Year:** 2014-15

| Planned Actions/Services | Budgeted Expenditures | Actual Actions/Services | Estimated Actual Annual Expenditures |
|---|---|---|---|
| Purchase of new curriculum that provides the following: <br>• Direct instruction delivered through reading passages, manipulatives, videos, and animations. <br>• Interactive activities to not only teach, but review concepts. <br>• Rigorous content in every subject that is aligned with State and Common Core. <br>• College Board-approved Advanced Placement courses | $16,426 | We purchased two new curriculum systems. It was not the cost expected as they have a seat system where if one student leaves another can use the "seat" in the program. <br><br>Purchase of new curriculum that provides the following: <br>• Direct instruction delivered through reading passages, manipulatives, videos, and animations. <br>• Interactive activities to not only teach, but review concepts. <br>• Rigorous content in every subject that is aligned with State and Common Core. <br>• College Board-approved Advanced Placement courses | $8,810.10 |

| Scope of Service | | Scope of Service | |
|---|---|---|---|
| X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Increase number of onsite courses for the following:<br>• Offering of daily learning labs. Help is provided to students as they access individualized online curriculum, attend classes in writing, Algebra, math tutorials, PE and CAHSEE math prep, and complete laboratory science classes.<br>• Work stations are movable for individual and group project use. Students and teachers have access to multiple learning spaces and resources including Smartboards, the Internet, easel white boards, desktops, and laptops | $35,160.00 | Increased number of onsite courses for the following:<br>• Offering of daily learning labs. Help is provided to students as they access individualized online curriculum, attend classes in writing, Algebra, math tutorials, PE and CAHSEE math prep, and complete laboratory science classes.<br>• Work stations are movable for individual and group project use. Students and teachers have access to multiple learning spaces and resources including Smartboards, the Internet, easel white boards, desktops, and laptops | $21,190 |
| Scope of Service | | Scope of Service | |
| X All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |

| | | | |
|---|---|---|---|
| Purchase of additional software for data tracking (Student Information System):<br>Use of data systems is a strategic and critical action by teachers, administrators, parents and students. | $3,759 | We had an increase in enrollment that increased the cost for our Student Information System. We also have access to more reports and information in our system.<br>Purchase of additional software for data tracking (Student Information System): Use of data systems is a strategic and critical action by teachers, administrators, parents and students. | $6,742.49 |
| Scope of Service<br><br>X All<br>‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br>‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Hire of College Counselor:<br>Pivot helps students focus on their career potential by providing ongoing, relevant information about careers, colleges and personal options, and helps them to formulate long term goals and action plans to meet those goals. | $2,538 | We hired a college counselor position and have students and families meeting with her on a regular basis. 15% more of our students are enrolled in concurrent enrollment with the local Junior College.<br><br>Pivot helps students focus on their career potential by providing ongoing, relevant information about careers, colleges and personal options, and helps them to formulate long term goals and action plans to meet those goals. | $25,362 |
| Scope of Service<br><br>X All<br>‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐<br>OR:<br>_ Low Income pupils | | Scope of Service<br><br>_ All<br>‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐ ‐<br>OR:<br>_ Low Income pupils | |

| | | | |
|---|---|---|---|
| _ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | _ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Professional Development -<br>Resources and professional development to improve teacher effectiveness | | We did not have to use the entire professional development package as some of our teachers mastered it so well and quickly that they provided help and support to the rest of the staff throughout the year. | |
| Scope of Service<br><br>X All<br>‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br>‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Intervention Specialist- A one third time intervention specialist has been added beginning in 2014-15. The Intervention Specialist position is to help support students who are struggling. The intervention specialist targets issues students are having and comes up with alternative plans to achieve student success. | $16,185 | We hired a one third time intervention specialist and saw great results. Between the students teacher and the intervention specialist they saved many students from not making it in our program. | $6,984.01 |
| Scope of Service<br><br>X All<br>‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English | | Scope of Service<br><br>_ All<br>‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient | |

| proficient<br>_ Other Subgroups: (Specify) | | _ Other Subgroups: (Specify) | |
| --- | --- | --- | --- |
| Special Education Services- Services provided to students who have special education needs. | $35,313 | Special Education Services- Services provided to students who have special education needs. | $21,054.88 |
| Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Special Education | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| CELDT Materials/Consulting | | CELDT Materials/Consulting | |
| Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Next year this academic goal with actions and services will be morphed into Goal 1 that states "All students will be provided a safe caring environment that provides a rigorous academic program with a focus on 21st Century Skills." | | |

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

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

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

| Goal Applies to: | Schools: Pivot North Bay |
|---|---|
| | Applicable Pupil Subgroups: |

| Expected Annual Measurable Outcomes: | Early Assessment program  Access rates of college and career courses | Actual Annual Measurable Outcomes: | A: API growth target- we do not have API scores available yet this year.  B: AYP- we do not have AYP available this year.  C: Graduation rates- Estimated number of graduates are from .12 students. This is the same as last year (2013-14)  D:   Course Completion Rates- Course Completion Rates are up significantly from last year- As of Fall 2014 semester grades Pivot North Bay students have a 78% passing rate of a C or better compared to the 2013-14 year as of Fall where C or better rate was 60%. |
|---|---|---|---|

**LCAP Year:** 2014-15

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Purchase of new curriculum that provides the following: <br>• Direct instruction delivered through reading passages, manipulatives, videos, and animations. <br>• Interactive activities to not only teach, but review concepts. <br>• Rigorous content in every subject that is aligned with State and Common Core. <br>• College Board-approved Advanced Placement courses | | We purchased two new curriculum systems. It was not the cost expected as they have a seat system where if one student leaves another can use the "seat" in the program. <br><br> Purchase of new curriculum that provides the following: <br>• Direct instruction delivered through reading passages, manipulatives, videos, and animations. <br>• Interactive activities to not only teach, but review concepts. <br>• Rigorous content in every subject that is aligned with State and | $21,712.50 |

| | | | |
|---|---|---|---|
| | | Common Core.<br>• College Board-approved Advanced Placement courses | |
| Scope of Service<br><br>X All<br>- - - - -<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br>- - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Increase number of onsite courses for the following:<br>• Offering of daily learning labs. Help is provided to students as they access individualized online curriculum, attend classes in writing, Algebra, math tutorials, PE and CAHSEE math prep, and complete laboratory science classes.<br>• Work stations are movable for individual and group project use. Students and teachers have access to multiple learning spaces and resources including Smartboards, the Internet, easel white boards, desktops, and laptops | | Increased number of onsite courses for the following:<br>• Offering of daily learning labs. Help is provided to students as they access individualized online curriculum, attend classes in writing, Algebra, math tutorials, PE and CAHSEE math prep, and complete laboratory science classes.<br>• Work stations are movable for individual and group project use. Students and teachers have access to multiple learning spaces and resources including Smartboards, the Internet, easel white boards, desktops, and laptops | $62,858.20 |
| Scope of Service<br><br>X All<br>- - - - -<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth | | Scope of Service<br><br>_ All<br>- - - - -<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth | |

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|---|---|---|---|
| Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | _ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Purchase of additional software for data tracking (Student Information System):<br>Use of data systems is a strategic and critical action by teachers, administrators, parents and students. | | We had an increase in enrollment that increased the cost for our Student Information System. We also have access to more reports and information in our system.<br>Purchase of additional software for data tracking (Student Information System): Use of data systems is a strategic and critical action by teachers, administrators, parents and students. | $11,132.78 |
| Scope of Service<br><br>X All<br>‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br>‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑ ‑<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Hire of College Counselor:<br>Pivot helps students focus on their career potential by providing ongoing, relevant information about careers, colleges and personal options, and helps them to formulate long term goals and action plans to meet those goals. | | We hired a college counselor position and have students and families meeting with her on a regular basis. 15% more of our students are enrolled in concurrent enrollment with the local Junior College.<br><br>Pivot helps students focus on their career potential by providing ongoing, relevant information about careers, colleges and personal options, and helps them to formulate long term goals and action plans to meet those goals. | 4,329.6 |
| Scope of Service | | Scope of Service | |

| | | | |
|---|---|---|---|
| X All<br><br>OR:<br> Low Income pupils<br> English Learners<br> Foster Youth<br> Redesignated fluent English proficient<br> Other Subgroups: (Specify) | | _ All<br><br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Professional Development - Resources and professional development to improve teacher effectiveness | | We did not have to use the entire professional development package as some of our teachers mastered it so well and quickly that they provided help and support to the rest of the staff throughout the year. | |
| Scope of Service<br><br>X All<br><br>OR:<br> Low Income pupils<br> English Learners<br> Foster Youth<br> Redesignated fluent English proficient<br> Other Subgroups: (Specify) | | Scope of Service<br><br>_ All<br><br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Intervention Specialist- A one third time intervention specialist has been added beginning in 2014-15. The Intervention Specialist position is to help support students who are struggling. The intervention specialist targets issues students are having and comes up with alternative plans to achieve student success. | | We hired a one third time intervention specialist and saw great results. Between the students teacher and the intervention specialist they saved many students from not making it in our program. | $17,933.81 |
| Scope of Service<br><br>X All<br><br>OR:<br> Low Income pupils<br> English Learners<br> Foster Youth | | Scope of Service<br><br>_ All<br><br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth | |

| | | | |
|---|---|---|---|
| Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | _ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| Special Education Services- Services provided to students who have special education needs. | | Special Education Services- Services provided to students who have special education needs. | $50,310.99 |
| Scope of Service _____<br><br>All _____<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>X Other Subgroups: (Specify)<br>Special Education | | Scope of Service _____<br><br>_ All _____<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| CELDT Materials/Consulting | | CELDT Materials/Consulting | |
| Scope of Service _____<br><br>All _____<br>OR:<br>Low Income pupils<br>English Learners<br>Foster Youth<br>Redesignated fluent English proficient<br>Other Subgroups: (Specify) | | Scope of Service _____<br><br>_ All _____<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Next year this academic goal with actions and services will be morphed into Goal 1 that states "All students will be provided a safe caring environment that provides a rigorous academic program with a focus on 21st Century Skills." | | |

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

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

| Original GOAL 9 from prior year LCAP: | | Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ <br><br> COE only: 9 _ 10 _ <br><br> Local : Specify |
|---|---|---|
| Goal Applies to: | Schools: | |
| | Applicable Pupil Subgroups: | |
| Expected Annual Measurable Outcomes: | | Actual Annual Measurable Outcomes: |

| LCAP Year: 2014-15 | | | |
|---|---|---|---|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | |

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

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

| Original GOAL 10 from prior year LCAP: | | Related State and/or Local Priorities:<br>1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _<br><br>COE only:  9 _  10 _<br><br>Local : Specify |
|---|---|---|
| Goal Applies to: | Schools: | |
| | Applicable Pupil Subgroups: | |
| Expected Annual Measurable Outcomes: | | Actual Annual Measurable Outcomes: |

| LCAP Year: 2014-15 | | | |
|---|---|---|---|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | |

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

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

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

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

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

| Total amount of Supplemental and Concentration grant funds calculated: | $79,681 |
|---|---|

Pivot North Bay has received and will spend $79,681 in supplemental and concentration funds. These funds will be spent to benefit low income, foster youth and English learner pupils. Since Pivot North Bay unduplicated percentage is well above 55% (currently %7.19), our school has decided to spend most of these funds on a school-wide basis on programs and other support that will benefit all students as well as the needs of low income, foster youth and English learner pupils. This decision was based on community input and research that shows how best to support these subgroups.

Many of these funds will be used to support teachers and help provide them with the tools they need to be successful. This includes: professional development, resources for common core, and funding to work towards providing a competitive salary to recruit and retain quality teachers.

Funds will also be spent to improve the culture at the school and to promote parent engagement. Some of the examples of this include: parent camp, new improved website, newsletters, and other actions to improve relationships with families and the community.

In addition, funds will be used to add additional curriculum and learning opportunities for students that go above and beyond the base curriculum. These include: Differentiated learning, Read Live, borrow a book program, an arts and science program, an improved computer lab and a summer school program.

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

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

7.19 %

Supplemental and concentration funds were allocated on a school-wide basis to support low income, foster youth and English learner populations. Funds will be used to

increase and improve services though programs and support including.  These increased and improved services include both increases in time and funding dedicated to support high-needs students that go above and beyond the base curriculum.

- Summer school program
- Parent engagement events and activities to build a strong relationship with the community
- Professional development for implementing common core and providing differentiated support
- Teacher stipends for teachers going above and beyond to support their students and funding to retain and recruit highly effective teachers.
- Instructional material help to improve student achievement especially for struggling readers. These programs include:  Read Live (an intervention program), Write Brain, and borrow a book program
- An enriched arts, music and science program
- Incorporate a "dedicated" school library to the computer lab, designated the building as a student research center
- Improved technology to better support implementation of new common core standards

**Section 4: Expenditure Summary**

| Total Expenditures by Funding Source | | | | | | |
|---|---|---|---|---|---|---|
| **Funding Source** | **Annual Update Budgeted** | **Annual Update Actual** | **Year 1** | **Year 2** | **Year 3** | **Year 1-3 Total** |
| All Funding Sources | | | | | | |

| Total Expenditures by Object Type | | | | | | |
|---|---|---|---|---|---|---|
| **Object Type** | **Annual Update Budgeted** | **Annual Update Actual** | **Year 1** | **Year 2** | **Year 3** | **Year 1-3 Total** |
| All Expenditure Types | | | | | | |

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Object Type** | **Funding Source** | **Annual Update Budgeted** | **Annual Update Actual** | **Year 1** | **Year 2** | **Year 3** | **Year 1-3 Total** |
| All Expenditure Types | All Funding Sources | | | | | | |

# LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

   (2) The total number of cohort members.

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

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

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

   (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

01-13-15 [California Department of Education]