



PIVOT CHARTER SCHOOL NORTH BAY

Charter Establishment Petition

Submitted to
the Santa Rosa City Schools
For the term of July 1, 2018 through June 30, 2023

2999 Cleveland Ave, Suites A, B, D, E, F
Santa Rosa, CA 95403

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AFFIRMATIONS and DECLARATION

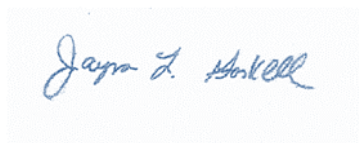
As the authorized lead petitioner, I, Jayna Gaskell, hereby certify that the information submitted in this petition for a California public charter school named Pivot Charter School North Bay (“Pivot North Bay” or the “Charter School”) and to be authorized by Santa Rosa City Schools (the “District”), is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Roads Education Organization declares that it shall be deemed the exclusive public school employer of the employees of Pivot Charter School North Bay for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case ~~each application will be given equal chance of admission through it will hold~~ a public random drawing ~~process to determine admission~~. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title

II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including ~~a transcript of grades or report cards~~ or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

A handwritten signature in blue ink that reads "Jayna Gaskell".

Jayna Gaskell
Executive Director
Pivot Charter Schools

~~09~~12/~~18~~1/17

Date

INTRODUCTION TO PIVOT CHARTER SCHOOL NORTH BAY PETITION

“The whole purpose of education is to turn mirrors into windows.”

Sydney J. Harris

SUMMARY

When Roads Education Organization was formed, the intent was not to try to recreate the already established wheel of education and try to do it better than others. It was not the intent to use an online curriculum so that the Pivot Charter Schools could have thousands of students who did not have to come to a brick and mortar school. To quote a famous British designer, Cecil Beaton, the intent of Pivot was to “be daring, be different, be impractical, be anything that will assert integrity of purpose and imaginative vision against the play-it-safers, the creatures of the commonplace, the slaves of the ordinary” in education. The intent of the Pivot Charter Schools was to do things differently for students who wanted and needed an education that was “different.”

The Pivot Charter Schools have historically served a unique population of students. Many students have challenges with mental health, such as anxiety or depression, often as a result of being bullied in their prior schools. Other students have been disenfranchised with the traditional classroom for varying reasons. Some needed more one-on-one support. Some needed more flexibility in their schedules. Some needed to be independent and responsible for their own education. Some needed a smaller learning environment. Some needed a very individualized program that focused on each students’ strengths and areas of remediation. Thus, they came to Pivot Charter Schools, and have thrived.

As such, Pivot Charter School North Bay aims to always be a small and caring learning environment. The Charter School is not seeking to build a large organization to compete with traditional schools. Rather, the Charter School’s intent is to be a supplement to the traditional schools—to augment traditional programs for students who simply need something “different.”

Pivot Charter School North Bay will use an online curriculum as the primary, yet not the sole, method of instructional delivery, so that our exceptional credentialed teachers can spend their time doing what they do best—help students learn and understand what they are learning, work in small groups, tutor, plan projects and spend time one-on-one with the students. Teachers will encourage students to delve deeper into their content through projects and hands on experiences. They will tutor small groups of students to ensure that they are making successful progress in all of their courses. The teachers will work with



the entire family, supporting not only the students' academic careers, but also their social and emotional lives. They will "meet students where they are at" to inspire their individual and collective potential. Students will be surrounded by teachers who are genuine, caring, motivated, and accountable. They truly will care!

Pivot Charter School North Bay will offer a level of ongoing review of a student's academic progress unmatched in most traditional educational systems. Teachers will log in and review what every student has accomplished, from the last answer the student has posted a minute ago to the plans for their next research paper, in order to develop appropriate remediation, challenging projects, and mini workshops to support continued learning.

Whether a student chooses to attend programs offered at the resource center five days a week, three days a week, or two days a week, or to work away from the resource center, the students will be able to engage in a rigorous curriculum. The curriculum will be supplemented at the resource center with Fun Fridays, field trips, project based activities, clubs, and social activities, such as barbecues and camping trips. Students will be able to move at a pace commensurate with their developmental abilities and based on their graduation plans. And throughout their academic efforts, the students will continue to receive daily feedback, kind motivation, ideas and instruction from their teachers.

Pivot Charter School North Bay will add elective and Career Technical courses and expand programmatic offerings such as collaborations, project-based learning ("PBL"), and an annual field trip to the Oregon Shakespeare Festival. While Pivot Charter School North Bay has created a unique learning environment and will continue to redefine how to "assert integrity of purpose and imaginative vision," the most compelling reason for students to enroll in the Charter School is to receive the caring attention they deserve. (Cecil Beaton)

Blended Learning

The goal of blended learning is to join the best features of in-class teaching with the best features of online learning to promote active independent learning, providing students with the best of both worlds. Pivot Charter School North Bay will be a dynamic blended and virtual learning program, providing a relevant and rigorous online curriculum that allows students to learn at their own pace and which will be supplemented by:

- Project-based learning in small groups
 - Applying game theory and tactical thinking to mathematics education
 - Using creative writing to teach literary analysis of character, setting, plot, etc.
 - Experiential science experiments using household ingredients
 - Farms/Leadership
 - Redwood forest nature activity guide
 - Magic planet solar system game show
- Tutoring and small group workshops

- o Math Group tutoring after site time
 - o One-on-one teacher tutoring for subject specific needs
- Collaboration Courses
- Emphasis on critical thinking, communication, creativity and collaboration
 - o Fake news workshops for middle and high school students
 - o Student Participation in National Novel Writing Month
 - o Encourage student collaboration in joint assignments
 - o Weekly meetings of yearbook group
- Monthly field trips
 - o Middle school and high school partnership with the local non-profit, 1REVOLUTION, for outdoor education (Salmon Creek, Armstrong Woods, Russian River, Goat Rock)
 - o Snoopy's Ice Arena
 - o Armstrong Woods
 - o California Academy of Sciences
 - o Build your own kite PBL and kite test flight at the beach
 - o Sugar Loaf overnight camping trip
 - o Oregon Shakespeare Festival
- Fun Fridays
 - o Barbecues
 - o Ice Skating
 - o Trips to Epicenter
 - o Princess Project/Prom Rental
 - o 4-square challenge
- Clubs
 - o Community Service Club (weekly club that has educational speakers, educational projects and garbage clean-up of local waterways.)
 - o Guitar Club
 - o Sports Club at Chop's teen center
 - o College Club
 - o Social Support Club
 - o Creative Writing Club
 - o Art Club
- An emphasis on community college concurrent enrollment

At Pivot Charter School North Bay, blended learning will be a formal education program that involves combining Internet and digital media with traditional classroom methods that require the physical presence of both a teacher and students, with, as provided by the Insight Institution, “some element of student control over time, place, path, and/or pace.” The Pivot Charter School North Bay model will allow students to move at their own pace, delve into areas of interest in more depth, receive face to face instruction either online or at the resource center, engage in socially and academically collaborative environments, and learn to love learning by becoming less intimidated, more motivated and supported in a safe environment.

Farms Leadership Program

Pivot Charter School North Bay is entering its fifth year of partnership with the Farms Leadership Program. Each year, eight students from Pivot Charter North Bay take part in this program, along with students from 55 other high schools in 16 counties. The FARMS Leadership Program provides innovative, hands-on experiences to urban, suburban and rural youth at working farms, agri-businesses and universities. Participants develop leadership skills and learn about agriculture practices that contribute to a healthier ecosystem, and connect to agricultural, environmental, and food system careers. Students spend 35 hours in the field engaging in hands-on experiences at farms, wildlife areas, agriculture related businesses, colleges and universities, which fulfills their yearly community service requirement for Pivot Charter School.

Staff Involvement in Community

In addition to students getting out in the community each week, the Pivot North Bay staff also are very involved in the local community. Staff work with feed the hungry projects, volunteer with the Santa Rosa Symphony, and work on road clean up committees. Pivot has a close collaborative relationship with the local foster homes, the probation department and courts as well as other local agencies that serve youth in our community. Most notably, the site administrator at Pivot North Bay has been active on a very important local task force.



Pivot Charter School North Bay's Site Administrator, Jennifer Clopton, was selected to become a member of the city of Santa Rosa's Gang and Violence Operational Team. The Operational Team, a part of the Santa Rosa Violence Prevention Partnership, is made up of individuals from the community who work successfully in various capacities with at-risk youth. The Operational Team meets monthly and is briefed by law enforcement on gang activity and violence affecting youth within the community. Action plans are developed to address the specific issues and members may be tasked with the implementation of the action plan. Members also work to create a professional network in order to better serve the youth that each individual organization works with independently.



HISTORY OF PIVOT ONLINE CHARTER – NORTH BAY

Pivot Online Charter - North Bay (“Pivot Online Charter School”) was authorized by the Oak Grove Union School District in 2009 as a K-12th grade program. It opened as a “virtual only” charter school serving students in grades 6-12 through an online curriculum. The intent, per the original charter, was to offer small group instruction at a resource center location, as demand dictated. Pivot Online Charter School has worked collaboratively with its original authorizer since opening its doors, perfecting the program, adding resource center programs, and growing ever since.

In 2010, the parents of local families contacted Pivot Online Charter School and requested that Pivot Online Charter School allow students to meet more regularly with the teachers (in 2009, teachers met with families at the Oak Grove Union School District “home school office” once a week), and receive assistance with their schoolwork. Pivot Online Charter School rented 2 portables from the nearby Wright Elementary School District. The program at this first resource center offered students the opportunity to receive tutoring or small group instruction from credentialed teachers 1-4 days a week for several hours a day. It also allowed students to socialize and work in small groups. While small, this first resource center program was the beginning of the blended learning environment at Pivot Online Charter School.

Pivot Online Charter School quickly outgrew that resource center, and in 2011, moved to another location at 1577 Farmers Lane, in Santa Rosa. This was the first Pivot Charter Schools facility to provide the “model” blended learning furniture and provide enough pull out space to allow for multiple workshops to occur simultaneously. Pivot Online Charter School quickly outgrew that space as well.

In 2013, Pivot Online Charter School moved to its most recent resource center at 2999 Cleveland Avenue, Suite D, in Santa Rosa. In 2014, the resource center supplemental program became full and students had to be put on a wait list for the resource center program that supplemented their online independent study program. Fortunately, a private school that also rented space in the same

facility moved out and offered Pivot Online Charter School a sub-lease of their premises. This allowed Pivot Online Charter School to provide more hands-on learning, small group workshops and fun electives for its students. It also allowed Pivot Online Charter School to launch its “homeschool” elementary program for grades TK-5, providing some on-site learning at the resource center as well. As time passed, more tenants left the facility and Pivot Online Charter School expanded to their suites. Pivot Online Charter School currently occupies suites A, B, D, E and F at the 2999 Cleveland Ave location, with suite A providing a safe and nurturing space for special education tutoring and services. Pivot Online Charter School received the necessary permits from the City of Santa Rosa to operate in all suites prior to assuming occupancy. All suites meet City of Santa Rosa occupancy codes.

One way in which Pivot Online Charter School has tried to be a good partner of the school district in the past was to share its program. Previous MOUs allowed the authorizing district to “refer” up to 10 students to Pivot Online Charter School who they believed could benefit from Pivot Online Charter School’s programs. For these students referred by the authorizing district, the district administration worked directly with Pivot Online Charter School with the hopes that Pivot Online Charter School would be able to “pivot” the students’ academics and make it easier for those students to return to the district and succeed. For these 10 students, Pivot Online Charter School only charged the direct cost of serving the student (the district kept the ADA). Pivot Online Charter School also recognized that school district staff have a level of expertise that charter school staff sometimes do not have. Therefore, Pivot Online Charter School agreed to contract with the school district for various instructional consulting and support. Similar fees are contemplated in the attached proposed budget, above and beyond the legally mandated 1% oversight fee. We appreciate the opportunity to serve a needy population of students and would be glad to enter into a similar partnership with the District.

There are currently three Pivot Charter Schools (“Pivot”) operating in California. The Pivot Charter Schools network of charter schools in California is governed by one Board of Directors for the nonprofit public benefit corporation. The focus of all Pivot Charter Schools is to remain small and to provide a safe and supportive learning environment where education is approached and delivered in a way that is commensurate with how Pivot students learn. The three currently operating Pivot schools are: Pivot San Diego in San Marcos, Pivot North Valley in Butte County, and Pivot North Bay in Santa Rosa (Sonoma County). All Pivot Charter Schools, including Pivot Online Charter School and the proposed new Pivot Charter School North Bay, were/shall be accredited by the Western Association of Schools and Colleges (“WASC”).

PERFORMANCE

SUCSESSES AND ACCOMPLISHMENTS OF PIVOT ONLINE CHARTER – NORTH BAY 2009-2017

Given that enrollment was low for the first three years of Pivot Online Charter School operations, and the instructional delivery model was strictly virtual, the most significant changes have occurred in that charter school's most recent 3 years, one of which included the opening of a new resource center in Santa Rosa where students could come to attend workshops, receive tutoring, engage in Project-Based Learning and meet with credentialed teachers in small group settings. This learning model reflects the programs at the other Pivot resource centers.

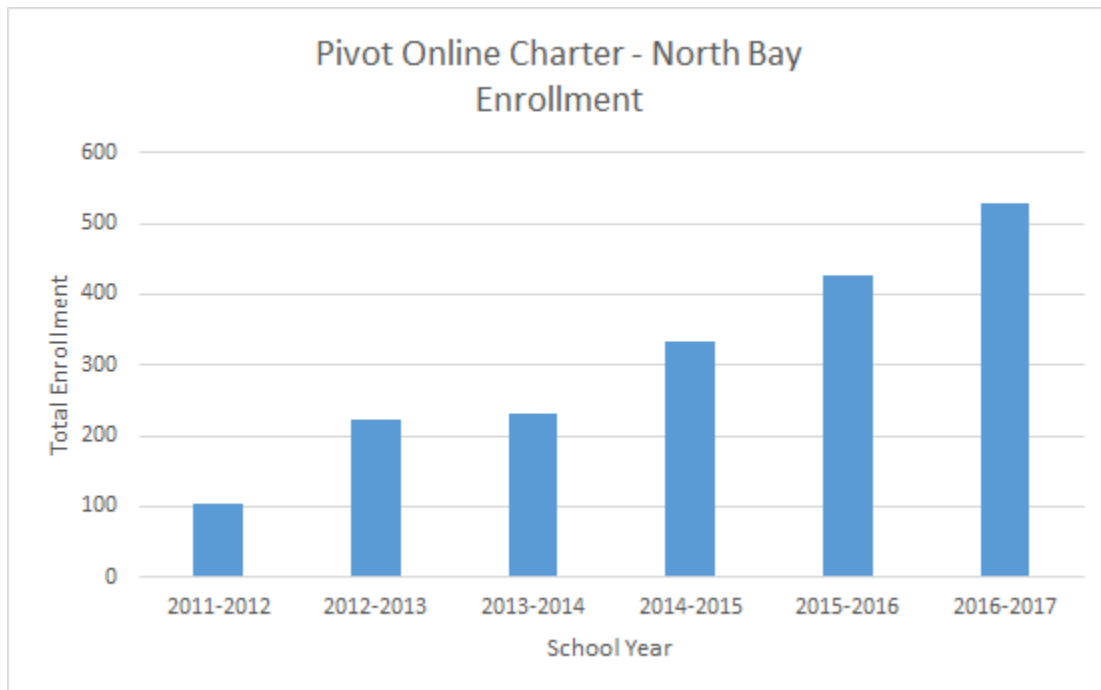


The Santa Rosa resource center program was such a success that Pivot Online Charter School expanded in the Spring of 2016. The other most significant change was the addition of grades K-5 in a homeschool-based, but resource center supplemented, program in the 2015-16 school year. Additionally, the change from the Advanced Academics curriculum to Apex, Compass, Edmentum and the supplemental curricula outlined below, raised

the bar on academic rigor and provided diverse classes that offered Career Technical Education and addressed many students' academic interests. In addition, Pivot Online Charter School has made significant steps to build a strong, caring, supportive school culture and sense of community through field trips, clubs and Fun Fridays.

Other significant areas of growth at Pivot Online Charter School are:

- Enrollment. Significant increase in enrollment each year reflects the success of our program. Pivot Online Charter School reached capacity in the 2016-17 school year (400 students). Random public lottery drawings were held to fill the spaces that became available. There was a wait list of 50+ students. The Governing Board of Pivot Charter Schools permanently capped the enrolment for the Santa Rosa resource center at 460 students. To grow larger at one site would defeat the purpose of Pivot Charter Schools' goals and vision. Pivot Online Charter School will reach this cap in the 2017-18 school year.



- Pivot Online Charter School received WASC accreditation in 2011
- Pivot Online Charter School has continued to add more workshops, field trips, hands on learning experiences each year.
- Pivot Online Charter School became an LEA for purposes of special education within the El Dorado County Charter SELPA in 2016.
- Pivot Online Charter School graduated 43 students in 2017, the most in its history.

Pivot Charter School has a population that is constantly changing. One of the largest populations is the group of high school students that need either a permanent or a temporary educational setting change. Many students come to Pivot North Bay with the goal of returning to their local school to graduate once they are able to get back on track. Other students come to Pivot North Bay with the intention of graduating from Pivot Charter School.

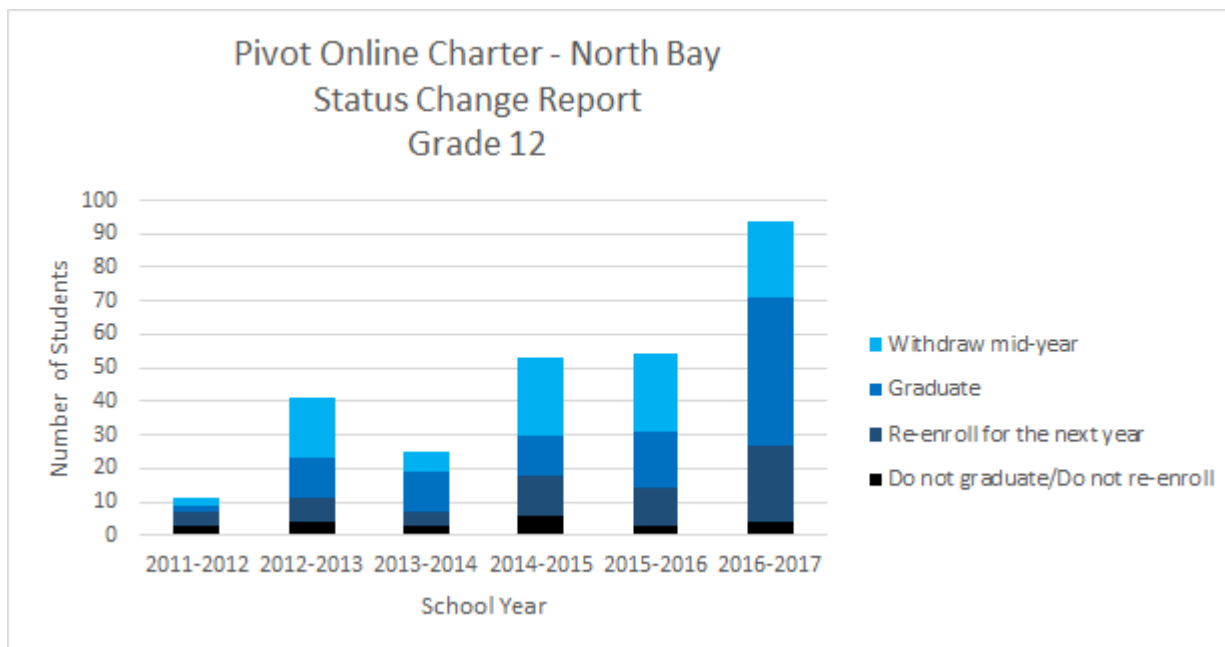
Pivot Charter School encourages all students to graduate, even if it takes longer than the traditional four years to do so. When students enroll at Pivot Charter School credit deficient, they often need to spend extra time to pass their courses to graduate. These students may not graduate right away, but they re-enroll for the following school year in order to finish their graduation requirements.

Throughout the last several years, the percentage of students that do not graduate and who also do not re-enroll in order to eventually graduate has been decreasing. Whereas these students would typically drop out, Pivot North Bay staff has been able to motivate and encourage more students to re-enroll in order to eventually graduate.

Students that withdraw mid-year are often returning to their local schools in order to graduate with their friends and the rest of their class. These students withdraw voluntarily in the middle of the

year in order to complete their last Spring semesters at their local schools. Pivot North Bay staff works with the students that have this goal in order to help them finish their required classes on time in order to make that transition smooth and possible.

Pivot North Bay is proud to work with students on their unique graduation plans and needs. The flexibility that the online curriculum provides along with the support of the teachers at the resource center, provides options for students that do not follow the traditional high school path.



	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Do not graduate/Do not re-enroll	27%	10%	12%	11%	6%	4%
Re-enroll for the next year	36%	17%	16%	23%	20%	24%
Graduate	18%	29%	48%	23%	31%	47%
Withdraw mid-year	18%	44%	24%	43%	43%	24%

High attrition and turnover is not a result of the Charter School’s educational program, but rather an indication of the types of students that enroll at the Charter School. During the process of determining Dashboard Alternative School Status (“DASS”) eligibility, an analysis of high school students showed that 8.5% of them switched schools more than two times in high school, which meets the definition of “high transiency” according to the DASS eligibility requirements from the California Department of Education. It is not impossible to see success with these students just because they have high transiency. Pivot Online Charter School was purposely established to serve students who are slipping through the cracks in traditional school programs.

who have not met success in a traditional school, and who need more support to perform to their ability.” It is expected that students may wish to return to their previous school, and this return to their original school is not considered a failure by the Charter School.

BUILDING ON OUR SUCCESS FOR THE NEXT FIVE YEARS

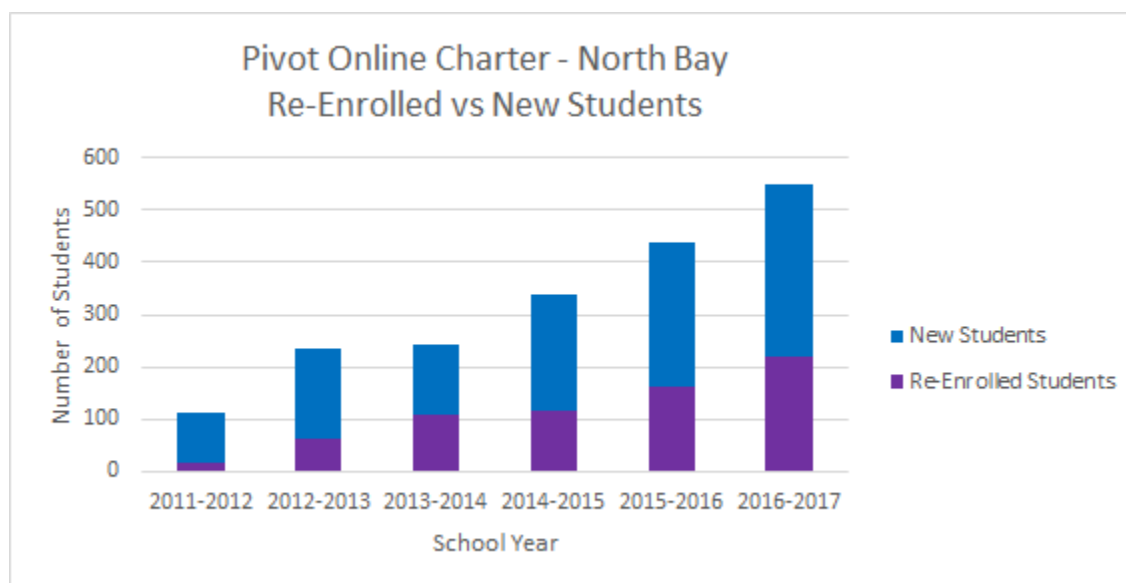
In anticipation of our next five years serving Santa Rosa and the surrounding communities as Pivot Charter School North Bay, we have invested in a strategic planning process to better define our priorities and action steps for the future. Through this process, we have defined core organizational goals, which support our Local Control and Accountability Plan (“LCAP”) goals and guide our robust plans for the future and governance priorities. Our five-year goals include:

- Students will demonstrate confidence and increased capability in their core content area with an emphasis on English Language Arts (“ELA”) and Math as demonstrated by their continued growth toward and beyond proficiency and meeting the standard on state standardized testing.
- Pivot Charter School North Bay will continue to implement a model blended learning program that attracts more students to the resource center offerings and engage with their credentialed teachers on a daily basis.
- Pivot Charter School North Bay will continue to provide additional college readiness support to all students with a focus on those who are traditionally underserved and underrepresented in four year college programs.
- Pivot Charter School North Bay families will be more involved and engaged in their students’ learning as demonstrated by their participation in school activities, trainings and parent/school organizations.
- Students will engage in project based activities or some form of collaborative or critical thinking projects weekly either within their online curriculum content or as a supplement.

STUDENT PERFORMANCE FOR PIVOT ONLINE CHARTER SCHOOL

Pivot Online Charter School was purposely established to serve students who are slipping through the cracks in traditional school programs, who have not met success in a traditional school, and who need more support to perform to their ability. By the nature of the mission of the Charter School, Pivot Online Charter School thereby has enrolled, and Pivot Charter School North Bay shall continue to enroll, students with very low academic self-confidence, low test scores, low motivation or a need for a small environment, and shall help turn them around, or “pivot” their attitudes toward school, their future and learning. Often times that means we are turning them around so they can go back to a traditional school environment and succeed. Or, they graduate from Pivot and they are more than prepared to succeed in post graduate studies or life. Few students are at Pivot for years on end. A major focus of Pivot North Bay is enroll students who have not met with success and give them the confidence and the skills, in many cases, to return to traditional school with the ability to excel. This makes test score analysis very challenging as the student population is so different from one year to the next; the cohort of students testing each year is small

(see below).



While enrollment and retention has increased at Pivot Online Charter School, a majority of each school year's enrollment is made up of new students (67% on average), which is expected to continue for Pivot Charter School North Bay. With a large influx of new students each year, Pivot Online Charter School often changed the elective courses and clubs offered each year in order to fit the passions and interests of the new student population. This large percentage of new students each year also brought a challenge with assessments like the Smarter Balanced Assessment Consortium ("SBAC") tests. Students enroll at Pivot Online Charter School at various points throughout the entire school year, which often does not allow not much time to check for gaps in knowledge before students are assessed. This is something that Pivot Charter School North Bay plans to improve by investing and implementing in programs like IO Insights and i-Ready, described later.

As the graphs below will highlight, students who have tested at Pivot Online Charter School for two continuous years have shown growth in Mathematics (3.8 points per student on average) but not the same level of success in English Language Arts. Pivot Charter School North Bay shall use the data to drive programmatic changes, such as adding additional face to face math and English workshops, as well as online workshops for virtual students. For the 2017-18 school year, Pivot Online Charter School will be implementing the i-Ready program. This program will allow Pivot Online Charter School to assess students throughout the year and make improvements in programs offered to both virtual and nonvirtual students throughout the year instead of for the upcoming school year after assessment results are released. i-Ready demonstrates how students would perform on the SBAC tests. i-Ready remediation curriculum is developed for each individual student and Pivot Online Charter School is excited about this new method of assessing student growth throughout the year and will be adding it to the CA Dashboard local measures.

[The majority of Pivot Charter School North Bay students have struggled with learning due to many](#)

factors, most of which relate to their experiencing social and emotional challenges. Pivot students were either scared, anxious or disenfranchised in a large traditional school setting. These challenges got in the way of their learning. They choose to come to Pivot, where they can be accepted for who they are, whether that means anxious, gay, transgender, “nerdy”, depressed, disabled, a parent, an English Learner, living in a foster situation or homeless. These students were not learning for many reasons prior to coming to Pivot. Their test scores were low. Their self esteem was low. Their confidence was low. Pivot addresses these issues and begins to help them to learn again by providing a safe and caring environment where they can feel good about their abilities and about themselves. Many students come into Pivot knowing they test low and feeling they can-not succeed in school. They come to Pivot North Bay to “pivot” those attitudes and habits and gradually become independent learners.

When Pivot Online Charter School opened a resource center 7 years ago, it completely changed our enrollment (from 15 to 400+) and the nature of our students (from virtual students to more local students attending the resource center). What we have found is that many of the disenfranchised students who are attracted to Pivot Online Charter School as an alternative school, are coming to Pivot Online Charter School with below average test scores. Therefore, our goal has been to help them improve, learn, and demonstrate growth in their knowledge base.

Additionally, we compare our achievement data to corresponding grade-level data from the following comparative groups of schools and our own overall growth. **Please note that data was only available at the writing of this charter petition for comparative schools for the 2015-2016 school year: The data below reflects:**

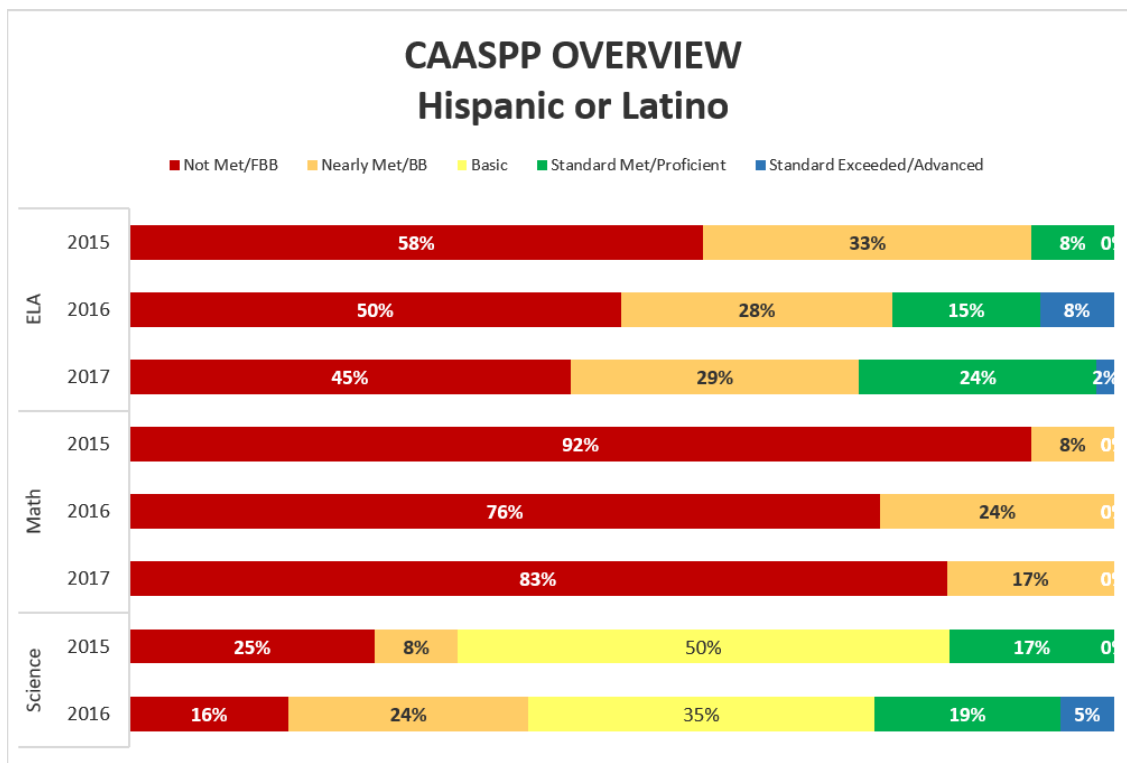
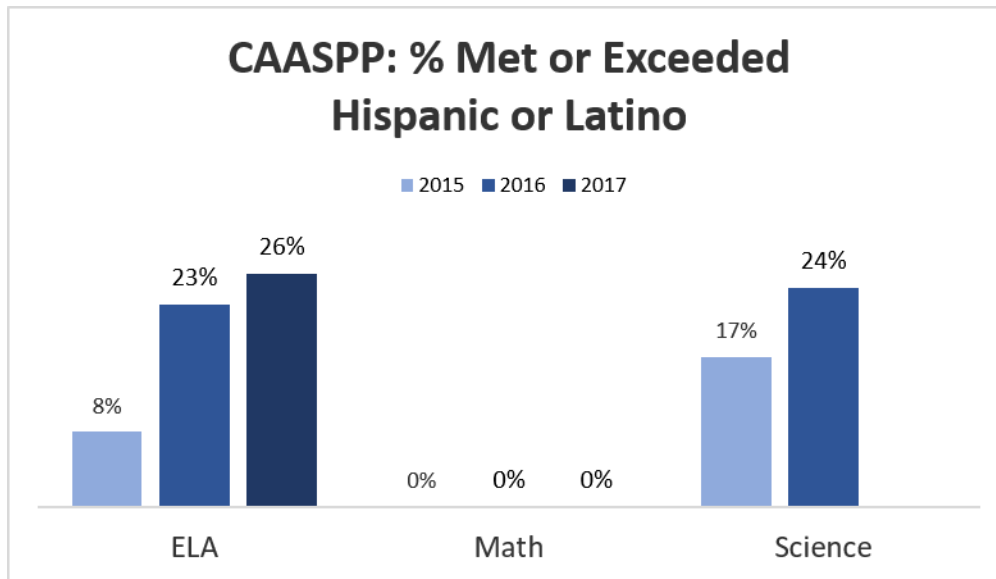
- Local schools, meaning those most students would otherwise have been likely to attend if not at Pivot
 - Schools in the Santa Rosa City Schools
- Demographically similar schools within the district where our resource center is located and our former authorizing District
- Other Independent Study Charter Schools
- Dashboard Alternative School Status (“DASS”) schools (formerly known as Alternative School Accountability Measure, or “ASAM”)

Performance Data of Subgroups (SBAC)

* NOTE: Not all groupings student subgroups below meet the state definition requirement of a “numerically significant sub-group” due to the limited number of students in each subgroup who attend Pivot. Education Code section 52052(a)-(3)(A) defines a numerically significant subgroup as “one that consists of at least 30 pupils, each of whom has a valid test score,” and, for a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is “one that consists of at least 15 pupils” (Ed. Code Section 52052(a)(3)(B)). Only the socioeconomically disadvantaged students of Pivot North Bay meet the true definition of a numerically significant student subgroup per in the Education Code. However, Pivot felt it feels it is important to analyze present all data for analysis and consideration. what most Districts consider “sub-groups”.

Hispanic or Latino Students

Pivot Online Charter School saw growth from 2016 to 2017 in English Language Arts for its Hispanic or Latino population (percent that met or exceeded the ELA standard increased from 23% in 2016 to 26% in 2017). Additionally, fewer students fell into the “Not Met” category for English Language Arts in 2017 when compared to 2016. There was no growth in Mathematics.

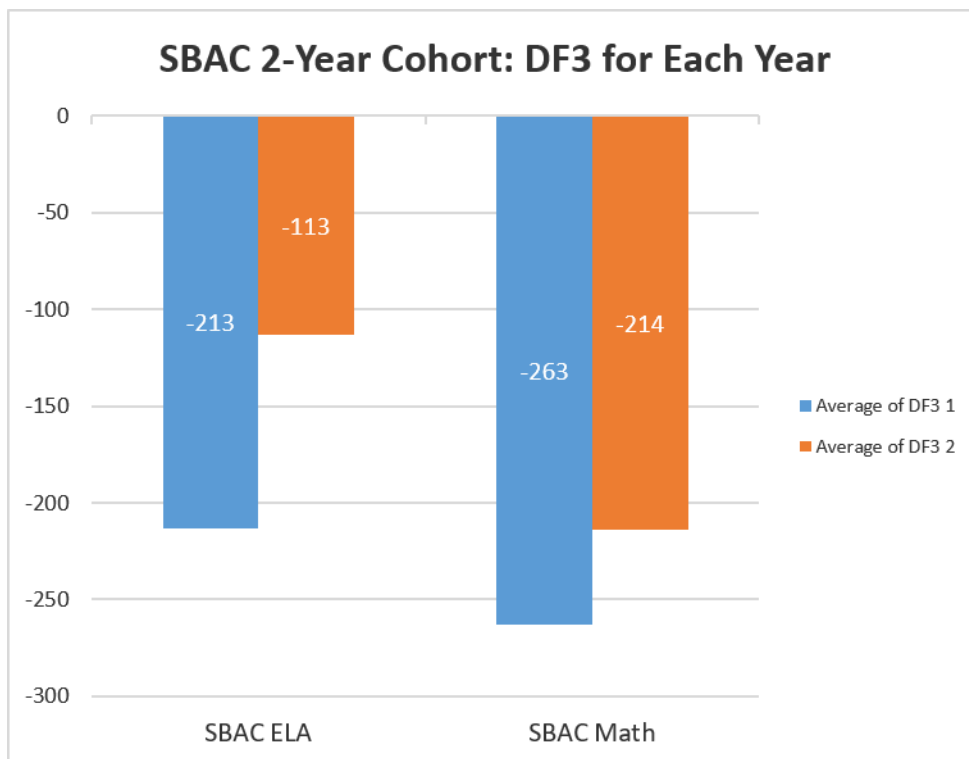
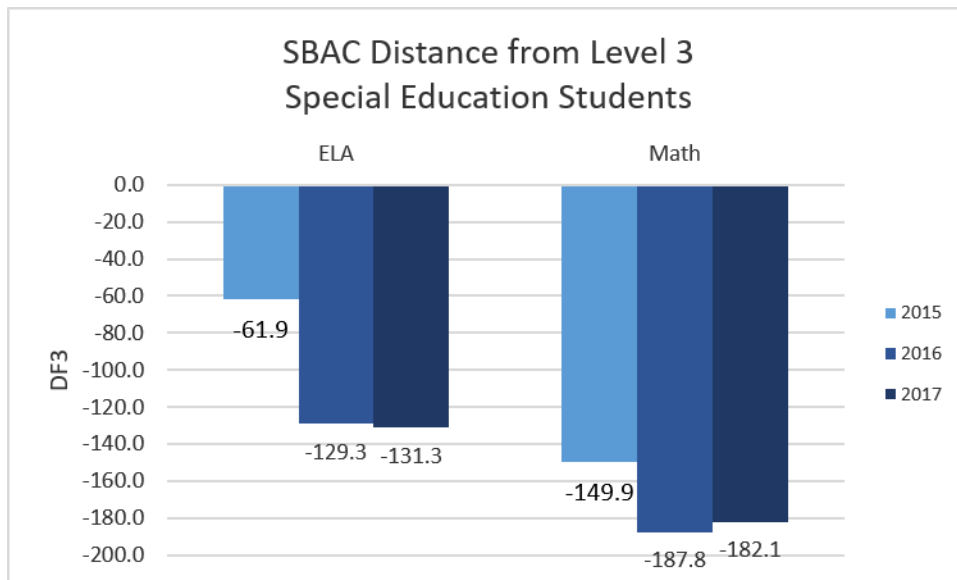


Special Education Students

Pivot Online Charter School saw growth from 2016 to 2017 in Mathematics for its special education population (average increase of 5.7 points per student) as measured by the distance from level 3, the distance from meeting the standard. There was no growth in English Language Arts. Those comparisons are for the entire special education population tested. For the 2-year cohort (special education students tested at Pivot North Bay two continuous years), the growth is more dramatic. On average, those special education students increased their ELA point total by 100 points per student and increased their Math point total by 49 points per student. This shows that the special education program at Pivot North Bay is able to provide needed supports for the students that enroll at Pivot Charter School, and shows growth for the students that stay enrolled at Pivot Charter School. The number of special education students tested each year is low so breakdowns by grade level are not included due to confidentiality. Numbers are provided below.

Pivot Online Charter School has had a supportive special education program that provides significant one-on-one tutoring and support services for its special education population. That individualized attention has allowed Pivot's educational coordinators to identify gaps in knowledge and skills early in order to provide the necessary supports to get the student back on track. For the 2017-2018 school year, 17% of the population at Pivot Online Charter School will be served in special education. Pivot Online Charter School will be utilizing i-Ready and IO Insights in order to provide the same early interventions to the general and special education population. Pivot Charter School North Bay plans to continue supporting special education students in the same ways.

Number of Special Education Students Tested 2015		Number of Special Education Students Tested 2016		Number of Special Education Students Tested 2017	
Grade 3	0	Grade 3	1	Grade 3	1
Grade 4	0	Grade 4	0	Grade 4	1
Grade 5	0	Grade 5	1	Grade 5	2
Grade 6	2	Grade 6	0	Grade 6	0
Grade 7	1	Grade 7	0	Grade 7	1
Grade 8	1	Grade 8	5	Grade 8	4
Grade 11	5	Grade 11	9	Grade 11	14

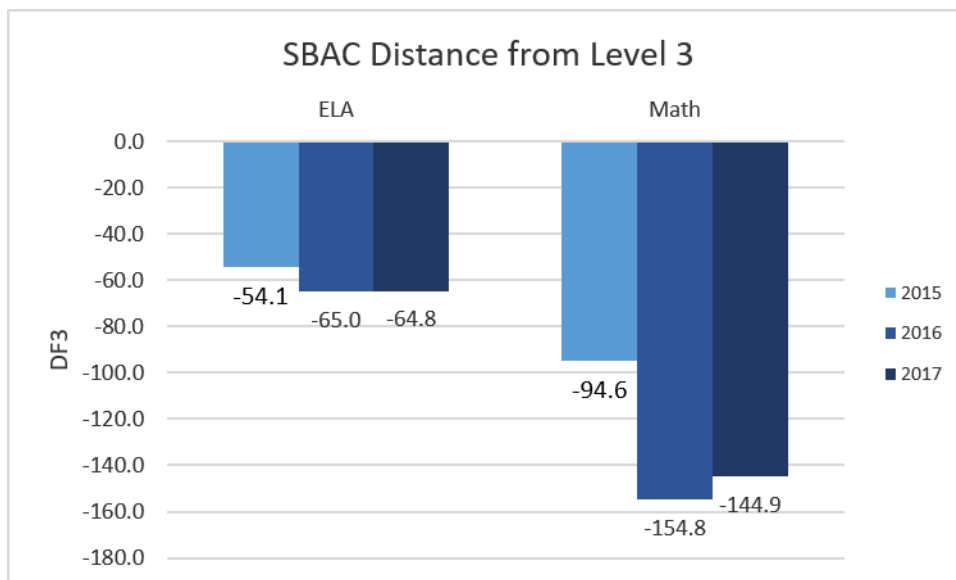


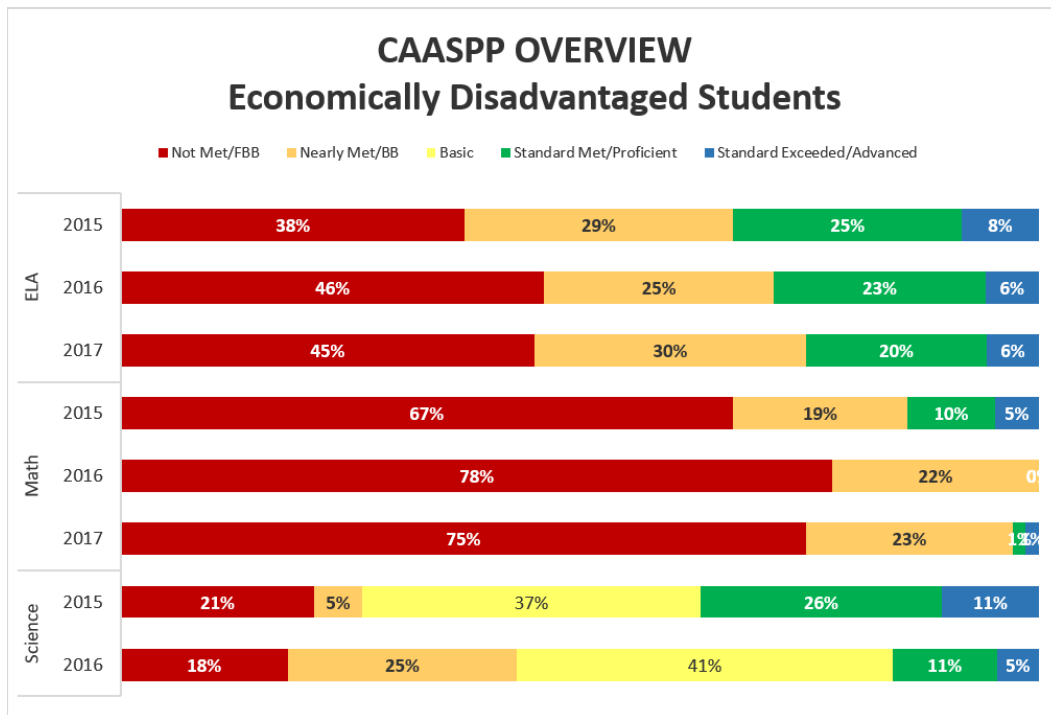
Economically Disadvantaged Students

Economically disadvantaged students at Pivot North Bay, on average, are getting closer to meeting the standards for English Language Arts and Mathematics. They have increased an average of 0.2 points per student for ELA and also increased an average of 9.9 points per student for Math.

Additionally, economically disadvantaged students at Pivot North Bay showed a decrease in the number of students that did not meet the standard from 2016 to 2017 for English Language Arts (from 46% to 45%), Mathematics (from 78% to 75%), and Science (21% to 18%) which means more students are getting close to meeting the standard for English Language Arts (from 25% to 30%), Mathematics (from 22% to 23%), and Science (5% to 25%).

Number of Economically Disadvantaged Students Tested 2015		Number of Economically Disadvantaged Students Tested 2016		Number of Economically Disadvantaged Students Tested 2017	
Grade 3	0	Grade 3	3	Grade 3	4
Grade 4	1	Grade 4	2	Grade 4	4
Grade 5	0	Grade 5	2	Grade 5	3
Grade 6	4	Grade 6	5	Grade 6	3
Grade 7	4	Grade 7	13	Grade 7	14
Grade 8	7	Grade 8	13	Grade 8	16
Grade 10	12	Grade 10	53	Grade 10	47
Grade 11	12	Grade 11	40	Grade 11	43



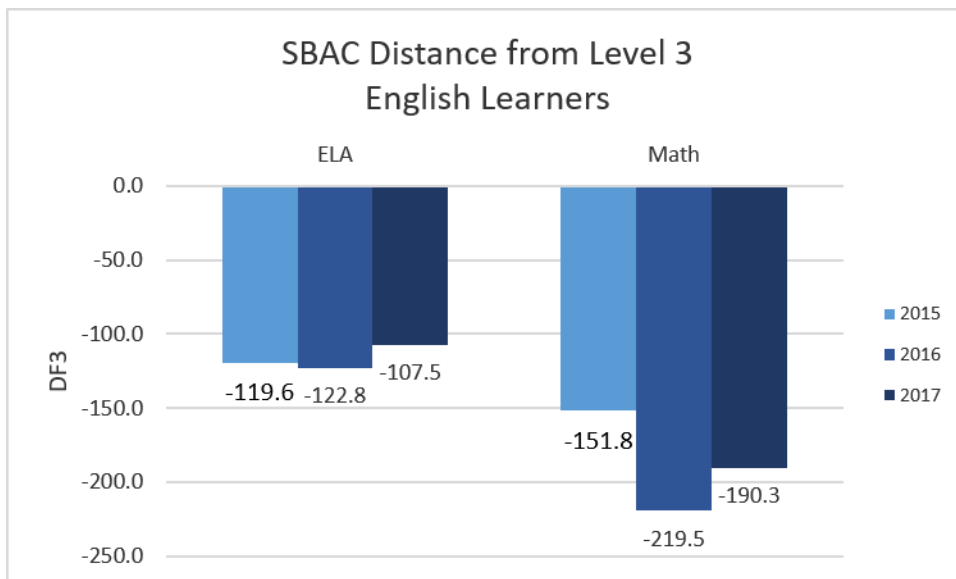


English Learners

English Learners (“EL”) demonstrated growth in all subjects from 2016 to 2017. In English Language Arts, EL students got closer to meeting the standard (33% in 2016 increased to 45% in 2017 in the nearly met the standard category). In Mathematics, EL students got closer to meeting the standard (0% in 2016 increased to 18% in 2017 in the nearly met the standard category).

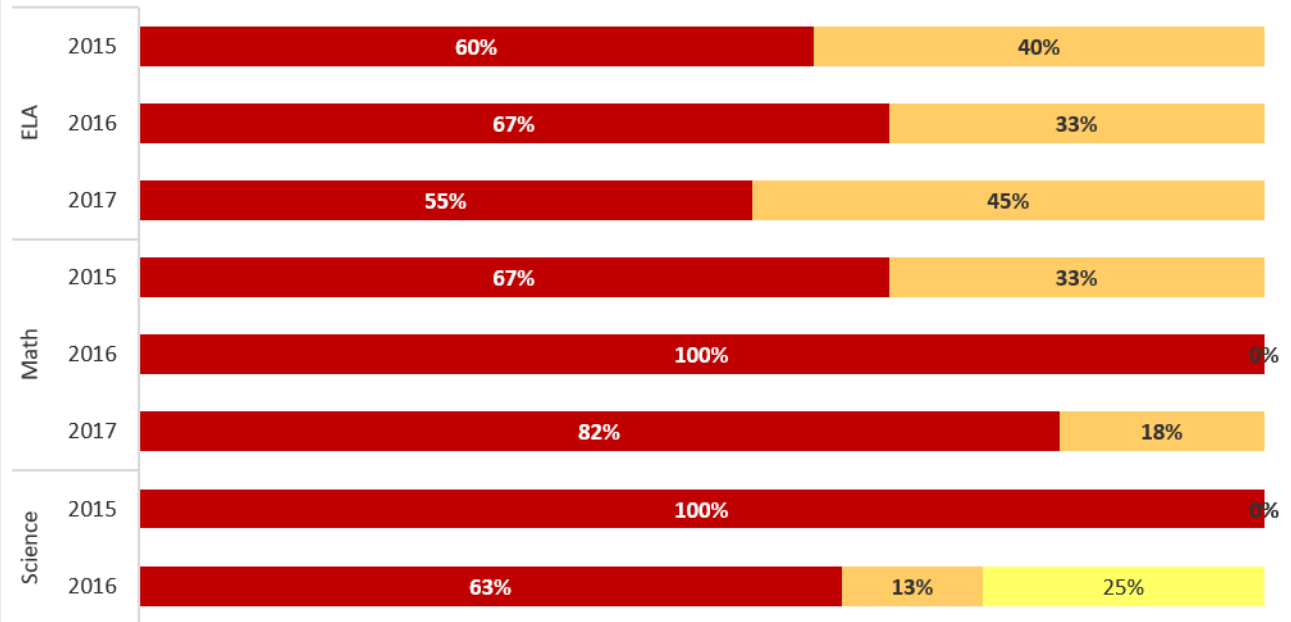
English Learners also demonstrated that they are getting closer to meeting the ELA and Math standards, on average, by getting closer to level 3 from 2016 to 2017. EL students increased their ELA scores by 15.3 points per student on average, as well as increased their Math scores by 29.2 points per student on average.

Number of EL Students Tested 2015		Number of EL Students Tested 2016		Number of EL Students Tested 2017	
Grade 3	0	Grade 3	0	Grade 3	0
Grade 4	1	Grade 4	0	Grade 4	0
Grade 5	0	Grade 5	1	Grade 5	0
Grade 6	1	Grade 6	0	Grade 6	2
Grade 7	0	Grade 7	1	Grade 7	1
Grade 8	1	Grade 8	1	Grade 8	3
Grade 10	1	Grade 10	11	Grade 10	5
Grade 11	3	Grade 11	6	Grade 11	8



CAASPP OVERVIEW English Learners

■ Not Met/FBB ■ Nearly Met/BB ■ Basic



COMPARISON SCHOOLS

The charts below show the comparisons of Pivot Charter School North Bay with local schools, demographically similar schools, independent study charter schools, and DASS schools. Since the population of Pivot is constantly changing and this makes it difficult to compare with other schools, comparisons with a variety of different types of schools allows Pivot to determine how they are improving and provides context for how they can best understand the data analysis.

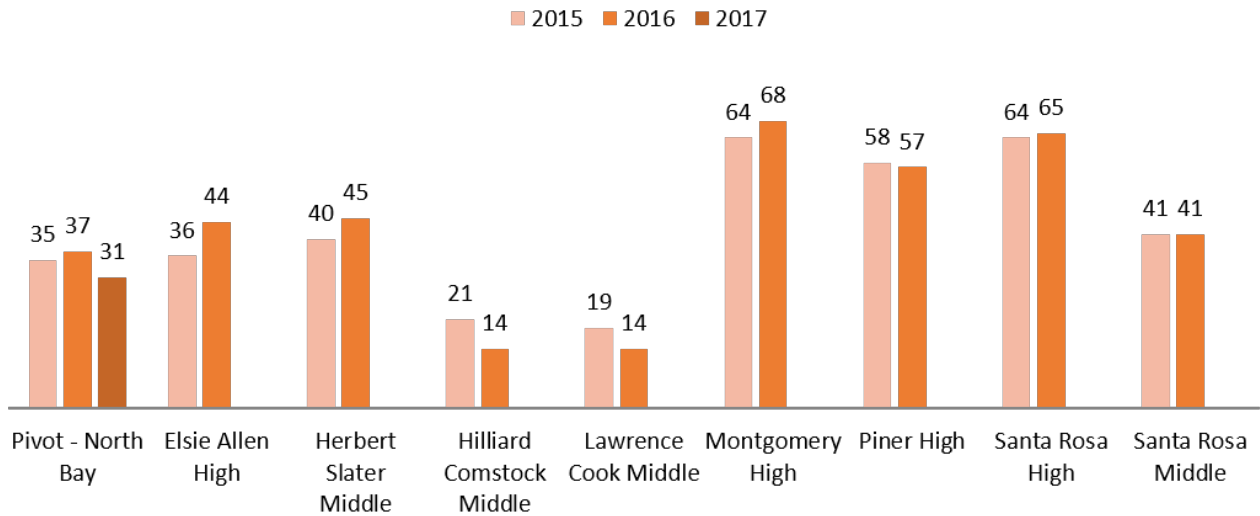
Since the California assessments changed from the CST to the SBAC, comparison data is slightly fragmented below. SBAC comparison data reflects students tested between the years 2015 and 2017. CST comparison data reflects students tested in 2013. There was an interim year in 2014 where students were field tested the SBAC but no scores are available.

Local Schools (SBAC Comparisons)

Pivot Online Charter School keeps track of the schools that students are coming from when they enroll. These local schools are frequently high-achieving schools and many students that are looking for something different or falling through the cracks at the local traditional schools come to Pivot Charter School for the extra support. As new academic and assessment programs are implemented to best help these students, Pivot North Bay is able to customize its program for its virtual and nonvirtual students. The goal is to find the gaps in knowledge and skills when these students enroll and then support them throughout the year to fill those gaps by supplementing the online curriculum with on-site workshops, tutoring, i-Ready, and other programs. Much of Pivot North Bay's enrollment is completely different from one year to the next. Because of this, Pivot Online Charter – North Bay must continually adapt and fine-tune these programs. The school is hopeful that i-Ready, which has just recently been aligned to the SBAC assessments, will provide the ongoing data needed to provide students with greater remediation plans than the programs that Pivot has used in the past, such as Study Island.

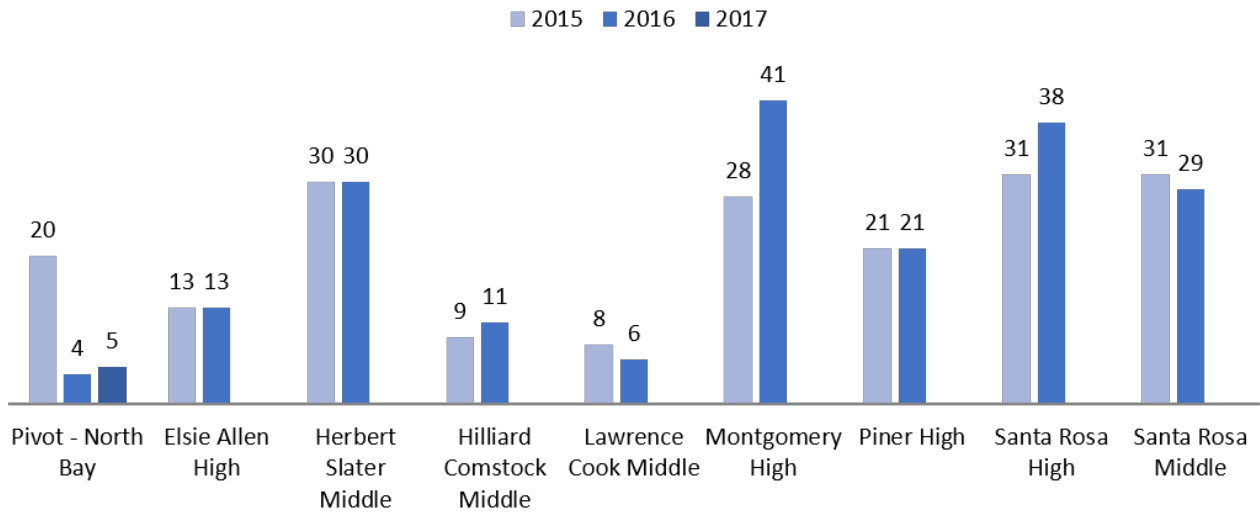
Pivot Online Charter - North Bay is comprised of elementary (6% in 2017), middle (14% in 2017), and high school (80% in 2017) students. With most students in middle and high school, Pivot Online Charter - North Bay compared its SBAC test score data with local middle and high schools. The local high schools outperformed Pivot North Bay while Pivot North Bay outperformed many of the local middle schools in English Language Arts. In Mathematics, a similar trend is seen in the comparisons below.

SBAC ELA: % Met or Exceeded Local Comparison Schools



In English Language Arts, Pivot North Bay outperforms Hilliard Comstock Middle and Lawrence Cook Middle when the percentage of students who met or exceeded the standard is compared. Additionally, Pivot North Bay is comparable to Santa Rosa Middle, Herbert Slater Middle, and Elsie Allen High. Montgomery High, Piner High, and Santa Rosa High continue to outperform Pivot North Bay and the other local schools in their district but that is very much the result of the students that Pivot seeks to enroll.

SBAC Math: % Met or Exceeded Local Comparison Schools



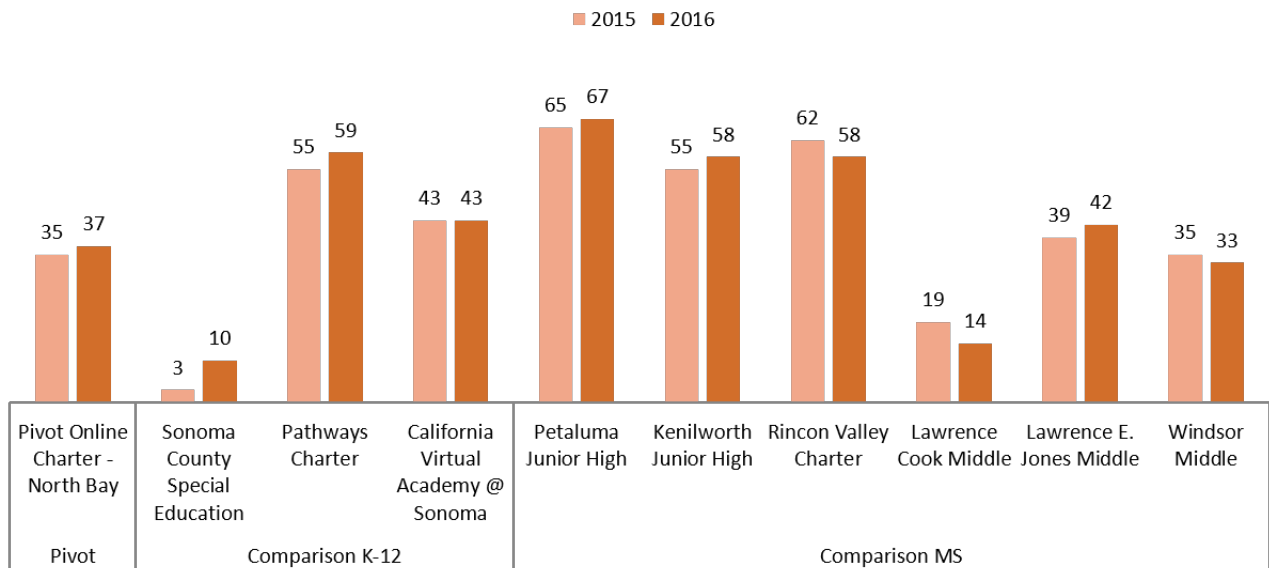
In Mathematics, Pivot North Bay is comparable to Hilliard Comstock Middle and Lawrence Cook Middle when the percentage of students who met or exceeded the standard is compared, but local comparison high schools outperformed Pivot North Bay in Mathematics. Mathematics scores were not as consistent as ELA scores for most local schools, including Pivot North Bay. Pivot North Bay was the only school in the above comparison that showed a decrease from 2015 to 2016 but has started to show improvement in 2017.

Demographically Similar Schools (SBAC Comparisons)

In English Language Arts and Mathematics, Pivot North Bay is comparable to many demographically similar schools, as compared to K-12 schools, middle schools, and high schools. With the demographically similar schools ranging so widely in their test score performance, Pivot North Bay can be seen toward the middle of scores.

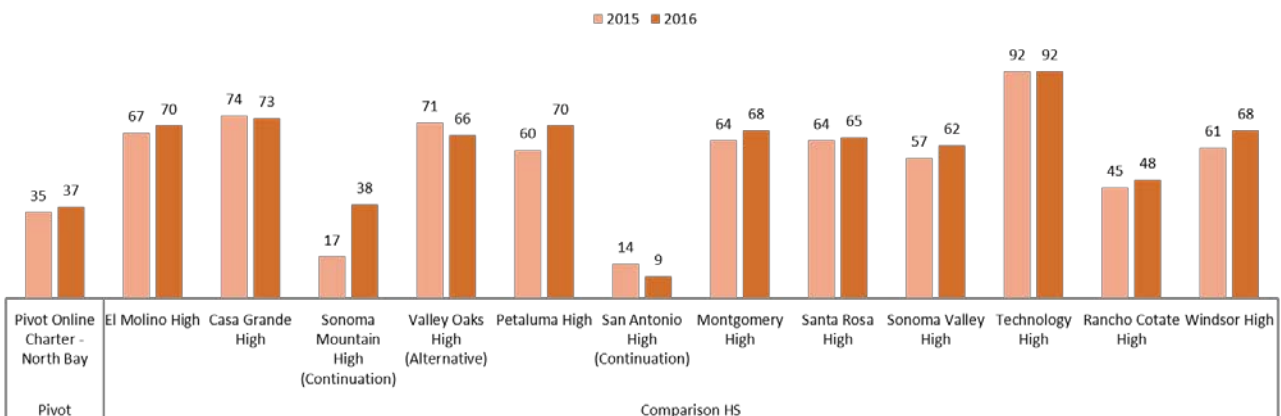
When compared to K-12 schools that are demographically similar, Pivot Online Charter – North Bay outperforms Sonoma County Special Education, is comparable to California Virtual Academy @ Sonoma, and is outperformed by Pathways Charter, (a charter targeting a different population than Pivot North Bay) when the percentage of students who met or exceeded the standard in English Language Arts is compared. When compared to middle schools that are demographically similar, Pivot Online Charter – North Bay outperforms Lawrence Cook Middle, is comparable to Lawrence E. Jones Middle and Windsor Middle, and is outperformed by Petaluma Junior High, Kenilworth Junior High, and Rincon Valley Charter in English Language Arts.

SBAC ELA: % Met or Exceeded by School - K12 & Middle



When compared to demographically similar high schools, Pivot Online Charter – North Bay outperforms Sonoma Mountain High and San Antonio High, both continuation schools, when the percentage of students who met or exceeded the standard is compared. Pivot North Bay is comparable to Rancho Cotate High.

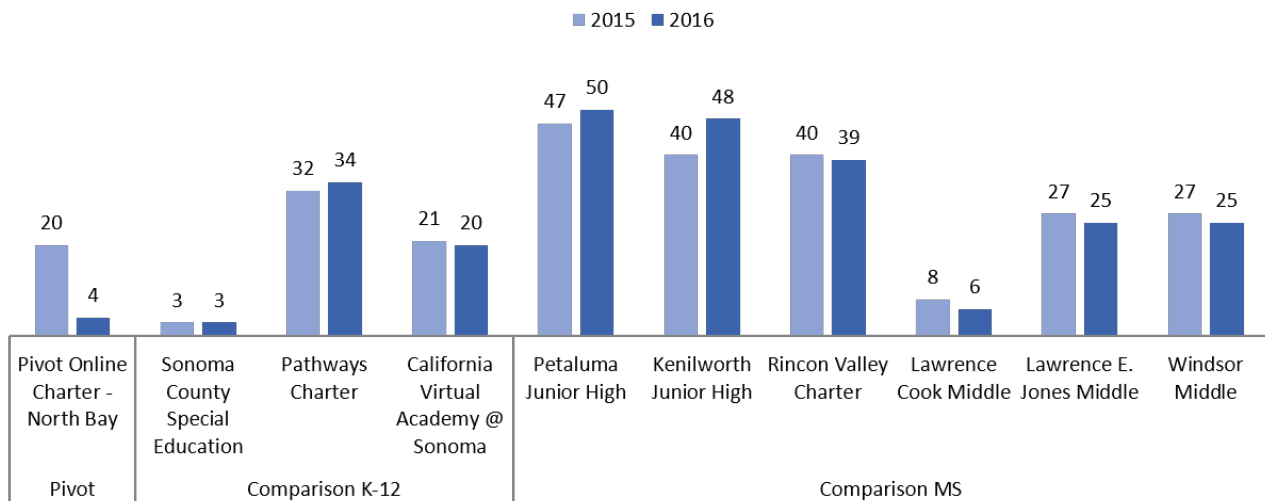
SBAC ELA: % Met or Exceeded by School - High Schools



When compared to K-12 schools that are demographically similar in Mathematics, Pivot Online Charter – North Bay again outperforms Sonoma County Special Education, is comparable to

California Virtual Academy @ Sonoma, and is outperformed by Pathways Charter when the percentage of students who met or exceeded the standard is compared. When compared to middle schools that are demographically similar in Mathematics, Pivot Online Charter – North Bay again outperforms Lawrence Cook Middle, is comparable to Lawrence E. Jones Middle and Windsor Middle, and is outperformed by Petaluma Junior High, Kenilworth Junior High, and Rincon Valley Charter.

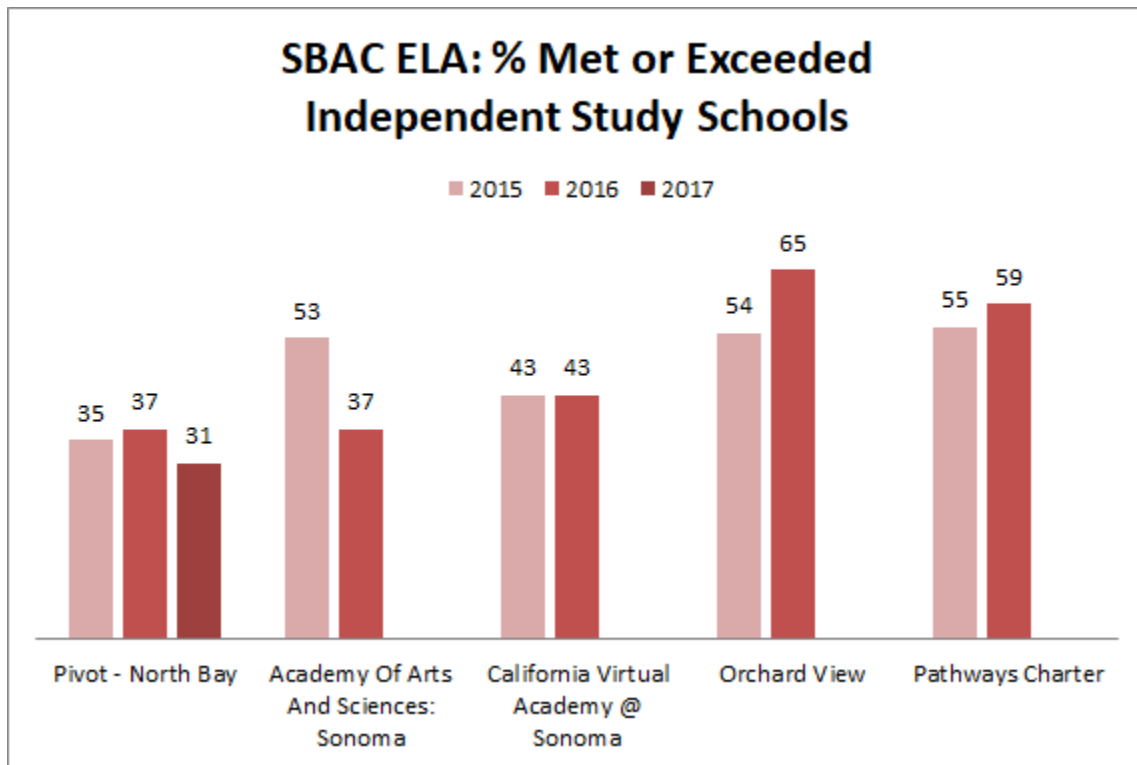
SBAC Math: % Met or Exceeded by School - K12 & Middle



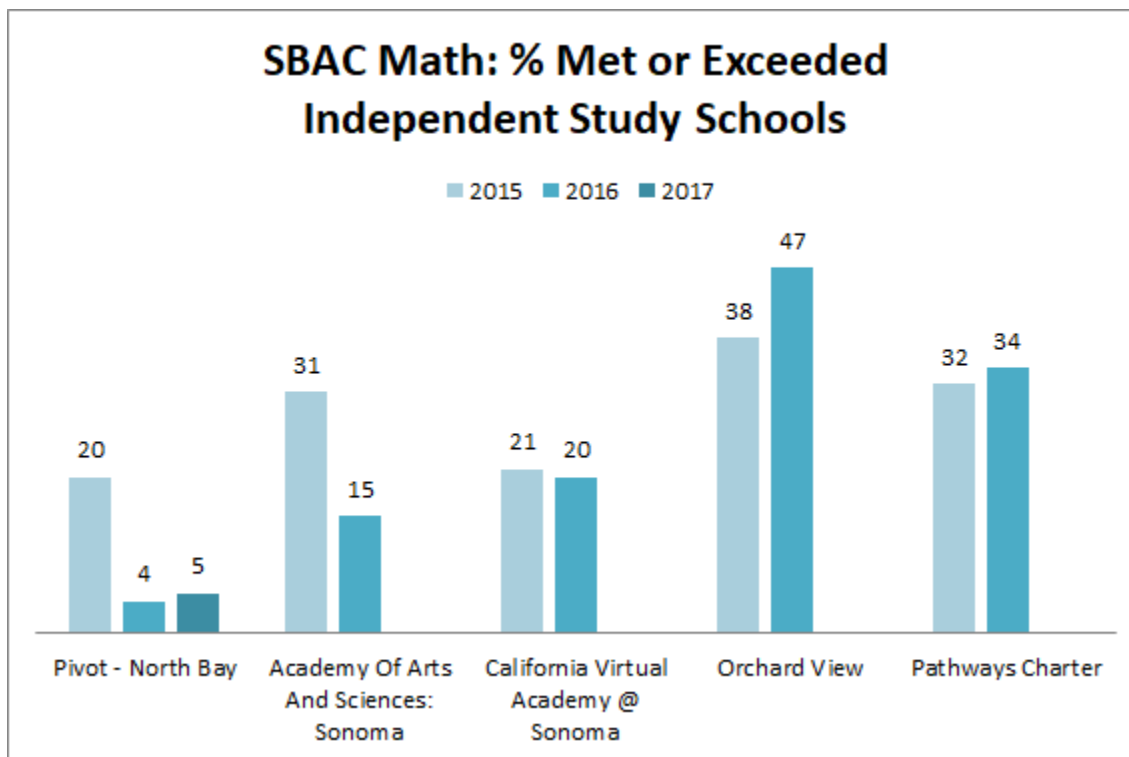
Pivot Charter School North Bay Charter Petition



Pivot North Bay is one of a few independent study charter schools operating within Sonoma County. The blended learning program is designed to provide additional support to the students that need the flexibility of an online curriculum but the academic support of a small class environment. When compared to the other four independent study charter schools, Pivot North Bay is below, but comparable, to the other schools in the area of English Language Arts.



Pivot North Bay saw a dramatic decrease in the percentage of students that met or exceeded the mathematics standards. In 2017, a small increase from the previous year's scores helped the staff at Pivot North Bay reflect on their progress and better understand the need for more support in this area for the upcoming 2017-2018 school year. With the implementation of additional support programs both at the resource center and virtually, Pivot North Bay is better prepared to help the students we enroll throughout the year to fill the gaps and succeed.

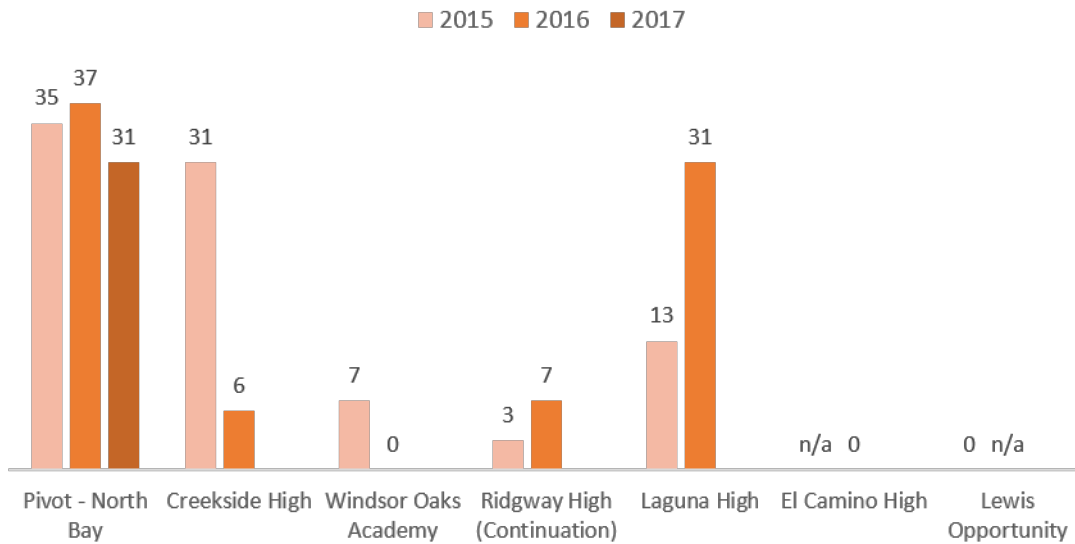


Dashboard Alternative Schools Status

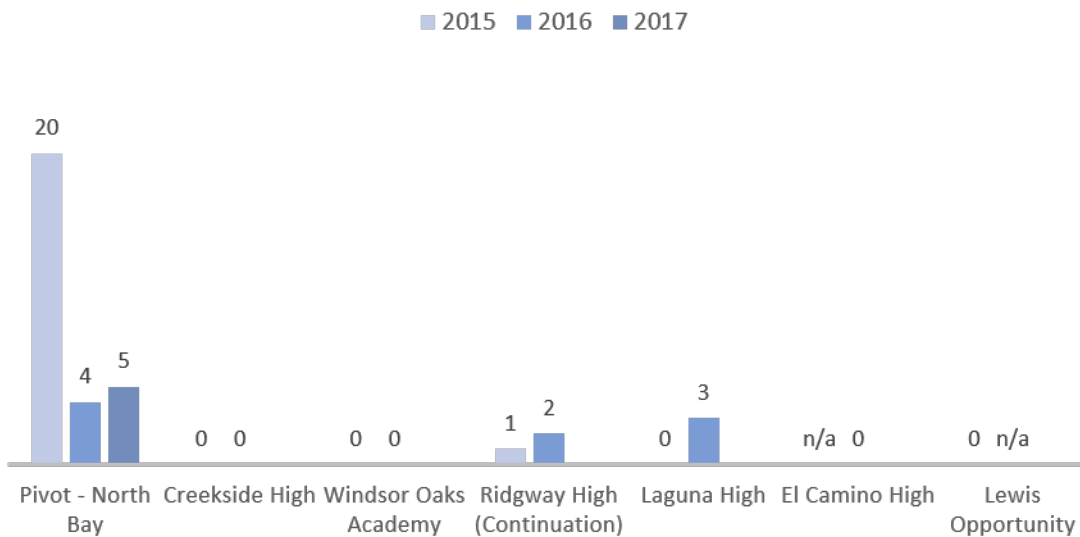
As mentioned earlier, Pivot Charter Schools serves a unique, at risk population. As such, Pivot Online Charter School is in the process of establishing eligibility to participate in the DASS program (formerly ASAM) for alternative schools that serve high-risk students. Below are comparisons for the 2014-2015 and 2015-2016 school years (again, 2016-2017 school year data was not available for comparison at the time of this analysis). Included in the comparisons are the schools classified as DASS for the 2017-2018 school year in Sonoma County.

When compared to currently classified DASS schools, Pivot North Bay outperforms them in English Language Arts and Mathematics when the percentage of students that met or exceeded the standards are compared. The unique population enrolling at Pivot North Bay reflects the need to help the students who do not succeed at a traditional school still find success academically. Many students who enroll at Pivot Charter School are trying to find a school that fits their educational needs. Many have not been met with success in a traditional school and have shut down to education. The online curriculum allows the flexibility they need so that they can parent, work, or help support their families. The small school environment provides them the individualized support they need to pass their courses and graduate.

SBAC ELA: % Met or Exceeded DASS Schools



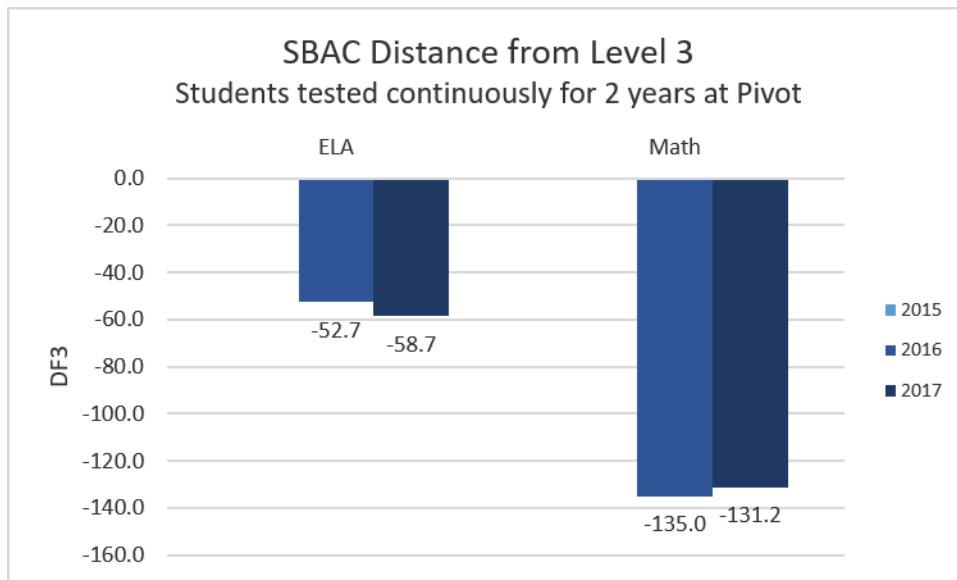
SBAC Math: % Met or Exceeded DASS Schools



Students Tested at Pivot Online Charter School for Two Continuous Years

Students that have tested at Pivot Online Charter School for two continuous years have shown growth in Mathematics (3.8 points per student on average) but are falling behind in English Language Arts (6 points per student on average). Pivot Online Charter School is using the data to drive programmatic changes such as adding additional face to face math and English workshops, as well as online workshops for students who participate virtually. For the 2017-2018 school year, Pivot Online Charter School will be implementing the i-Ready program. This program will allow Pivot Online Charter School to assess students throughout the year and make improvements in programs offered to both virtual and nonvirtual students throughout the year instead of for the upcoming school year after assessment results are released. i-Ready demonstrates how students would perform on the SBAC tests. i-Ready remediation curriculum is developed for each individual student and Pivot Online Charter School is excited about this new method of assessing student growth throughout the year and will be adding it to the CA Dashboard local measures.

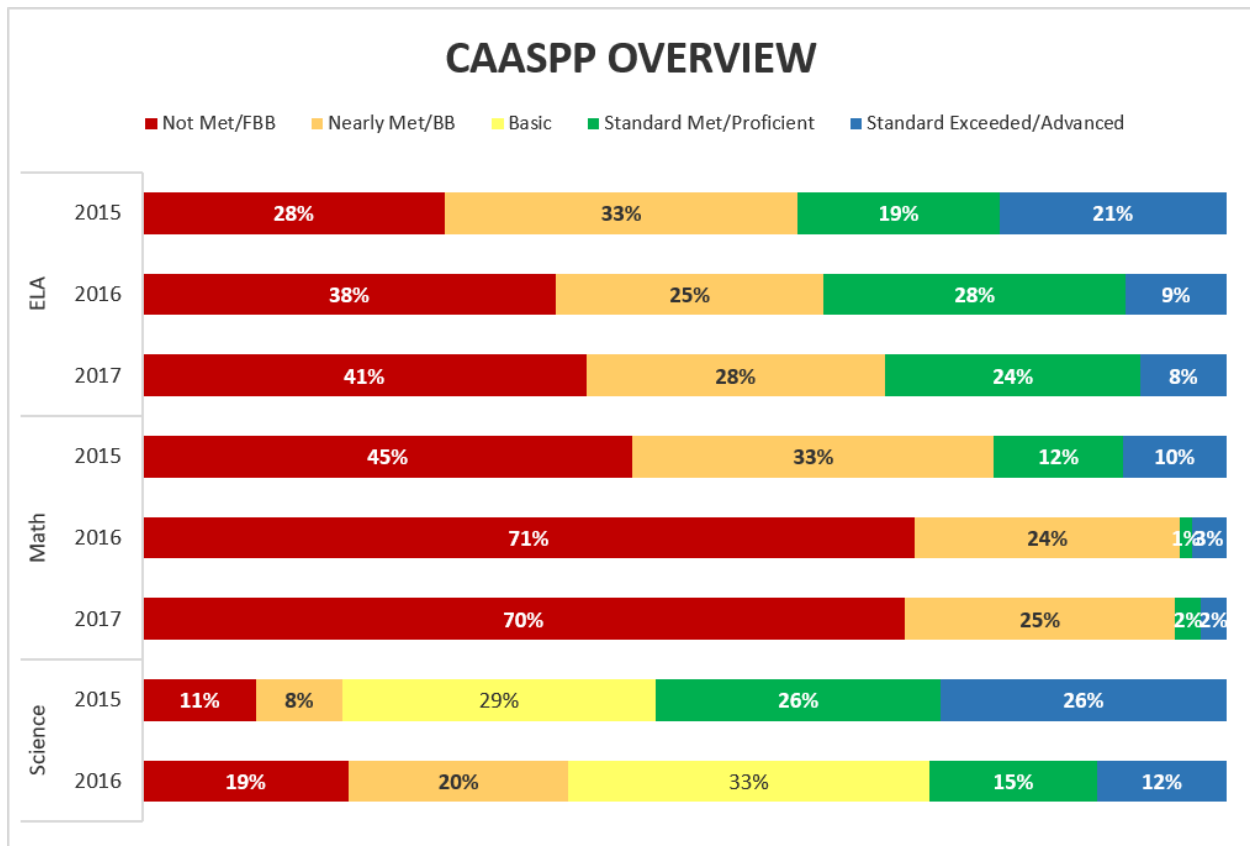
Number of Students Tested for Two Continuous Years 2016-2017	
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	2
Grade 7	7
Grade 8	10
Grade 10	13
Grade 11	36
Total	68



Overall CAASPP Analysis for Total Student Population

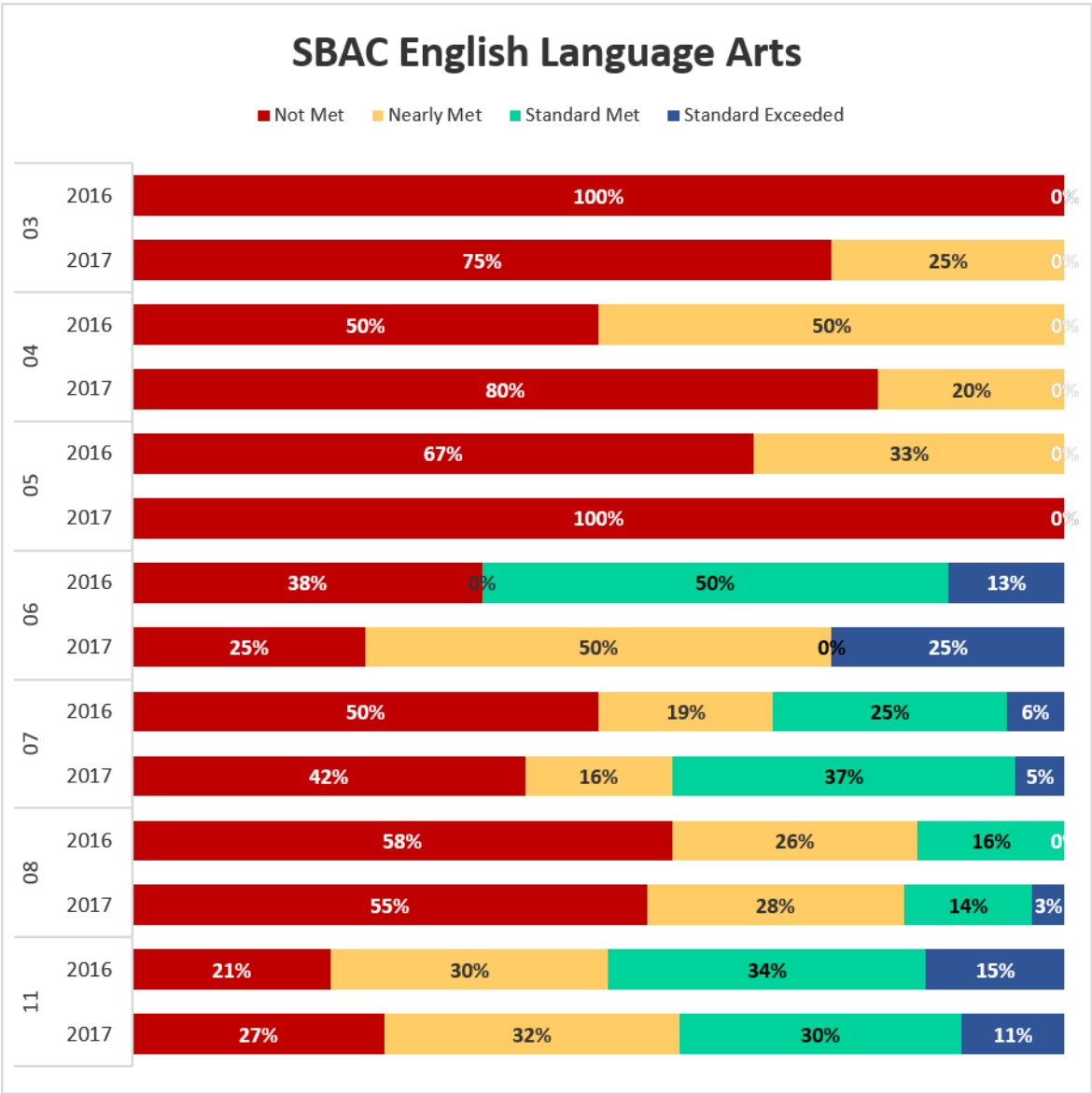
Comparison school data for the CAASPP testing for the 2016-2017 school year was available to individual schools only at the writing of this petition. Below is the analysis of student performance overall for the last three years (when available).

Overall CAASPP analysis shows that the total student population at Pivot North Bay demonstrated no growth from 2016 to 2017. Subgroup data (above) has shown that growth can be seen in students that have more permanent enrollment at Pivot Charter School (e.g. students that tested at Pivot for 2 continuous years) and also students that receive individualized support services (e.g. special education students). With a majority of tested students each year being newly enrolled students, Pivot will be implementing the i-Ready and IO Insights programs to better help those students earlier in the year to be able to demonstrate growth throughout the year rather than on an assessment like SBAC that is just a snap shot in time.



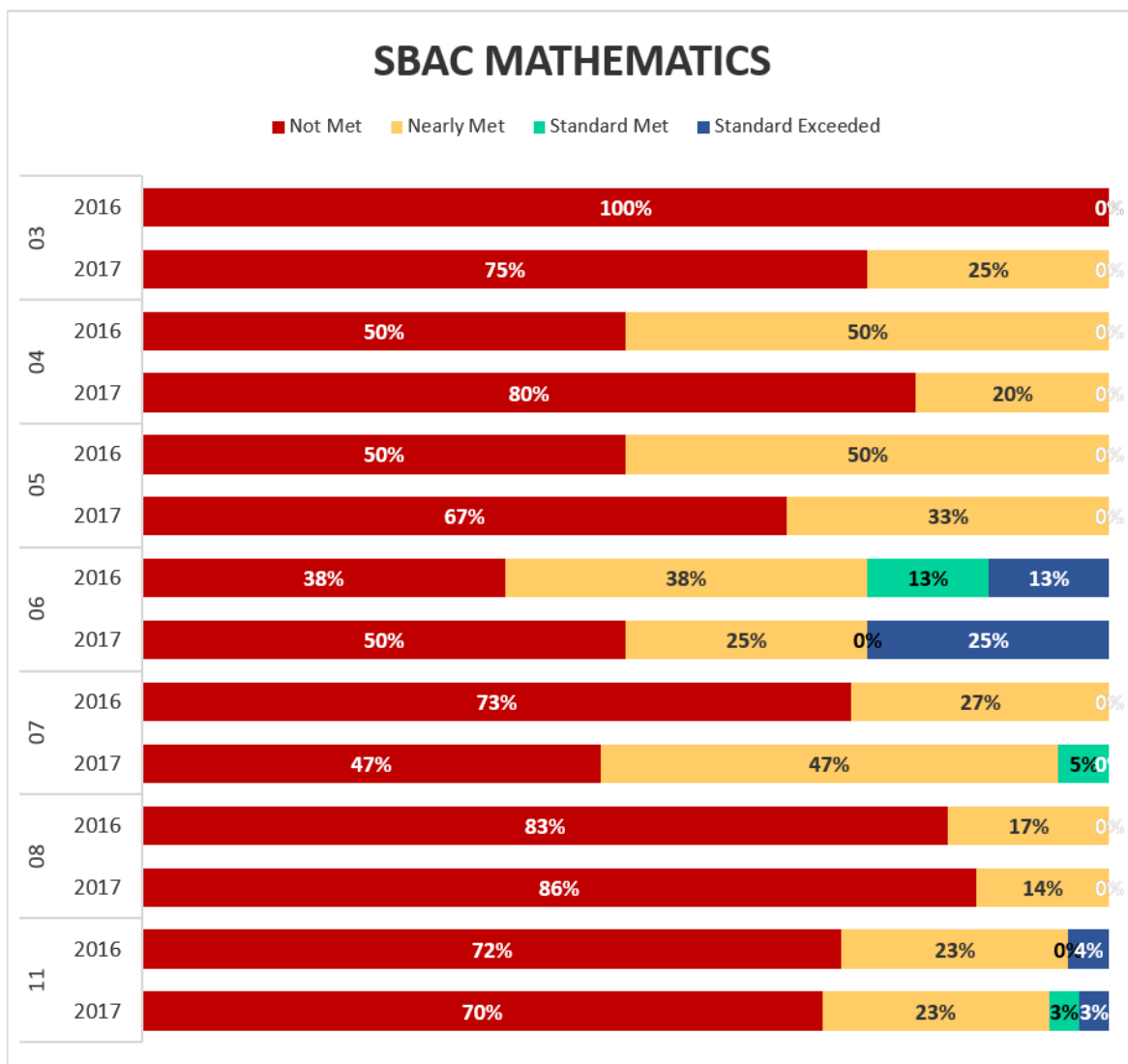
Analysis by grade level shows that the most growth in English Language Arts occurred in the middle school grades. Grade 6 showed a decrease in students that did not meet the standard (from 38% to 25%). Grade 7 showed both a decrease in students that did not meet the standard (from 50% to 42%) and an increase in students that met or exceeded the standard (from 31% to 42%). Grade 8 also showed both a decrease in students that did not meet the standard (from 58% to 55%) and an increase in students that met or exceeded the standard (from 16% to 17%).

The Educational Coordinators at Pivot Online Charter School implemented a test prep program at their resource center in 2017 for middle school students. Students focused on English Language Arts and Mathematics during workshops lead by credentialed teachers. The measured growth in grades 6, 7, and 8 has shown that the workshops made a difference, so additional workshops will be created and instituted for all grade levels for the 2017-2018 school year.



Analysis by grade level shows that the most growth in Mathematics occurred in the grades 3, 6, 7, and 11. Grade 3 showed a decrease in students that did not meet the standard (from 100% to 75%). Grade 6 showed both an increase in students that exceeded the standard (from 13% to 25%). Grade 7 also showed both a decrease in students that did not meet the standard (from 73% to 47%) and an increase in students that met the standard (from 0% to 5%). Grade 11 showed an increase in students that met or exceeded the standard (from 4% to 6%).

Pivot North Bay will expand and continue their test prep workshops for students attending the resource center. That effort, combined with the implementation of the i-Ready and IO Insights program, will better help teachers understand the needs of their students and better prepare them academically for not only their core coursework, but also the state assessments.

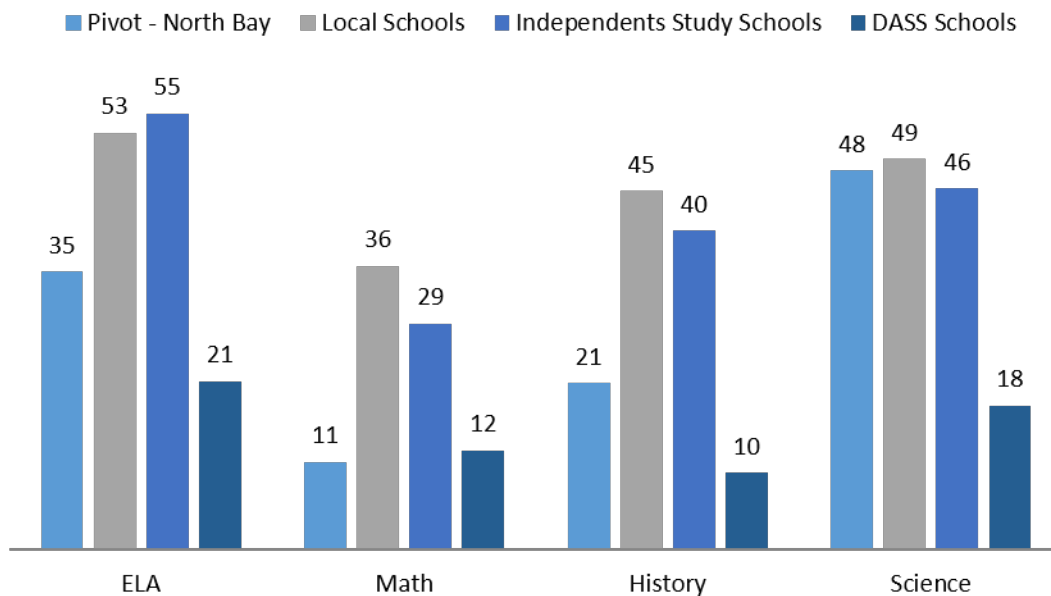


Additional Past Test Score Analysis (CST Comparisons)

The STAR program ended in 2013 and was replaced by the CAASPP system. These scores demonstrate prior standardized testing results before the SBAC tests were administered. The graphs below provide comparisons with local schools, demographically similar schools, independent study schools, and DASS schools for 2013 and 2012.

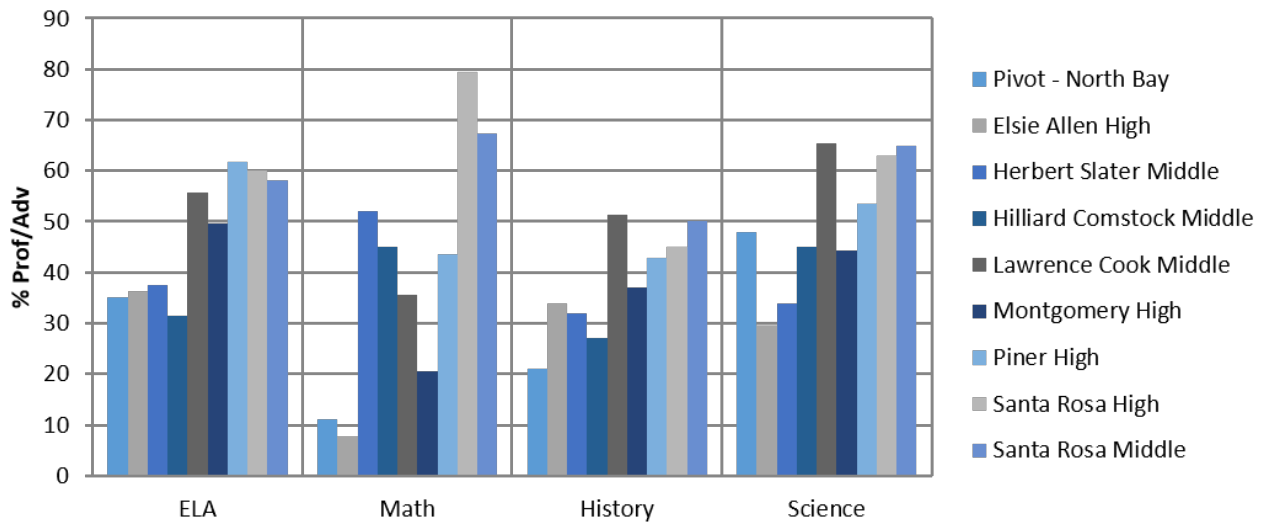
In the 2013 comparisons of the CST with local schools, independent study schools, and DASS schools, Pivot North Bay outperformed the DASS schools and fell below the scores for the local schools and independent study schools. This analysis is similar to that above of the SBAC comparisons. The students at Pivot Charter School come from a unique subset of the population that do not succeed at traditional local schools but do not enroll at alternative schools. This observation is supported by the analysis provided both for the CST and the SBAC.

CST % Proficient/Advanced by Comparison Group - 2013



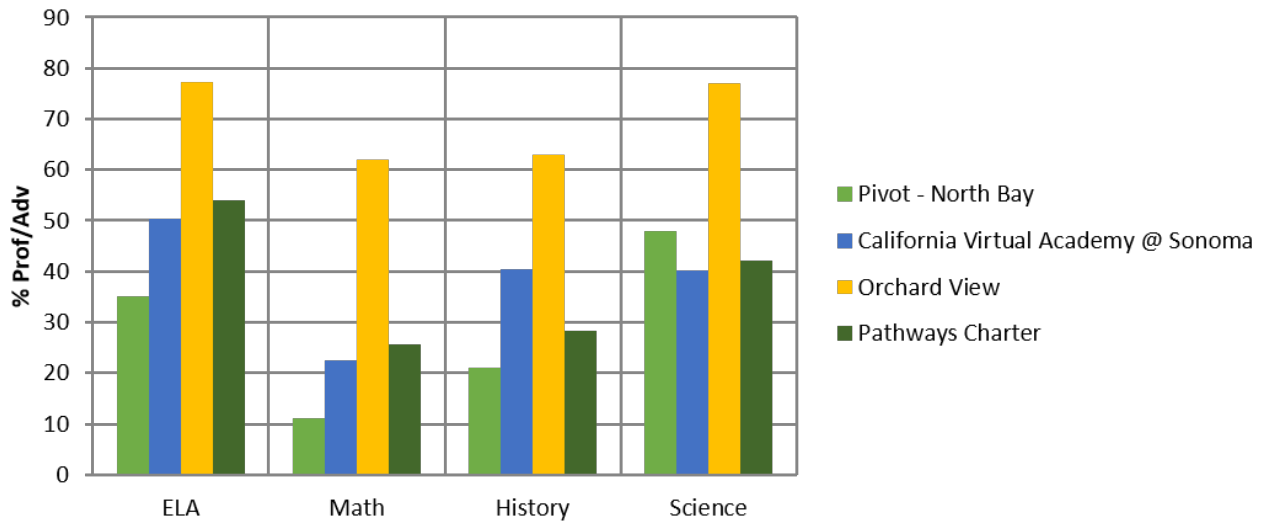
When compared to the individual local comparison schools, Pivot Online Charter – North Bay ranged widely in its comparisons. Pivot North Bay outperformed many of the local schools in Science, was comparable to many schools in English Language Arts, and underperformed in the areas of Mathematics and History.

CST Percent Proficient/Advanced: Local Comparison Schools - 2013



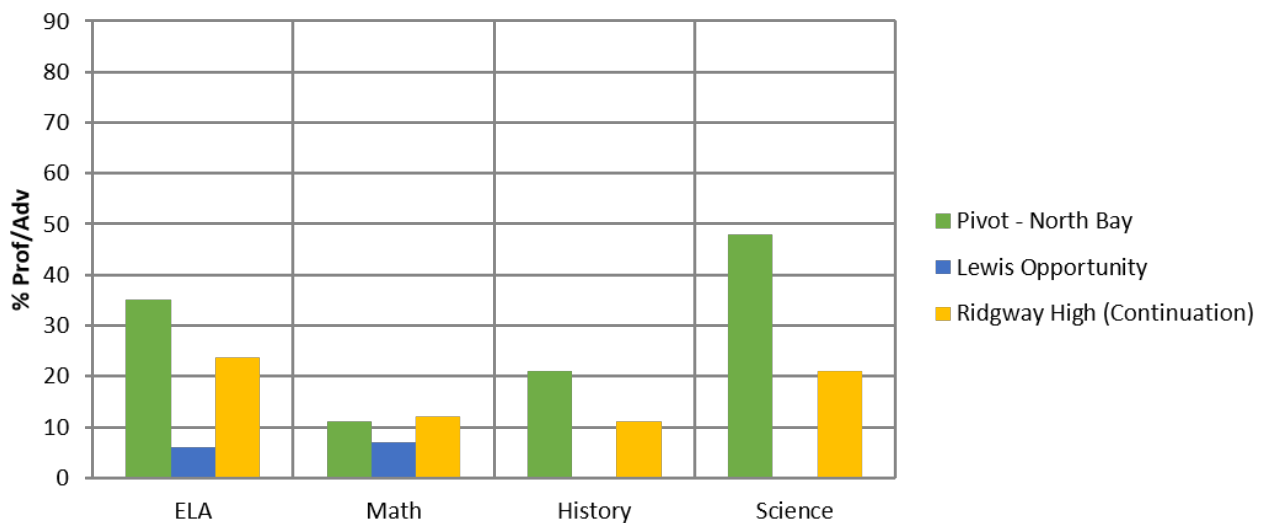
When compared to independent study schools in Sonoma County, Pivot Online Charter – North Bay again outperformed many of the schools in Science, and underperformed in the other subject areas when the percentage of students labeled as proficient or advanced were compared. As mentioned earlier, most of Pivot North Bay’s population is new every year and most of the population are high school students and thus very difficult to compare year after year test scores, which is exactly why Pivot will be implementing the i-Ready assessments this year to demonstrate growth throughout a student’s time at Pivot.

CST Percent Proficient/Advanced: Independent Study Schools - 2013



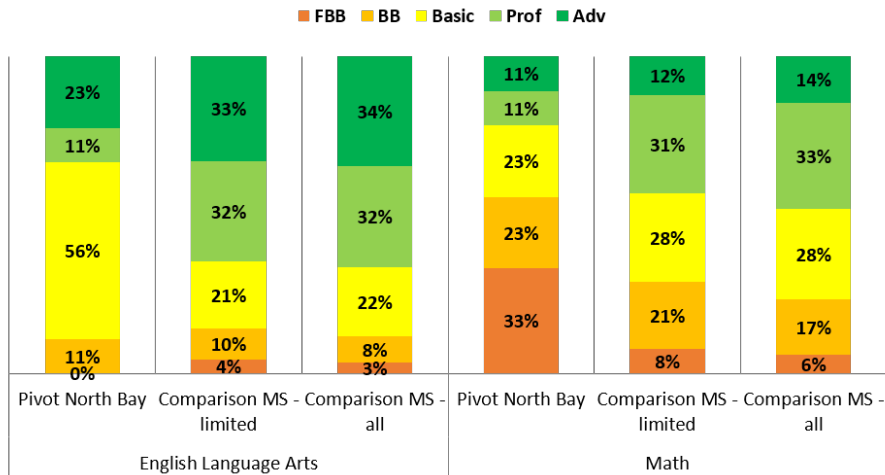
Like the comparisons above for both the CST and SBAC, Pivot North Bay outperformed local DASS schools. Comparisons below are for schools labeled as DASS for the 2017-2018 school year as these comparisons were generated for the writing of this charter.

CST Percent Proficient/Advanced: DASS Schools - 2013



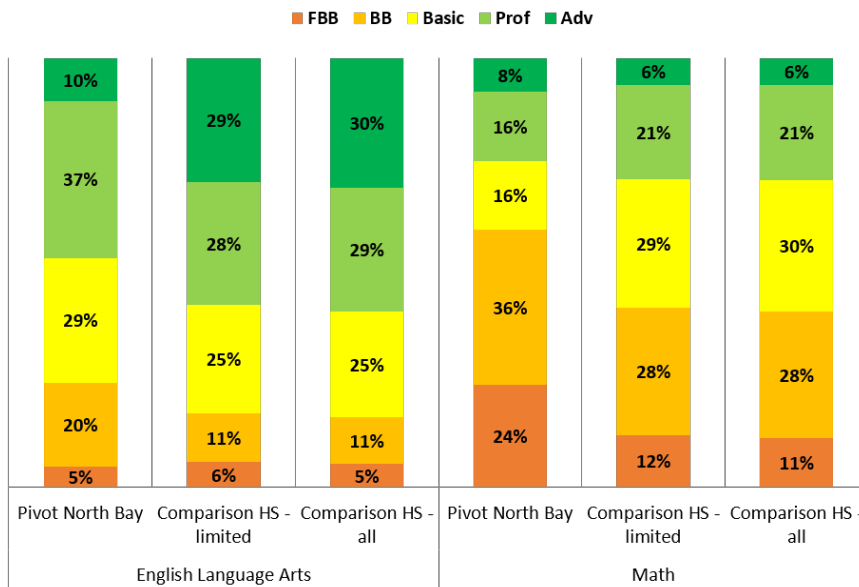
When CST scores for 2012 were compared to demographically similar schools at the time, the scores of the students in grade 6, 7, and 8 at Pivot North Bay were comparable to students from demographically similar middle schools in English Language Arts. Pivot North Bay, however, had more middle school students classified as “far below basic” in Mathematics than the students at demographically similar middle schools.

2012 CST - Grades 6-8



When CST scores for 2012 were compared to demographically similar schools at the time, the scores of the students in grade 9, 10, and 11 at Pivot North Bay were comparable to students from demographically similar high schools in English Language Arts.

2012 CST - Grades 9-11



Parent and Student Satisfaction

Satisfaction surveys are electronically distributed to all Pivot Online Charter School students and parents/guardians in the spring of each school year and are used to develop the LCAP as well. These surveys provide valuable information on school culture and the strength of the relationships that Educational Coordinators (teachers) develop with their students. The responses to these questions helps guide staff training and professional development for the upcoming school year as Pivot Online Charter School uses the feedback to build a strong and safe school culture and supportive relationships between Educational Coordinators and students. The tables below demonstrate a high level of parental satisfaction with the program.

Pivot Online Charter - North Bay Satisfaction Surveys 2016-2017 Results		
Parent Responses		
What is your satisfaction level with the curriculum your student is utilizing at Pivot Charter School?	Excellent - Good 92%	Fair - Poor 8%
What level of communication do you receive regarding your student's progress at Pivot Charter School?	Excellent - Good 85%	Fair - Poor 15%
How safe does your student feel at the resource center?	Very Safe 72%	Somewhat Safe 13%
How challenging is the curriculum your student is utilizing at Pivot Charter School?	Very Challenging 37%	Somewhat Challenging 63%
What is your overall satisfaction level with Pivot Charter School?	Very Satisfied 85%	Somewhat Satisfied 13%
Student Responses		
Pivot Charter School is a welcoming and friendly place.	Strongly Agree - Agree 84%	Disagree - Strongly Disagree 7%
Students respect one another at the Pivot Charter School resource center.	Strongly Agree - Agree 62%	Disagree - Strongly Disagree 13%
Pivot Charter School teachers and staff are sensitive to my needs.	Strongly Agree - Agree 74%	Disagree - Strongly Disagree 7%
I enjoy participating in program time and/or workshops at the resource center.	Strongly Agree - Agree 64%	Disagree - Strongly Disagree 15%
I feel comfortable asking questions at the resource center.	Strongly Agree - Agree 71%	Disagree - Strongly Disagree 12%
I believe I can be successful in school.	Strongly Agree - Agree 81%	Disagree - Strongly Disagree 5%
Pivot Charter School is preparing me well for my future.	Strongly Agree - Agree 69%	Disagree - Strongly Disagree 10%

I. EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i)

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).

Mission

The mission of Pivot Charter School North Bay is to instruct students in grades TK-12 through a rigorous high tech online educational platform supported by class offerings and individualized attention. The unique educational program coupled with flexible scheduling and a caring environment provides students the skills, confidence, and motivation to lead a successful and productive life in the 21st century.



Purpose

The purpose of Pivot Charter School North Bay is to prepare students for their lives in the 21st century. Pivot Charter School North Bay provides students with a career-focused educational program in a flexible and motivating environment imbued with technology and one-on-one support and guidance. Pivot Charter School North Bay incorporates concurrent college enrollment with Common Core State Standards aligned interactive online classes for students who want to excel, remediate, or motivate

themselves to prepare for their lives in the 21st century.

Vision

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

PIVOT CHARTER SCHOOLS IS FOUNDED IN THE FOLLOWING CORE BELIEFS:

- Successful schools are student centered, not adult centered.
- When focus is on changing students' lives, one can't go wrong.
- A teacher's role is to have frequent, supportive, and motivating communication with students.
- Students' academic performance is greater when they have the influence of a positive adult in their lives.
- Schools must show how much they care about students.
- Educators should have warrior spirit, a servant's heart, and a fun loving attitude in serving students.
- Education needs to provide more options, not less.
- The goal is that students learn; how we get there should be as unique as every student.
- Technology is our friend and should play a crucial role in educating students.

While Pivot still provides a virtual educational setting for some students, Pivot Online Charter School has become more of a blended learning program each year, and Pivot Charter School North Bay plans to continue in that direction. Roughly 45% of students utilize the resource center for either tutoring, meeting with teachers, or to attend the structured programs each week. Blended learning is defined by Innosight Education (a leader in blended learning analysis founded by Professor Clayton Christensen of the Harvard School of Business) as: "A formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace, and at least in part at a supervised brick-and-mortar location away from home." As summarized in a 2012 report by the Evergreen Education Group (a leader in K-12 digital learning market and policy research and advisory services), "Full-time blended schools are an increasingly important category of online learning activity. These are often charter schools, although they may be non-charter district schools that take a whole-school blended approach to instruction. Consistent with the blended learning definition, these schools have an element of student control over time/pace/path/place and in one or more ways change the instructional model away from one-to-many (teacher to students) instructions and toward a personalized, data-driven approach." See this great video on Blended Learning: <http://vimeo.com/78871778>.

Pivot Charter School North Bay is a combination of a Virtual Program (for students who demonstrate they can handle that model successfully) and a Flex Blended Learning program as outlined again by Innosight Education below. At Pivot, most students' education includes:

- a. “At least in part through online learning, with some element of student control over time, place, path, and/or pace;
- b. At least in part in a supervised brick-and-mortar location away from home; and
- c. The modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience.”



The majority of blended-learning programs resemble one of four models: Rotation, Flex, A La Carte, and Enriched Virtual. Pivot students do not rotate from some courses in a traditional classroom experience to some courses being “virtual” as in the Rotation model and they do not get to choose some courses being online while others are classroom based such as in the A la Carte model. Pivot Charter School North Bay is a “Flex” model, supplemented by an Enriched Virtual model.

Flex model — A program in which the online learning is the backbone of student learning, even if it directs students to offline, subject specific educational activities at times. Students

progress on an individually customized, fluid schedule among learning modalities, and the teacher of record is located at our facility, available for support. The teacher of record or other educators provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring. The Pivot implementation of a Flex model has substantial face-to-face support from Credentialed Staff. Students at Pivot North Bay can participate in five, two and one day a week programs at our facility. Pivot offers both morning and afternoon program times to meet the needs of each student.

Enriched Virtual model — A whole-school virtual experience in which students are learning remotely using online delivery of content and instruction for most of their classes with little support at a facility. Teachers of record are assigned to the student and may also assist students through online tutorials. The teacher assigned to the student engages in **SIGNIFICANT** amounts of communication with the student and the family. Students must demonstrate success by completing 4 assignments with a passing grade daily in order to remain as a virtual student. Otherwise, our intervention process may require the student to attend the Flex Model program. Or, per Education Code Section 51747 and our Board Policy on independent study, we are eventually required to evaluate whether remaining in independent study is in the best interest of the student.

Pivot Charter School North Bay’s flex model shall offer daily learning labs where students can get help with their online curriculum and attend live classes such as English, Algebra, History, and Biology. They may also receive tutoring and attend other workshops such as science labs, math remediation and Creative Writing. The Charter School shall also offer Fun Friday field trips and events at least twice a month to build a true school community feeling and to provide students an opportunity to socialize and make connections. As Pivot North Bay shall not require its students to be at a facility under the supervision of a credentialed employee for at least 80% of the instructional minutes required by law, the Charter School meets the legal definition of Independent Study or Non-classroom based under the Education Code.

The other Pivot Charter Schools are also offering a significant amount of one on one and small group instruction at each resource center and are implementing the Flex and Virtual models of learning. Providing more direct instruction through CA credentialed teachers shall help to improve student achievement and develop a sense of community and involvement for the students and their families at Pivot Charter School North Bay.

Student Population

Pivot Charter School North Bay shall target students who are at risk of dropping out, students who have dropped out of school as a result of being disenfranchised with the traditional school system, students who want to accelerate their education, and students whose various needs are not being met at traditional schools. Oftentimes these students are those who are “slipping through the cracks” in traditional schools. Some are not being motivated enough or don’t have access to the numerous Advanced Placement courses that Pivot provides. Others are seeking more one on one support from their teachers which Pivot provides. Pivot Charter School North Bay shall create a unique learning environment that re-engages students by creating an academic program that works in unison with their individual situations and goals. By providing one on one support, small group instruction, project based learning and safe social settings coupled with diverse educational paths, students shall be encouraged to set high goals for their futures. The flexibility provided through the online courses shall also allow students to pursue career interests and higher education while fulfilling their lives’ current obligations and interests. Pivot Online Charter School has graduated professional athletes, actors and chess competitors; all of whom needed more flexibility to earn a rigorous high school diploma. Pivot Online Charter School has also graduated students who otherwise would not have finished high school without Pivot. Pivot has also proven to be a very successful program for students for whom English is not their primary language. These students have shared that they got lost in large classes and were intimidated to ask questions or ask for clarification on vocabulary. They have relayed to us that they find the ability to “stop” instruction to seek definitions and ask questions one on one of teachers gives them the confidence to succeed in school. Pivot Charter School North Bay aims to continue meeting the needs of a diverse student population.

As students enroll for the 2017-2018 school year, their previous schools and districts are tracked and recorded. The majority of students for the 2017-2018 school year (43.5%) are coming from a school within Santa Rosa City Schools. The table below outlines the additional districts that students attended previously. Many students enroll at Pivot Charter School after being homeschooled, and others come from out-of-state districts. These families fall into the “Other/Unknown” category below.

Pivot Charter School North Bay 2017-2018 School Year		
District	Number of Students	Percentage of Enrollment
Bennett Valley Union Elementary	2	0.5%
Cloverdale Unified	3	0.8%
Cotati-Rohnert Park Unified	20	5.2%
Dunham Elementary	2	0.5%
Fairfield-Suisun Unified	3	0.8%
Gravenstein Union Elementary	3	0.8%
Guerneville Elementary	3	0.8%
Harmony Union Elementary	3	0.8%
Healdsburg Unified	6	1.6%
Mark West Union Elementary	2	0.5%
Napa Valley Unified	2	0.5%
Novato Unified	2	0.5%
Oak Grove Union Elementary	6	1.6%
Old Adobe Union	5	1.3%
Petaluma Joint Union High	20	5.2%
Piner-Olivet Union Elementary	9	2.3%
Plumas Unified	3	0.8%
Rincon Valley Union Elementary	4	1.0%
Roseland	4	1.0%
San Juan Unified	4	1.0%
Santa Rosa Elementary	4	1.0%
Santa Rosa High	167	43.5%
Sebastopol Union Elementary	4	1.0%
Sonoma County Office of Education	4	1.0%
Sonoma Valley Unified	14	3.6%
Twin Hills Union Elementary	2	0.5%
West Sonoma County Union High	15	3.9%
Windsor Unified	7	1.8%
Wright Elementary	9	2.3%
Other/Unknown	52	13.5%

Pivot Charter School North Bay provides a solution for the following student populations as outlined below:

Students in need of increased class offerings

School districts with limited resources often lack breadth and depth of course offerings. The online courses expand these limited offerings. Teachers and students are often overwhelmed by high student/teacher ratios. High quality, online courses are an excellent alternative to crowded

classrooms that often result in reduced individualized instruction. Middle school students struggling with core concepts will find that the online courses give them the strength in foundation skills to succeed in high school, and elementary school students may engage in a homeschool based environment and get support and the enrichment they need from teachers at the resource center.

Students missing credits

Students in need of credits to complete grade levels or to graduate on time can utilize online courses to make up or to retake courses (i.e., at-risk students and students returning for their high school diplomas). Students can work at a pace that is commensurate with their needs and abilities, plus they can make up essential credits that will allow them to graduate “on time.”

Scheduling conflicts

Students today participate more and more in activities such as competitive sports and performing arts, and this requires a significant time commitment during the day. Additionally, many more students have to work to keep their families out of poverty or take care of their own children. The flexibility of taking accredited online courses with flexible scheduling creates time for extra-curricular activities, necessary employment, and space for supporting the family at home.

Special instructional setting

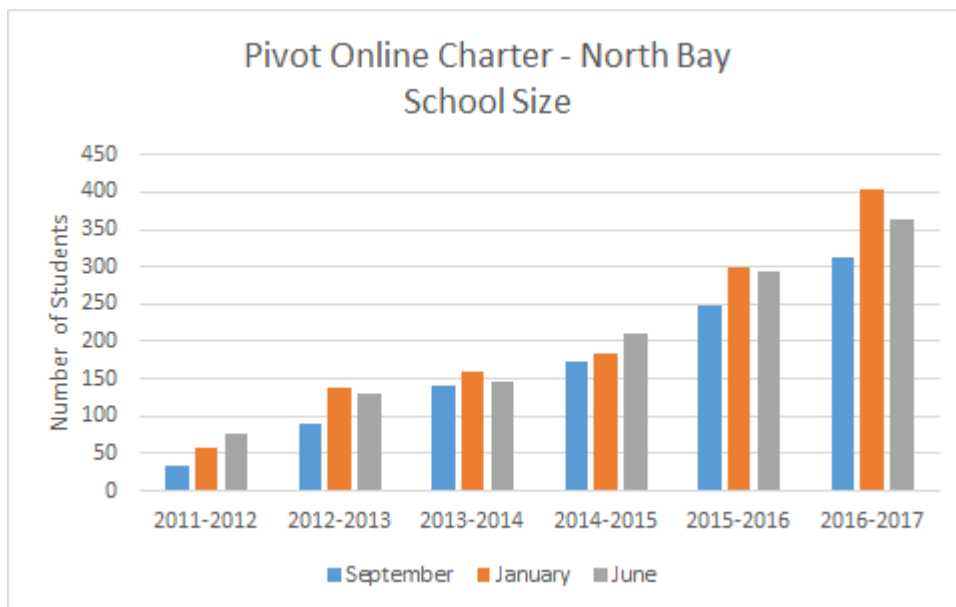
Students who are not well-suited for a traditional classroom setting or who have special scheduling needs benefit greatly from being allowed to progress at their own individual paces. Students who are shy or anxious and often get lost in the crowd because they are afraid to ask questions or provide input tend to thrive in an online environment where they can interact by choice and not feel that they are being judged by their peers.

Accelerated learners (learners desiring accelerated or enrichment offerings)

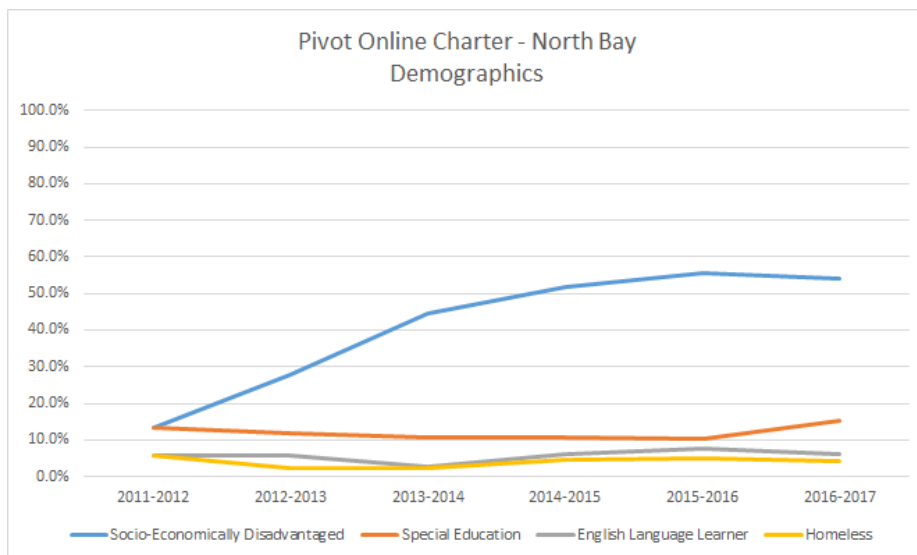
Those students who are quick learners can be given the flexibility to progress in a particular subject at a faster pace than the rest of a traditional class. Students who are accelerated and taking higher level courses at Pivot or college community courses can graduate, be accepted to a college, and/or enter the workforce early. Middle school students who begin accelerating at an early age can accumulate a significant number of credits and participate in many exciting classes (and take many AP classes) by the time they graduate from high school. Pivot offers over 11 Advanced Placement Courses.

Student Demographics

Pivot Charter School North Bay shall serve many at-risk students. 54.1% of currently enrolled in Pivot Online Charter School are socioeconomically disadvantaged and while 6% of students are classified as English Learners, 22.3% of students live in a home where English is not the first language. This is, perhaps because Pivot Online Charter School has primarily served students in grades 8-12 and many students are re-classified by the time they are older.



Students can enroll at Pivot Charter School North Bay throughout the school year, with many enrolling mid-year as they search for a better educational fit or as their school needs change. The school size (i.e. the number of students enrolled at any given time) increased each year as the resource center expanded and provided more space for students. Last year, Pivot Online Charter School instituted a cap on enrollment and had to initiate a lottery to enroll students on the waiting list. Pivot Online Charter School expects to reach the enrollment cap of 460 students by September 2017 and then enroll students by a random public lottery for the remainder of the school year. Pivot Charter School North Bay expects similar enrollment numbers to continue.



School Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Socio-Economically Disadvantaged	13.3%	27.8%	44.6%	51.7%	55.5%	54.1%
Special Education	13.3%	11.7%	10.8%	10.8%	10.3%	15.1%
English Language Learner	5.7%	5.8%	2.6%	6.3%	7.5%	6.0%
Homeless	5.8%	2.2%	2.2%	4.5%	4.9%	4.2%

When Pivot Online Charter School first opened its doors, it was an unknown school with few partnerships. Some schools in the local district would refer families to Pivot when they were looking for something different and their current school was not able to completely fulfill their needs. As Pivot Online Charter School grew in size and people started to learn of its offerings, a wider variety of students, who lived farther away, started to enroll. Through some partnerships with other schools (e.g. offering free summer school to Cloverdale High School students), enrollment increased and began to better reflect and represent the demographics of the surrounding areas.

The percentage of students that can be categorized as socio-economically disadvantaged has stayed level at a little above 50% for the last three years. These are the years that Pivot Online Charter School's resource center has been located at its current location. The special education population percentage has been the highest it has ever been in the most current school year. As of August 2017, the special education population percentage for the 2017-2018 school year has increased to 18%. English language learners currently comprise a small percentage of the student population but Pivot Online Charter School continues to serve and support English learners in developing English language skills, fluency, and proficiency.

Since its inception, the culture of Pivot Online Charter School has evolved. Pivot Online Charter School was initially thought of as a continuation school by local schools and school districts. This reputation changed as local schools and school districts better understood the Pivot programs and how they were different to the many continuation school offerings in the area. Pivot Online Charter School has strived to provide a safe, welcoming, and inviting educational experience to all students. This focus and better understanding of the Pivot blended learning model helped bring the wide variety of students that Pivot Online Charter School serves currently. Pivot Online Charter School has supported many students that are not successful in a traditional school setting, and Pivot Charter School North Bay is excited to continue serving and supporting students from all backgrounds with varying needs. This includes students with anxiety, students with gender identity differences, and students that have been bullied in the past, among many others.

School Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Foster Family Home or Kinship Placement	0%	0%	0.4%	0.9%	3.3%	0.8%
Other	0%	0%	0%	2.4%	1.6%	3.0%
Permanent Housing	94.3%	97.8%	97.4%	91.9%	89.2%	91.1%
Temporarily Doubled Up	4.8%	1.3%	1.3%	3.9%	4.2%	3.2%
Temporarily Unsheltered	0%	0%	0%	0.3%	0.7%	0.8%
Temporary Shelters	1.0%	0.9%	0.9%	0.3%	0%	0.2%
Unknown	0%	0%	0%	0.3%	0.9%	0.9%

Pivot Online Charter School has had many families that marked “Other” or “Unknown” on their enrollment paperwork to describe their current housing situation. It is believed that this may be one explanation for why the percentage categorized as homeless is lower than anticipated.

Pivot Online Charter School has been supporting both its English learner and reclassified English learner populations through a variety of means. For the 2015-2016 school year, Pivot Online Charter School added Literacy Advantage courses to the high school offerings that contain less words per page, more visual guides, and vocabulary that is less challenging. These courses are available and provided to students that may have a barrier to learning the content due to their limits with the English language. Since Pivot Online Charter School has a majority of its students enrolled in high school (80%), there is a high number of reclassified students that were earlier classified as English language learners but have been reclassified as they have gotten older. These literacy support courses are available to them as well. English and writing workshops are also provided to all students at the resource center. These workshops can be voluntarily attended or mandatory as an intervention strategy.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
EL	6	15	16	26	39	35
Reclassified (EL at some point)	5	11	14	29	55	76
Total	11	26	30	55	94	111
%	10%	12%	13%	17%	22%	21%

School Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Hispanic	29.5%	34.5%	32.9%	33.6%	39.6%	38.8%
Not Hispanic	70.5%	65.5%	67.1%	66.4%	60.4%	61.2%
School Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Female	40%	43%	41%	50%	54%	53%
Male	60%	57%	59%	50%	46%	47%

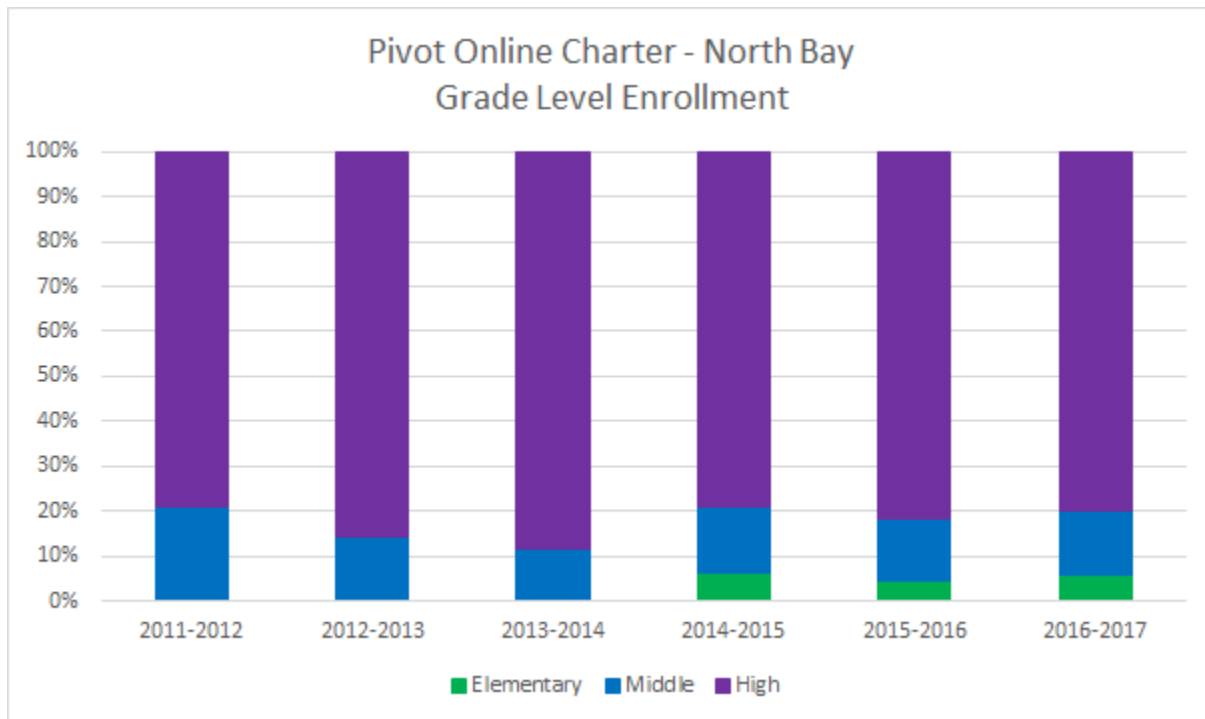
Pivot Online Charter School’s Hispanic population has remained at about one third of the total enrollment population, while the ratio of female to male students has remained steady at about 1:1.

Pivot Online Charter School has a diverse population of students. While the white population of students has remained around 50%, the number of students that mark “Unspecified” on their enrollment paperwork has increased. Pivot Online Charter School has seen a growing trend of families not indicating specifics on their enrollment paperwork (e.g. current living situation and race). This has led to some difficulties in best describing the students who attend Pivot Online Charter School.

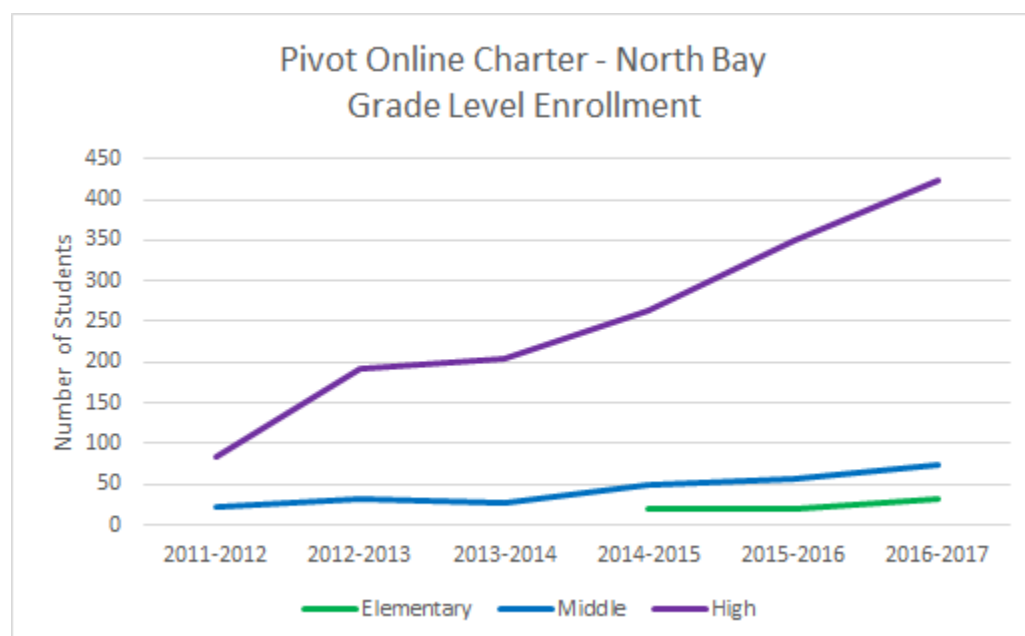
School Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
American Indian or Alaska Native	11.4%	10.8%	11.7%	8.7%	10.3%	10.8%
Asian	0%	0%	0%	0.9%	1.2%	0.6%
Black or African American	1.9%	4.9%	2.6%	6.6%	7.0%	5.7%
Cambodian	1.0%	0%	0%	0.3%	0.2%	0%
Chinese	0%	0%	0.4%	0%	0.2%	0.2%
Declined to State	3.8%	0.9%	0.4%	0.6%	0.5%	0.2%
Filipino	0%	0.4%	0.9%	1.5%	0.9%	0.2%
Guamanian	0%	0%	0%	0%	0%	0.2%
Hawaiian	1.0%	0.9%	0.4%	0.3%	0.7%	0.4%
Hispanic or Latino	12.4%	15.2%	15.6%	10.5%	8.2%	5.7%
Japanese	1.0%	0%	0%	0.3%	0%	0%
Laotian	0%	3.6%	3.5%	1.2%	1.4%	1.3%
Mexican American	0%	3.6%	2.2%	1.5%	2.3%	1.9%
Nicaraguan	0%	0%	0%	0.3%	0.2%	0%
Other Asian	1.0%	0.4%	0.9%	0.6%	0%	0.4%
Other Pacific Islander	0%	0.4%	0%	0%	0.7%	0.2%
Salvadoran	0%	0%	0%	0%	0.5%	0.4%
Samoan	0%	0%	0%	0%	0.2%	0%
Tahitian	0%	0%	0%	0%	0.2%	0%
Unspecified	0%	1.3%	1.3%	7.5%	13.3%	16.8%
Vietnamese	1.0%	0%	0.4%	0.3%	0%	0%
White	65.7%	57.4%	59.7%	58.9%	51.8%	55.2%

Pivot Online Charter School initially began by serving students in grades 6-12. In August 2014, an elementary program was introduced after families voiced an interest and need. The new elementary program allowed younger siblings to attend Pivot Online Charter School with their older brothers and sisters. Additionally, many homeschool families looking for a blended learning program to supplement the activities they were doing at home found a good fit for their families at Pivot Online Charter School.

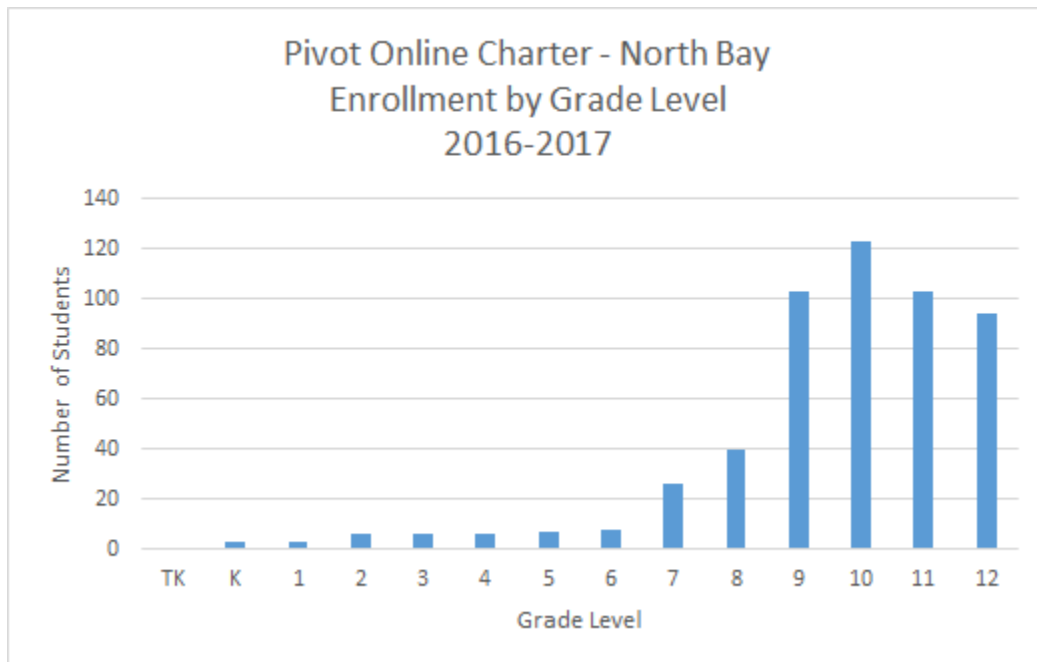
Even with the introduction of the elementary program, high school remains the largest enrollment group at Pivot Online Charter School at 80% of the total student population. While the high school population is large, enrollment in the middle and elementary programs is also growing.



School Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Elementary				21 (6%)	20 (5%)	32 (6%)
Middle	22 (21%)	32 (14%)	27 (12%)	49 (15%)	58 (14%)	74 (14%)
High	83 (79%)	191 (86%)	204 (88%)	263 (79%)	349 (82%)	423 (80%)

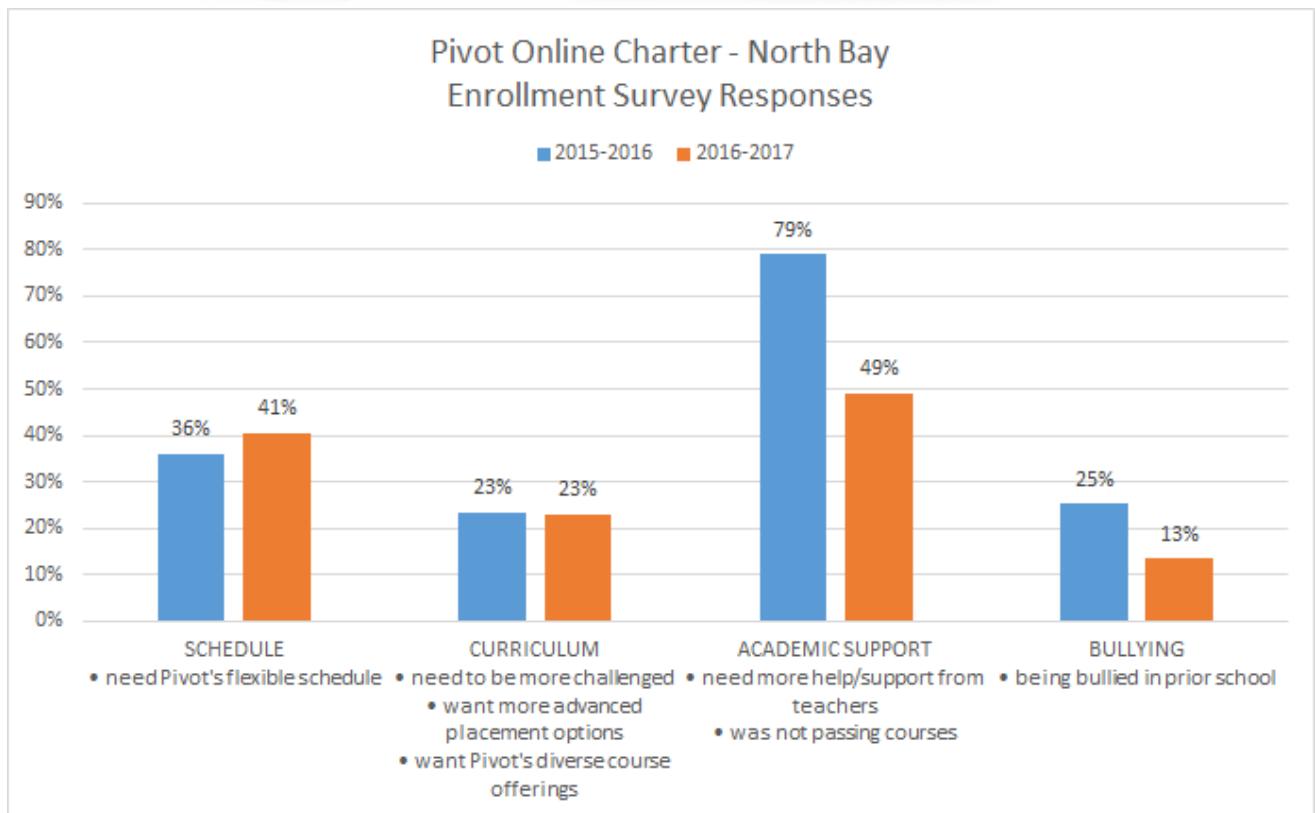


School Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
TK				0 (0%)	0 (0%)	1 (0.2%)
K				4 (1.2%)	2 (0.5%)	3 (0.6%)
1				3 (0.9%)	4 (0.9%)	3 (0.6%)
2				2 (0.6%)	3 (0.7%)	6 (1.1%)
3				2 (0.6%)	3 (0.7%)	6 (1.1%)
4				6 (1.8%)	4 (0.9%)	6 (1.1%)
5				4 (1.2%)	4 (0.9%)	7 (1.3%)
6	3 (2.9%)	0 (0%)	4 (1.7%)	6 (1.8%)	10 (2.3%)	8 (1.5%)
7	6 (5.7%)	14 (6.3%)	4 (1.7%)	18 (5.4%)	21 (4.9%)	26 (4.9%)
8	13 (12.4%)	18 (8.1%)	19 (8.2%)	25 (7.5%)	27 (6.3%)	40 (7.6%)
9	26 (24.8%)	62 (27.8%)	69 (29.9%)	71 (21.3%)	95 (22.2%)	103 (19.5%)
10	23 (21.9%)	55 (24.7%)	63 (27.3%)	77 (23.1%)	103 (24.1%)	123 (23.3%)
11	24 (22.9%)	33 (14.8%)	47 (20.3%)	61 (18.3%)	97 (22.7%)	103 (19.5%)
12	10 (9.5%)	41 (18.4%)	25 (10.8%)	54 (16.2%)	54 (12.6%)	94 (17.8%)



Why Students Come to Pivot

Students and families are asked why they enroll at Pivot Online Charter School when they submit their enrollment paperwork. Participation is encouraged, but not required. During the 2015-2016 school year 39% of students participated in the enrollment survey. During the 2016-2017 school year that number grew to 55% due to increased follow up from site coordinators. Many students have multiple reasons for enrolling at Pivot Online Charter School and are able to indicate multiple responses on the survey. A need for a more flexible schedule and increased academic support have remained the leading explanations for why students and families choose to enroll at Pivot Online Charter School.



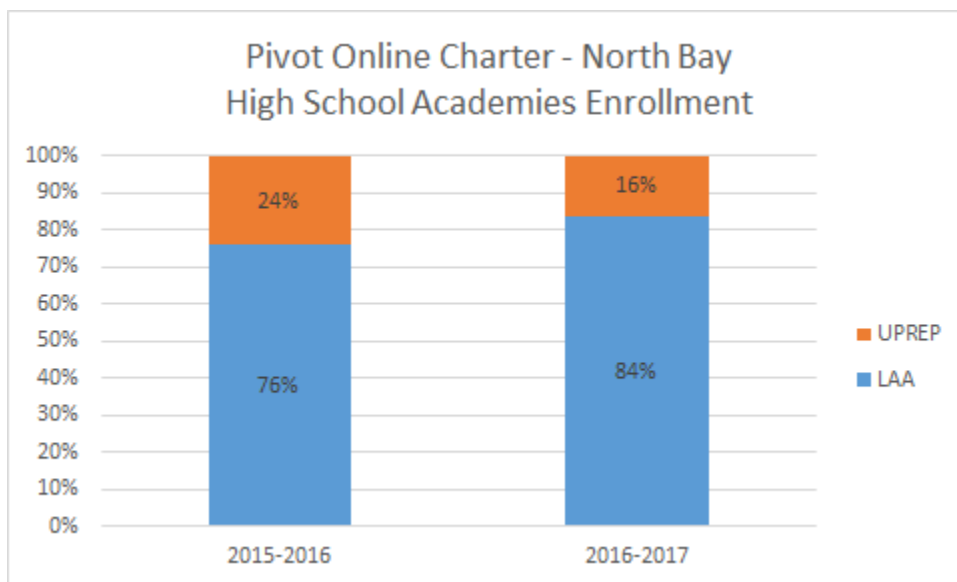
High School Academics

Academies for high school students were introduced in the 2015-2016 school year. University Preparatory Academy (“UPREP”) is a-g aligned for students who have plans to apply to a UC or Cal State university and Liberal Arts Academy (“LAA”) was created for students who have do not have plans to enroll at a UC or a Cal State University immediately after graduation. While students

that graduate from the Liberal Arts Academy are still often able to enroll at four year colleges, many LAA students enroll at community college, trade school, or continue on another path after graduating high school. Both academies have technology and community service requirements, which Pivot Charter School implemented to give students a wider variety of knowledge and experiences during their high school years.

Students and their parents/guardians are asked to choose an academy when they submit their enrollment paperwork. This choice guides the credit evaluations and suggested course list for the student for the upcoming or current school year, depending on when they enroll. When the academies were initially created, all current students were put into the University Prep Academy and then needed to request a change to the Liberal Arts Academy if they did not want to remain in the UPREP Academy. This explains why the UPREP percentages were higher in the first year of implementation.

Many Pivot Charter School students have paths after graduation that do not include applying directly to a UC or Cal State college, and the Liberal Arts Academy is able to fulfill their high school graduation needs as well as provide the flexibility that the student and their family is looking for. Examples of students that the Liberal Arts Academy serves are students who prefer to transfer to a university after attending community college first, students who were credit deficient when they enrolled at Pivot Charter School, working students, students who support their families, students with children, and homeless students. With the LAA option, these high school students are able to graduate when they may have not had the ability otherwise. The population of LAA students is high at Pivot Charter School and highlights the needs of the students that are served. While Pivot aims to guide students toward a UC or Cal State aligned path, the reality is that many students that attend Pivot do not have that goal.



The traditional classroom environment did not work for most of the middle and high school Pivot Online Charter School students because they were either too far behind to keep up with fellow classmates or they were gifted and they did not feel challenged enough with the traditional classroom setting; they were frustrated and would “shut down,” they were easily distracted, or they were bored in their classrooms. The online curriculum will be used at Pivot Charter School North Bay to meet the individual needs of the students, to “fill the gaps” in their learning, and to motivate them. Students are also able to progress at an individual, yet appropriate, pace through the online curriculum, and this keeps students engaged with learning rather than resisting their learning. Students can move quickly through their courses and graduate early or can relearn material and get assistance each step of the way.

Pivot Charter School North Bay shall operate as a TK-12 charter school. While Pivot Online Charter School just began serving TK-5 students two years ago, the elementary program is in high demand and growing rapidly, and is expected to continue to grow at Pivot Charter School North Bay. As a “homeschool” type program, which still provides an online Flex Blended Learning Program, students can come to the resource center each day for project based learning, socialization and tutoring.

An Educated Person in the 21st Century

Through collective student, parent, and faculty adherence to the Pivot Charter School North Bay’s mission, the Charter School shall provide outstanding academic and personal opportunities for all its students. At Pivot Charter School North Bay, becoming a 21st century learner means:

- students see the value of their education;
- students possess a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of reading/language arts, mathematics, science, and social studies;
- students are effective and confident communicators, and are comfortable utilizing a wide range of technologies;
- students are critical thinkers and problem solvers;
- students have an appreciation for the humanities and show respect for diverse cultures;
- students possess a lifelong love of learning;
- students possess a strong desire to serve the community in which they live; and
- students have the desire, discipline, and dedication to achieve their highest aspirations and dreams.

How Learning Best Occurs

Pivot Charter School North Bay believes good teaching through a coherent, rigorous curriculum in an environment focused on continual improvement and learning leads to high student achievement, allowing students to become self-motivated, competent, lifelong learners. Learning best occurs when:

- the whole family is involved;
- material is presented in a multi-sensory format;

- students who are behind in skills can work at their own level and at their own pace;
- students are motivated and supported to attend school;
- students feel welcome, safe and accepted at their school; and
- the Charter School continuously assesses students' progress in acquiring the standards and implements a strong remediation and intervention program.



ENROLLMENT

The projected starting enrollment for the next five years (aligned with budget and cash flow) is as follows:

Pivot Charter School North Bay

Grade Level	2018-19 Year 1	2019-20 Year 2	2020-21 Year 3	2021-22 Year 4	2022-23 Year 5
TK-3	25	25	25	25	25
4-6	65	65	65	65	65
7-8	60	60	60	60	60
9-12	310	310	310	310	310
Total	460	460	460	460	460

CURRICULUM AND INSTRUCTIONAL DESIGN

Beginning in the 2014-2015 school year, Pivot Online Charter School contracted with 2 different online learning curriculum companies for core content. This was a departure from the original online curriculum (Advanced Academics Inc.) that Pivot Online Charter School had used. The new core curriculum providers are Apex Learning for high school and Compass Learning for middle and elementary school students. These two programs have proven track records serving schools and school districts in CA. They are Common Core State Standards (“CCSS”) and Next Generation Science Standards (“NGSS”) aligned, as well as CA Content Standards aligned. They provide very modern and interactive platforms with videos and characters that make learning fun. [Compass Learning and Apex are the primary online curriculum utilized at Pivot Charter School.](#)

New in the 2015-2016 school year was Edmentum, which Pivot Online Charter School has contracted with to provide additional Career & Technical Education courses, electives, and some alternative core subject courses for high school students. Pivot Charter School North Bay shall continue to use this curriculum, and shall make any changes and updates to the curriculum when necessary.

Apex Learning, Compass Learning, and Edmentum all provide University of California A-G approved courses for college bound students. ~~All course descriptors that have been approved by the Pivot's UC Regents Office~~University of California-approved courses can be found at the University of California portal located at <https://hs-articulation.ucop.edu/agcourselist#/list/details/4208/>. The rigorous online curriculum allows for a unique instructional setting in which students engage in online courses and also receive one-on-one support from their teachers of record or participate in workshops and classes at the resource center. The online curriculum providers' platforms issue the students standards-based assignments in each independent study course. In accordance with the Education Code, these assignments equal at least the same amount of work that the student would receive in a traditional seat-based program for the same period of time. In addition, time value is assigned to assignments to assist the supervising teacher in determining the time value of completed work for attendance purposes. Teachers review completed work to determine if the students completed the "time value" of the work assigned, to evaluate the work, and to determine whether they engaged in the instructional activities assigned by the Charter School each school day. The students' quality of learning is frequently determined by embedded assessments. All required documentation for both contemporaneous and time value attendance, as well as student work product, is kept in auditable independent study files. These files undergo monthly internal audits and a yearly third-party independent audit as described later in the charter.

Apex Learning curriculum was the first curriculum in the country to be approved to offer online Advanced Placement courses in the country. Many third party efficacy studies have been conducted of Apex, Edmentum and Compass Learning curriculum and can be provided upon request. A full course catalogue for Apex courses can be located here: <https://www.apexlearning.com/digital-curriculum/courses/catalog>. Apex Learning and Compass curriculum are discussed in greater detail below. The findings of the efficacy studies demonstrate that Apex and Compass have a significant level of success with students who were not completing courses in their prior schools due to lack of attention, difficult situations in their home lives, facing issues of bullying and other social and emotional challenges as well as those who need to learn at their own pace in order to be successful.

Supplemental Curricula

Depending on the needs of individual students, the Charter School teachers shall use supplemental curricula and resources to reteach basic skills, accommodate learning styles, and provide greater breadth of study. Some of these supplements are online content through providers such as Edgenuity and Lexia Reading.

Edgenuity provides a wide variety of courses for middle and high school students. Available courses provide alternatives for middle school students who struggle with core courses, who need a content delivery style different from the Compass Learning curriculum, or who are advanced and need more options for electives and expanded core content. High school students use Edgenuity to access a wide variety of electives and alternative courses to satisfy graduation requirements.

Lexia Reading is an online program used to develop and reinforce language skills. It is particularly useful for young students learning to read, English Learners, and native English speakers who read below grade level.



Online Learning

In recent research conducted by the Center for American Progress and the Broad Foundation and published in a May 2009 article entitled “Getting Students More Learning Time Online,” researcher Cathy Cavanaugh compared the current research on virtual classes and found that while the movement is still experiencing significant growth and change, “the nature of teaching changes

when classes take place online. An online teacher focuses entirely on student accomplishment of course objectives, primarily via individual communication about student work within a mastery framework.”

According to Cavanaugh, common benefits found in schools and programs that utilize online learning include the following:

- Students in online courses spend significant time working independently with concepts and digital resources. Courses that are designed to require more time actively practicing and applying the course content through writing and speaking generally lead to higher achievement, as do simulations, manipulatives, and tutorials that offer student feedback.
- Online courses increase equitable access to quality educational opportunities by bringing flexibility to the course calendar, expanding the course catalog, and offering individualized instruction.
- Virtual school participation has been seen to narrow the state testing achievement gap for those in economically disadvantaged subgroups.
- Virtual schools have helped students who are performing below basic level on prior state tests to get back on track, moving from basic to proficient or advanced levels.

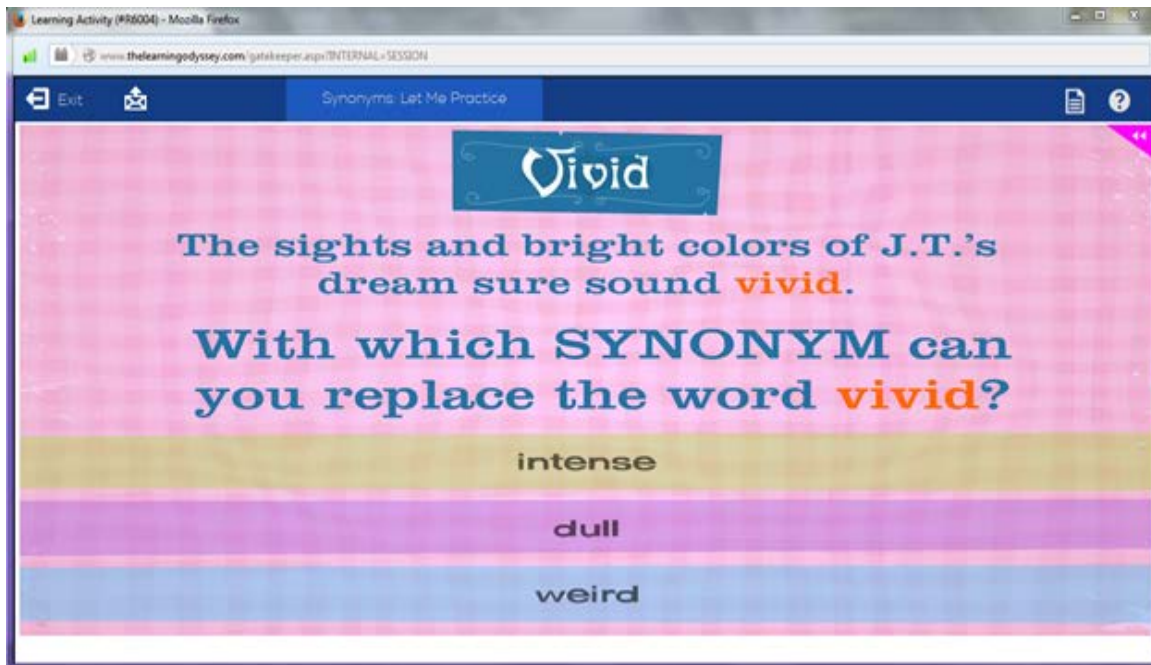
Curriculum and Instruction

Students develop understanding of a discipline by engaging in challenging activities that allow them to see how, where, and when the important ideas and facts are relevant (Bransford et al., 2000). Students can acquire more factual knowledge when it is connected to meaningful problem-solving activities. Conversely, problem solving cannot be taught without a base of factual knowledge. Important ideas need to be presented in increasing depth. They need to be revisited with many examples and built on so that understanding grows over time in ways that increase students' ability to use and apply their factual knowledge (Bransford et al., 2000). Approaches such as problem-based and inquiry-based instruction help students make connections, develop integrated knowledge structures of facts and concepts, and understand conditions of applicability. Use of predictions, advance organizers, and questions elicits students' prior knowledge, which is necessary for building new understanding. Summarizing and guided note-taking can aid comprehension by helping students determine what is most important.

Compass Learning

To support blended learning, our elementary and middle school curriculum, Compass Learning, provides a student-centered education program with:

- Direct instruction delivered through reading passages, manipulatives, videos, and animations;
- Interactive activities to not only teach, but review concepts;
- Friendly conversational style to capture and hold students' attention;
- Glossaries of terms that are pronounced, defined, and illustrated;
- Rigorous content in every subject that is aligned with State and Common Core State Standards;
- Reporting tools to track and measure individual, group, school, and multi-school performance;
- Credit and grade recovery in case students fall behind in a subject;
- Online electives in a variety of subjects;
- Immediate feedback for data-driven group instruction;
- Resources and professional development to improve teacher effectiveness;
- Any time learning from any location access;
- Individualized and group assignments;
- Flexible grouping based on data from assessments and assignments;
- Real-time access to data through teacher dashboard and reports.



Example of colorful Compass Learning interactive guided instruction

Compass Learning provides content **in all course core** areas for Pivot students in grades TK-8th grade. **C**lasses are developed to focus on the following:

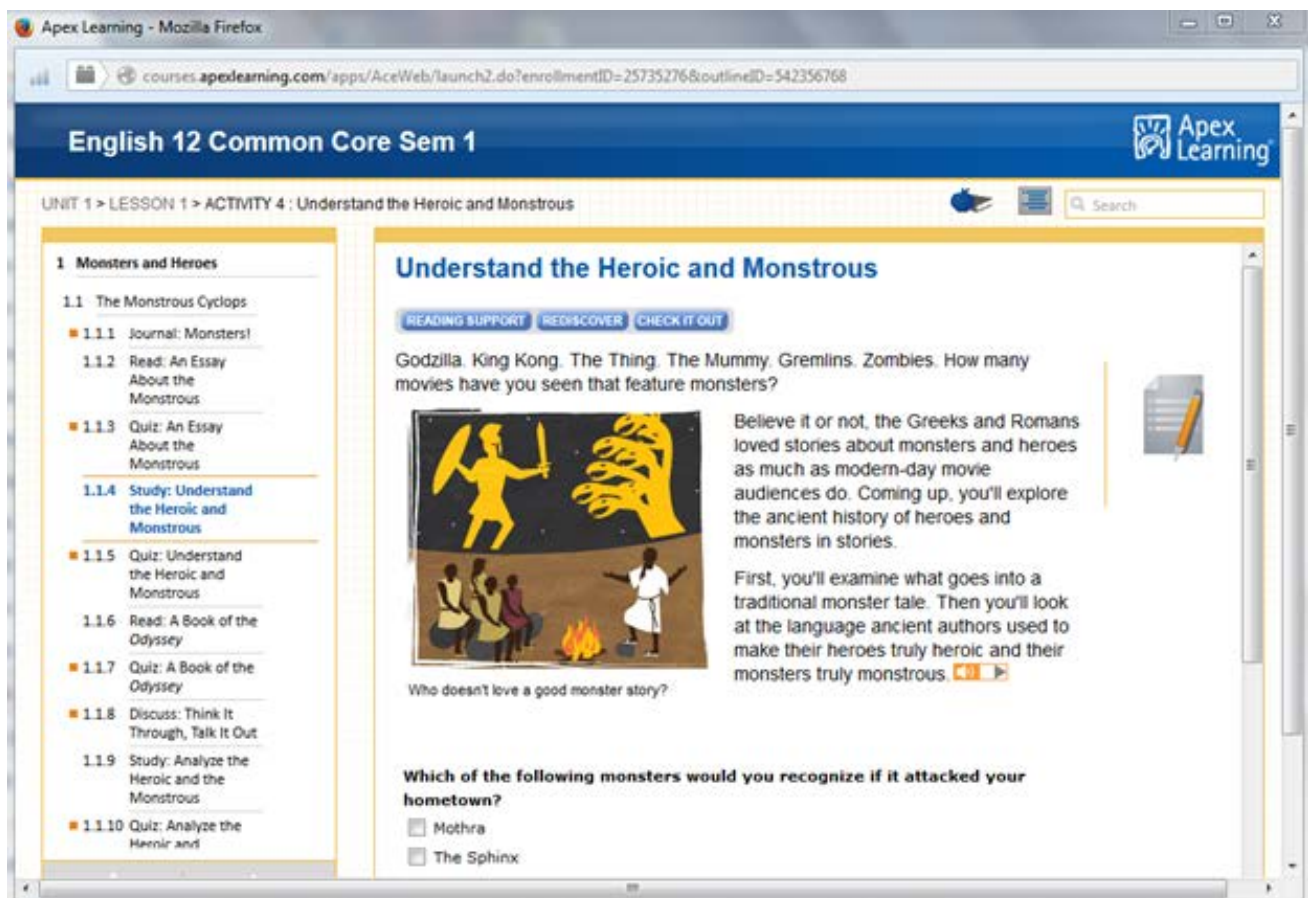
- *Direct instruction* is a model for teaching that emphasizes well- developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction that eliminates misinterpretations can greatly improve and accelerate learning.
- *Skill and mechanics mastery* are provided as a way to improve the student's comprehension of material. Opportunities for exploration, discovery, and problem solving, as well as guided work, are included to ensure retention.
- *Differentiated instruction* **and** *assessment-driven instruction* focuses on meeting the needs of students at different levels of competence, as identified by diagnostic and progress-monitoring test results. This includes appealing to students who are at different readiness levels, responding to students' interests, and offering students choices in preferred ways of learning or expressing themselves. **Differentiated instruction** provides just-in-time learning for students who show a special interest in a subject, allows students to move forward in the curriculum once they have achieved mastery, provides branching-down opportunities for students who need intervention, **and** enables the educator to track the path a student takes as he or she moves toward mastery. Compass Learning differentiates instruction through Odyssey Explorer assessments and Learning Paths.

- Scaffolding prepares students to complete learning tasks on their own. The inclusion of technology-based content provides some unique new opportunities to scaffold. Compass Learning creates online and offline performance support documents to help students master specific information processing and communication skills. Compass Learning instructional models include:
 - modeling performance in lessons;
 - providing prompts, links, guides, and structures for learning complex
 - concepts; and
 - removing those structures when the student is ready to learn without them.
 - Tiering modifies instruction and level of difficulty based on results of the Explorer assessment or custom assessment.
 - Instructional feedback is embedded to assist student learning before, during, and after activities in all CompassLearning products. Assessment tools prescribe an individual Learning Path based on student mastery before the student begins the activities. At selected points in Odyssey/Compass, when a student has demonstrated that he or she is not mastering the concept, he or she is branched to a remediation activity that addresses the same objectives as the original activity, but takes a different approach. Offline activities provide follow-up remediation and practice based on teacher observation and data from reports. To encourage critical-thinking skills, exploratory activities are included in key activities as well.
- In addition to the embedded branching, teachers can add their own “decision points” to instructional sequences to assure that students who are not mastering materials are branched to additional intervention.
- A spiraled curriculum ensures that important skills and concepts are reintroduced throughout different levels with increasing difficulty to ensure mastery and retention.
 - Technology and active learning lessons address the wide variety of learning modalities—visual, auditory, tactile, and kinesthetic—that are characteristics of today’s learners.
 - Online and offline activities provide materials in various media to address students’ diverse learning styles.

Apex Learning

The Pivot high school curriculum, Apex Learning, offers a balanced architecture of direct instruction, constructive practice, and formative feedback. Critical thinking, problem solving, and questioning are integrated into all courses to support engagement and active learning. Students observe, inquire, confirm, connect, and create as they build knowledge in Apex Learning lessons. There are frequent opportunities to check one's own understanding, empowering the learner to look back or ahead and control their own progress. Each Apex Learning course is carefully crafted with a predictable, consistent, and coherent unit-lesson-activity structure to facilitate use by teachers and support for learners. Clearly presented content is helpful for adolescent learners, and the conversational voice of the instruction stimulates learning.

The primary direct instruction components in Apex Learning lessons are called Studies. Studies often lead with real-world examples and with challenging questions to make the content inviting and relevant for adolescents. As students learn academic content with Apex Learning digital curriculum, they are supported with instruction that effectively uses research-based reading and comprehension strategies—including questioning, advance organizers, summarizing, and note taking—with scaffolds available as needed to provide extra support. These active reading strategies deepen connectedness of text both online and in print. Apex helps students:



The screenshot shows the Apex Learning interface for English 12 Common Core Sem 1. The main content area is titled "Understand the Heroic and Monstrous" and includes a video, text, and a quiz. The sidebar on the left lists the following activities:

- 1.1 Monsters and Heroes
 - 1.1.1 The Monstrous Cyclops
 - 1.1.1.1 Journal: Monsters!
 - 1.1.2 Read: An Essay About the Monstrous
 - 1.1.3 Quiz: An Essay About the Monstrous
 - 1.1.4 Study: Understand the Heroic and Monstrous
 - 1.1.5 Quiz: Understand the Heroic and Monstrous
 - 1.1.6 Read: A Book of the Odyssey
 - 1.1.7 Quiz: A Book of the Odyssey
 - 1.1.8 Discuss: Think It Through, Talk It Out
 - 1.1.9 Study: Analyze the Heroic and the Monstrous
 - 1.1.10 Quiz: Analyze the Heroic and the Monstrous

The main content area includes a video titled "Understand the Heroic and Monstrous" and a text block that reads: "Believe it or not, the Greeks and Romans loved stories about monsters and heroes as much as modern-day movie audiences do. Coming up, you'll explore the ancient history of heroes and monsters in stories. First, you'll examine what goes into a traditional monster tale. Then you'll look at the language ancient authors used to make their heroes truly heroic and their monsters truly monstrous." Below the text is a quiz question: "Which of the following monsters would you recognize if it attacked your hometown?" with options "Mothra" and "The Sphinx".

Example of Apex Learning course content

Learn by Doing

Each lesson includes multiple opportunities for students to explore, apply, practice, and confirm their learning - helping students visualize concepts and extend their learning. This active learning approach develops critical thinking skills and deep understanding that prepares them for success.

Receive Individualized Support

Moving at their own pace, students benefit from the continual guidance and feedback provided by the opt-in support and scaffolds integrated into Apex Learning digital curriculum.



Demonstrate Knowledge

Students confirm understanding through prescriptive, formative, and summative assessments, as well as through an extensive array of instructional activities.

The online curriculum and considerable amount of individualized support that Pivot Charter School North Bay students receive promotes achievement and improves students' motivation and self-confidence in an academic setting.

Multiple Course Pathways

Apex Learning offers a comprehensive digital curriculum to meet high school graduation requirements in math, science, English, social studies, world languages, and selected electives. The curriculum is designed to support academic success for all students, from those not prepared for grade-level academic challenges to those capable of accelerating their learning. Students come to Pivot at varying levels of readiness, so we use Apex Learning because of its multiple course pathways, each designed to meet specific needs of students as they transition from middle school to high school and progress toward graduation.

Foundations Courses

Foundations courses meet the needs of both high school students and transitioning middle school students who are not prepared for grade-level academic challenges. Specifically developed for students ages 13 and older, Foundations courses provide structured remediation in math, reading, and writing.

General Studies Courses

The Apex Learning general studies curriculum features three course pathways to prepare all high school graduates for college and work. The courses in these three pathways share a common scope and sequence and cover the same rigorous, Common Core and NGSS standards-based content.

- **Literacy Advantage Courses**

Literacy Advantage courses support academic success in standards-based high school courses for students who are reading below proficient. Literacy Advantage courses assist students in mastering required math, science, English, and social studies content to earn credits toward graduation, while simultaneously developing reading skills.

- **Core Courses**

Core courses meet the needs of a range of students as they endeavor to master rigorous content and earn credits toward graduation. While Core courses assume readiness for grade-level academic challenges, they also include targeted scaffolding for students who benefit from additional learning support.

- **Honors Courses**

Honors courses meet the needs of motivated students seeking to accelerate their learning and deepen conceptual understanding. With many opportunities to apply, extend, and synthesize knowledge, Honors courses are ideally suited to prepare students for the rigors of Advanced Placement* courses.

Advanced Placement Courses

Authorized by the College Board, Apex Learning AP courses meet higher-education expectations of college-level courses and prepare students to demonstrate achievement through success on the AP exams. Courses target highly motivated students who are reading at grade level or above and who have a track record of success in high school coursework.

Exam Prep Courses

Additionally, Apex Learning Exam Prep courses help students to prepare for success on high-stakes exams.

Interactive Multimedia Instructional Content

Comprehensive, Standards-Based Scope and Sequence

Each Apex Learning online course provides a complete scope and sequence based on the Common Core State Standards and NGSS. The curriculum is organized into semesters, units, lessons, and activities. A typical semester includes 5 to 7 units, each with 3 to 6 lessons. A typical lesson comprises a number of activities including studies, practices, readings, journals, labs, discussions, projects, explorations, reviews, and embedded assessments. Semester courses include an average of 750 pages, 1,000 images, 250 multimedia tutorials, 250 interactive exercises, and dozens of vetted web links.

Active Learning Experiences

Apex Learning digital curriculum takes advantage of the power of technology to create active learning experiences that keep students attentive and engaged as they read, watch, listen, inquire, write, discuss, and manipulate. Multimedia tutorials provide students with opportunities to explore and understand new concepts, allowing each student to move at his or her own pace.

Information is presented in “chunks” consistent with the way students read successfully on the web. Students are required to make decisions as they progress through the material. Prompts and interactive exercises give students frequent opportunities to check their understanding and apply what they learn.

Keep Students on Track

Course calendars help ensure students stay on track for successful completion of their courses. Due dates for each course activity are automatically generated based on a specified course start date and duration.

Mastery-Based Learning ensures students are learning as they progress through a course. Student access is limited to the material leading up to and including the next computer-scored assessment. Students are required to score at or above the specified "mastery" level on each computer-scored assessment before the next section of content is released. Up to three attempts are permitted on each computer-scored assessment before it is locked and teacher intervention is required. Assessments are randomized to present a different version on each attempt.

Ensure Academic Integrity

Pivot chose Apex Learning in part due to the learning management system on which it is based. The Apex learning management system provides capabilities to ensure each student's work is his or her own. Student access to any scored activity can be proctored, requiring assessments to be unlocked by an authorized adult. Closed-book exams prevent students from going back to review course material once they have started a scored activity. Computer-scored assessments can be randomized, and real-time assessment feedback can be suppressed to minimize opportunities for cheating. The amount of time it takes a student to complete computer-scored assessments is recorded, and if a student completes an assessment in an unreasonably short period of time, it is flagged to indicate the possibility of cheating.

Tailor Course Delivery

Using the Outline Manager, teachers can control which content within a course is presented to students. Specific scored activities can be excluded from the calculation of a student's overall score for a course. Teachers have the ability to add scores for additional activities, override a score, and reset a computer-scored activity.

Facilitate Distance Learning

The learning management system includes features specifically designed to foster a successful virtual experience for students and teachers. Online discussion boards support collaborative assignments and discussions. A sophisticated homework management system allows students to submit digital and handwritten homework and provides for easy review, grading, and feedback

| by teachers.

EDUCATIONAL PROGRAMS

Below are the core foundational components of Pivot Charter School's educational programs:

- I. **Personalized Support:** Students learn best when they can have one-on-one dialogue, interaction and instruction with teachers and can receive individualized support in a safe, encouraging environment. At Pivot North Bay, we offer daily subject specific workshops where teachers help small groups of students master core content. Within these learning experiences, students can be found working on variety of assignments, ranging from written assignments directly from our online curriculum to group or individual projects that accommodate multiple styles of learning.
- II. **Flexible Scheduling:** The nation's schools are failing to meet the needs of many students who do not fit a traditional model. Students who have to raise their own children, support their families or themselves, or who are engaged in schedule-limiting activities, want and need to receive a high school diploma, but they are constrained by conventional school schedules and opportunities. Additionally, some students cannot handle the traditional burden of five or more courses at one time all year long or for a semester block; their learning style requires them to focus on one or two courses intensely for a shorter amount of time. At North Bay we offer daily sessions from 9 am to 12 pm and 12:30 to 3 pm three days per week. Students can choose to attend one, none or both. Those students that do not attend site time work virtually on their own schedule with support from their Educational Coordinator or highly qualified teachers.
- III. **Unique Physical Learning Environment:** Elements such as lighting, use of color, flooring, and furniture matter to teachers and learners. School design should create a space that is inviting and comfortable, as well as professional, high-tech and utilitarian. Work stations are easily-assembled and movable for individual and group project use. Students and teachers at Pivot have access to multiple learning spaces and resources. At North Bay, there are separate suites for elementary, middle and high school students. The elementary room features a large open space easily adaptable to various interactive hands-on activities. It also features a small computer lab, a makerspace, a reading/lounge area and play space. The middle school includes the main floor as well as two private workshop rooms, one featuring an inspiring student created mural. The main floor is comprised of approximately 20 individual work stations, and between 12-15 mobile tables that can be easily arranged to accommodate a variety of collaborative projects. In the high school room there is a large main learning lab with dozens of individual computer stations, surrounded by two workshop rooms and one butcher block art room/makerspace. Next year the high school will also include a brand new science lab and lounge! There is also an inviting music nook for musicians to choose one of our guitars or sit down at the keyboards and play music together.
- IV. **Rigorous Academics:** Raising the academic bar while providing proper guidance and assistance creates students who will exceed traditional expectations and excel in new learning environments, including dual enrollment in college courses and Advanced Placement classes. All Pivot students of appropriate age are encouraged to concurrently take community college

courses, take AP courses, and apply to colleges in order to earn advanced degrees after graduating from high school.

- V. **The Four Cs - Collaboration, Communication, Critical Thinking, Creativity:** Collaboration and communication help students develop strong bonds with their peers and teachers at school, and also promote deeper learning. Students are encouraged to collaborate on projects and assignments, and participate in teacher led discussions and lessons, in order to facilitate stronger mastery of concepts. This allows students to develop and exercise critical thinking skills to apply concepts, understand their relevance, and analyze their significance. Students are encouraged to exercise their creativity by developing project based learning activities, with the guidance of a credentialed teacher. These inquiry based projects may be designed to replace certain portions of online courses. In addition to the curriculum based projects, students also decide what clubs should be present on campus, and how they should function in the Pivot community, and community at large. Clubs currently on campus include Social Support Club, Guitar Club, Community Service Club, Art Club, Sports Club, Creative Writing Club, College Club, and FARMS Leadership. In each club students plan and attend multiple field trips and events. These clubs create a sense of community and unity on the Pivot North Bay campus.
- VI. **School-to-Career Goal Setting:** Students who focus on their career potential and receive ongoing, relevant information about careers, colleges and personal options will formulate long term goals and follow through in order to meet those goals. Pivot's new Career & Technical Education courses provide many exciting new opportunities for students to explore career options. Pivot North Bay has two college and career counselors who work part time helping students concurrently enroll at the Santa Rosa Junior College. These counselors also hold weekly College Club meetings where members learn about college options, costs, study skills, and a host of vocations that don't require four-year college degrees. Our college club travels off campus to universities to learn about a variety of careers. We also offer exposure to a number of vocations through the FARMS (Farming Agriculture and Resource Management Sustainability) Leadership Program.
- VII. **Service Learning:** Students grow as human beings and lifelong learners when they participate in service learning activities. It is the combination of experiential learning and the personal satisfaction students gain from helping others that makes service learning such an effective teaching and learning tool. High school students are required to participate in 40 hours of community service each school year in order to graduate. We offer multiple opportunities for students to fulfill this requirement on and off campus. On campus, students can participate in Community Service Club, or volunteer as a mentor in the elementary room. We also offer monthly field trips to serve the community, including a Doran Beach clean-up, clean-up of Paulin Creek, and milked goats at Slide Ranch. Off campus, student can volunteer at a number of local non-profit organizations.

Pivot Charter School teachers and administrators are able to run daily reports that show daily activity and cumulative progress for each student. Students who are not complying with assignment completion requirements set by the Charter School are contacted primarily by their teacher of record, also called their Educational Coordinator ("EC"). A notice is also sent to the students' parents. Parents are contacted on a regular basis to discuss students' ongoing progress. Interaction between parents/guardians and teachers is a mainstay of the program.

Students and parents are contacted if it is observed that the student is falling behind schedule or if s/he is not demonstrating satisfactory mastery of course content. An individual action plan is then established by the teaching staff through our intervention system.

Student Progress Report

Curriculum: Grade: All, Subject: All
 Activity: All
 Date Range: 9/1/2014 - 1/29/2015
 Include data from previous schools: Yes
 Repeated Activities: Use average score

Report Name: Student Progress Report 01-29-2015
 Generated by: Elizabeth Jones

Student Attributes:
 None Selected

Student, Sarah (demostudent4) 90% Avg. Score

Activities	Completed Date	Completed Time	Score	Status	Duration (hh:mm:ss)
Chapter: Solving Systems of Eq/Ineq (hobart2014-2015 - Algebra I, HS)					
Lesson: Solving Systems by Graphing					
Activity Quiz: Solving Linear Systems by Graphing - A1812	09/10/2014	12:30 PM	100%	Scored Activity	00:01:16
Solving Linear Systems by Graphing - A1811	09/10/2014	12:28 PM	N/A	Activity Passed	00:11:06
Solving Systems by Graphing	09/10/2014	12:34 PM	100%	Activity Failed	00:04:42
Chapter: Vocabulary Skills (Jones 2014-15 - Language Arts, 6)					
Lesson: Synonyms					
Synonyms: Interactive Guided Instruction - R6002	09/17/2014	12:28 PM	N/A	N/A	00:06:18
Synonyms: Quiz 1 - R6003	09/17/2014	12:38 PM	100%	Scored Activity	00:05:23
Odyssey Writer: Synonyms - QWR6002	09/17/2014	12:31 PM	N/A	N/A	00:03:27
Chapter: Writing and Solving Equations (Jones 2014-15 - Algebra I, HS)					

Example Student Progress Report from Compass Learning, visible to teachers and parents/guardians

The teachers of record at Pivot are California-credentialed teachers in the core content areas, and are there to answer real-time questions from individual students as they progress through the course material, provide tutoring when students need help understanding concepts, and create small group instruction when school-wide data (such as embedded assessments and CAASPP results) shows that students in particular courses or content areas are lacking in foundational basic skills. The core teachers also help students develop their individualized interests by creating projects to supplement the online curriculum.

Students are self-directed and work at a pace and time that is comfortable and workable for them. Courses include text, animations, streaming video and audio, educational games, and other engaging content. Teachers and administrators are able to run reports that show exactly what activities students have completed within the curriculum, which is one way that attendance can be accurately tracked. Performance is measured through demonstration of standards-based competency, not by “seat time” (hours spent in classrooms). Teachers and the administration track assessment data, monitor course effectiveness and use a daily reporting process to monitor student engagement, progress, and grades. Based on their findings, they communicate expectations to

students. Using data and findings from assessments and other data sources, teachers appropriately modify instructional methods and content and guide student learning. There is so much real time data available about student progress to educators and parents at Pivot, it is impossible for students to slip through the cracks.

The Pivot Educational Coordinators (Pivot credentialed teachers- also referred to as EC) are employed by Pivot Charter School. They have a very different job description from a traditional classroom teacher. They don't have lesson plans to create. They don't have backwards mappings to analyze or standards based objectives to present. All of that is done through the online curriculum. The role of the teacher is primarily to ensure that the students assigned to them receive whatever support they need to be successful, work to their full potential and graduate from high school or promote to the next grade level.

In addition to their responsibilities of overseeing a student's educational program online, ECs are required to be at the Charter School resource center every day, working with students and providing assistance in their specific area of expertise through the learning lab times, office hours, small group instruction, tutoring and intervention. Students at Pivot receive a significant amount of individual attention from California credentialed teachers.

Some workshops that have been offered at the Pivot resource centers during learning lab hours are: Greek theatre, drama, science lab, film, robotics, guitar, visual arts, jogging, writing workshop and newsletter.

Academies

Starting in the 2015-2016 school year, all high school students enroll in an academy of their choice. Pivot currently offers two academies: University Prep Academy and Liberal Arts Academy.

University Prep ("UPREP") Academy requires 210 credits to graduate. These graduation requirements are aligned to Cal State Universities and the University of California A-G minimum requirements for acceptance. Graduating from the UPREP Academy does not guarantee acceptance into any UC or CSU school. The student who graduates from the UPREP academy will have met the minimum acceptance criteria. Students will work primarily in the Apex Learning curriculum, and are encouraged to take classes above the minimum requirements for entry into the University of California or California State University schools. Students are also encouraged to take community college and Advanced Placement courses.

The Liberal Arts Academy requires the student to complete 210 credits to graduate. The course requirements are NOT aligned to the University of CA or CSU requirements for admissions. Students who graduate from the Liberal Arts Academy will still be eligible to attend many other four and two year colleges and Universities around the country. Liberal Arts Academy students will work primarily in the Apex Learning curriculum. The primary differentiation from the University Preparatory Academy is that since the focus is not in completing the University of California A-G course requirements, students have more flexibility of which courses will meet their high school diploma requirements. For example, all Pivot students must finish 2 years of

science in order to receive a diploma; one year of physical science and one year of life science. University Prep students must take UC A-G approved Biology, Chemistry or Physics courses. Liberal Arts Academy students can substitute different courses to fulfill their science requirements by taking other courses such as Earth Science.

Students in both Academies are encouraged to take concurrent enrollment courses at their local junior or community colleges.

State Mandated Requirements² (EC 51225.3) for High School Graduation	Liberal Arts Academy	UPREP Academy
English Three years 30	English Four years 40	English Four years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking 40
Math Two years, including Algebra I beginning in 2003-04. (EC 51224.5) 20	Math Two years including Algebra I and other 20	Math Three years of college-preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and two- and three-dimensional geometry 30
Science Two years, including biological and physical sciences 20	Science One Year Physical Science - One Year Life or Biological 20	Science Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics. Three years recommended 20
History Three years of history/social science, including one year of U.S. history & geography; one year of world history, culture, and geography; and one semester each of American government and economics. 30	History Three years of history/social science including one year of history and geography one year of world culture and geography and one semester each of American Government and Economics 30	History Three years of history/social science, including one year of U.S. history & geography; one year of world history, culture, and geography; and one semester each of American government and economics. 30
Technology/Computers n/a	Tech One year 10	Tech One year 10
PE Two years 20	PE Two years 20	PE Two years 20
Community Service n/a	Community Service 5 credits a year = 20 total	Community Service 5 credits a year = 20 total
Foreign Language One year of either visual and performing arts, foreign language, or career technical education* OR	VAPA One year of either visual and performing arts, foreign language, or career technical education. 20	Foreign Language Two years of the same language other than English or equivalent to the second-level of high school instruction. 20
VAPA One year of either visual and performing arts, foreign language, or career technical education*	VAPA One year of either visual and performing arts, foreign language, or career technical education* (10)	VAPA One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art. 10
Electives n/a	Electives 30 credits	Electives One year chosen from the "a-f" courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area 10
130	210	210

Pivot Charter School assigns credits similar to most traditional high schools. Pivot only assigns partial credits (2.5) when a student has completed half a semester's worth of a standards-aligned

course, or when there is a valid reason such as only needing 1 more credit of English to complete English graduation requirements. A; and they must complete an entire semester-long body of work including essays, unit exams and cumulative final exams with a passing grade in order to receive 5 credits.

Most students who come to Pivot North Bay have been disenfranchised with school for some reason and find it difficult to focus on the traditional course load of 6 classes at a time. Therefore, Pivot recommends students focus on 2-3 classes at a time but for a shorter length of time than a semester. Then they can move on to their other courses with the goal of completing 5-6 courses each semester (depending on their transcript analysis and needs to graduate). If a student transfers back to a traditional school mid-semester there is a lack of alignment between what a Pivot student may have received credits for and what his/her peers are completing. Pivot works with families to maximize the number of credits attained and to make as successful a transition as possible back to a traditional classroom. Unfortunately, sometimes students enroll at Pivot because they think working in an online curriculum will be easier. The truth is if a student is not coming to the resource center to get help from credentialed teachers, it can be a lot harder to work on their own. Therefore, despite the school's best efforts, and working for weeks within the MTSS/Intervention process, some students are not successful at Pivot and will return to another school without having earned many credits.

Schedule

A student's schedule depends on his or her needs and his or her ongoing level of academic performance. Some students may never need to come to the resource center and they may remain completely "virtual." These students must demonstrate a high level of independence, maturity and ongoing high levels of performance both in assignment completion and in quality of work. Students may attend the learning lab program at the resource center 5 days a week, 2 days a week or 1 day a week. Some students just drop in to meet with their teacher and get help at varied times. Pivot Charter School recognizes that students working online and in independent study must have a significant level of independence or support at home in order to be successful. And not all students have that self-motivation or independence. Therefore, Pivot has developed these programs at our resource center to support those students in meeting their educational goals using the online curriculum.

Middle and High School Students enrolled in Pivot choose one of the following three programs:

1. 5 days a week: Students are at the Resource Center participating in the learning lab session five days a week from 9:00 am until 12:00 pm. During this time teachers provide oversight, monitoring and some tutoring and workshops. This program is for the student who needs structure and would not work as well independently at home. This program is perfect for students who need extra support in all subjects.
2. 3 days a week: Students are participating in the learning lab session at our Resource Center three days a week on Tuesdays, Thursdays and Fridays from 12:30 pm until 3:00 pm. This

program is for the students who can work from home somewhat successfully but might benefit from the additional support from the local teachers at our Resource Center.

3. Virtual: Students either live beyond a 45 mile radius of the Charter School and cannot attend our Resource Center programs and/or they have proven that they can consistently complete their required work (4 assignments a day) every school day, independently, with online assistance from teachers and weekly check-ins with their assigned Pivot teacher. Students in this program should be checking in with their Pivot teacher at least weekly.

High School Students enrolled at Pivot:

High school students work in their own space within the resource center. Students have their own computer kiosks or carrels in which they work. They take breaks throughout the learning time and spend time socializing together. While on site, students work independently in their online courses, receiving help from credentialed teachers throughout the day. Students also participate in “workshops” in designated subjects, clubs, hands on projects, college and career readiness activities, and sports. Because the ratio of students to teachers during the resource center times is anywhere from 10 or 12:1 students receive a great deal of small group and one on one support and tutoring. Students in grades 9-12 work within the Apex Learning (for all core courses and some electives), Edgenuity, and Edmentum curriculum for electives and Career and Technical Education Courses.

Middle School students enrolled at Pivot:

This program meets in a room specifically designed for the needs of students in grades 6 - 8. ~~In On~~ the middle school ~~program floor~~, students can attend the Resource Center between 1 to 5 days a week, depending upon their families’ circumstances. In the classroom, there are moveable tables as well as permanent kiosks with laptop computers. Pivot offers time for independent study, group workshops, and Project Based Learning activities that have included: DNA, Bacterium, Aerodynamics, Astronomical Constellation, Autobiography, Genealogy, Divisibility Rules, Parts of Speech, Testing for volume, Proportions, Ratios, Fractions, Vitamins, Grammar Rules, Speed vs. Time Scientific Method, Public Speaking, Creative Writing, Symmetry, Atomic Bonds, and Cloud Formations. The teachers work with students individually as well as in small groups. Students in grades 6-8 at Pivot work in the Compass Learning curriculum and Edgenuity.

Elementary School students enrolled at Pivot:

The elementary program is more of a homeschool program where parents are trained in using the online curriculum and a credentialed teacher supports the parents in guiding their children in the online curriculum. Students in grades TK-5 work in Compass Learning curriculum that provides courses for all core courses at all grade levels. The supplemental, optional, onsite program at the resource center meets in its own separate room five days a week for 3 hours. It is a self-contained classroom of multiple aged students. The elementary program is designed to get students AWAY from their computers; it is for socialization and hands on projects and activities for two of the three

hours and tutoring and academic assistance for the third hour with breaks interspersed throughout the morning. The program is designed to get students to LOVE learning. Students receive help progressing through their courses during tutoring time and participate in skill building, arts and hands on projects during the five day a week program. The elementary program meets in a specially designed elementary room five days a week for 3 hours each day with students choosing to attend one to five of those days. During this time, students participate in enrichment activities that include science, art, and hands-on projects as well as skill building and tutoring with their online curriculum. The elementary program also focuses on socialization skills with numerous opportunities for students to interact with peers ages 4.5 - 12 years old (Transitional Kindergarten - Fifth Grade) including activities such as field trips, board games, as well as designing, engineering, and building in a Makerspace and using various building materials such as Legos and Lincoln Logs. Virtual students are monitored by credentialed Educational Coordinators who track students' progress and provide tutoring -either in person, by phone, or using technology such as Skype and FaceTime when needed.

A sample schedule for students in grades 6-12 that includes morning project based activities and workshops:

Morning Program:

Monday- Friday

Computer Lab 9:00-12:00	Computer Lab 9:00-12:00 (Break 10:30-10:45)	Computer Lab 9:00-12:00 (Break 10:30-10:45)	Computer Lab 9:00-12:00 (Break 10:30-10:45)	Computer Lab 9:00-12:00 (Break 10:30-10:45)	Computer Lab 9:00-12:00 (Break 10:30-10:45)
Workshop 9:00-12:00	Spanish English History	History English Math	College/Career History Foundational Math	Maker Space English Math	English Science Math
Clubs 12:00-1:00	Music	Prom/Spirit		Creative Writing	Community Service

Afternoon Program:

Tuesday, Thursday
and Friday

Computer Lab 12:30-3:00		Computer Lab 12:30-3:00 (Break 1:45-2:00)		Computer Lab 12:30-3:00 (Break 1:45-2:00)	Computer Lab 12:30-3:00 (Break 1:45-2:00)
Workshop 12:30-3:00		History Math		English Math	Maker Space Math

Fun Friday Events:
TBA

A sample schedule for students in grades TK-5 that includes morning activities and centers (math, reading, makerspace, computer time, and other skill building activities):

[9:00am](#) [Welcome and Choosing](#)
[9:15am](#) [Calendar](#)
[9:35am](#) [Stretching](#)
[9:50am](#) [Center #1](#)
[10:30am](#) [Snack](#)
[10:45am](#) [Center #2](#)
[11:30am](#) [Songs](#)
[11:55am](#) [Buzzzzzzz](#)

12:00am Good-bye

~~Most Pivot Charter Schools also~~ Pivot North Bay also offers an afternoon program for a completely DIFFERENT set of 6th through 12th grade students from 12:30 pm until 3:00 pm on Tuesdays, Thursdays, and Fridays.

If any student in any grade is not consistently completing the required number of daily assignments, they may be required to attend one of the programs at our Resource Center, move from one program to another or, as required in California education code, it may be determined that independent study is not an appropriate placement for the student as they may face withdrawal after significant intervention is implemented. For students beyond a 45 mile radius, teacher meetings can occur online through video conferencing / online classrooms or on the phone with their teacher.

Multi-Tiered Systems of Support (“MTSS”)



A progressive tiered program was created to provide structured support to all students at Pivot Charter School. This framework includes Response to Instruction and Intervention (RTI²) protocols for students who are not succeeding. Interventions are implemented prior to a conference being held to determine if independent study is the most appropriate placement for the student pursuant to the Pivot Governing Board approved independent study policies and CA Education Code. There are generally two reasons for students not being

successful: 1) the student is coming with deficits in basic skills and is struggling with content of the courses, or 2) the student is just not putting in the time in the courses - not logging in or completing assignments daily. Other reasons for poor performance may be identified and addressed, but the vast majority of students fall into one of these two categories. In some cases, intervention may lead to Student Study Team (“SST”) meetings, and a student may subsequently be assessed to determine whether they qualify for special education services (see Special Education Plan and SST Process sections of the charter). Students who are coming in behind in their basic skills and who are willing to work with Pivot teachers will more often than not “catch up” as that is a primary focus of our schools. The one-on-one attention they receive and the remediation provided not only allows students to feel successful for the first time in a while, but they also learn that they can learn and succeed in school.

When students struggle, Intervention becomes an integral component to support students and creatively identify and implement strategies to support improvement and academic success. At Pivot Charter School, intervention signifies a change in how an Educational Coordinator works with a student and/or the student’s family and how the student engages with their academics. Further, intervention is an opportunity to provide a student with additional supports for students to

promote academic success. This could require changes in the student's education plan and/or in how the EC implements the education plan. Extensive efforts and modifications are employed by the EC to help a student adapt to, and subsequently succeed in, our program.

Identification of Students for Intervention

ECs run daily and weekly reports on the work product that every student is completing.

Students whose reports demonstrate that they have not been making adequate progress will be flagged. Based on the reports that teachers run and watching students online and at the resource center, an EC will usually notice right away when a student is struggling. Either the student is not turning in a satisfactory amount of work or the student is receiving poor grades (or both).

In general, the EC will initiate the intervention process. The EC, together with the student and parent if possible, will develop an intervention plan and mail and email an intervention notice to the student and the family. Intervention plans may include, but are not limited to:

- Daily check in (student & EC)
- Daily report (EC to parent)
- Student/Parent/Teacher conference
- Creation of a weekly assignment calendar
- Assignment retakes
- Required attendance in one of the resource center programs [on site](#)
- Tutoring
- Curriculum change
- EC transfer
- Study skills counseling and planning

Progress through Intervention

An intervention plan will be tried for a period of at least two school weeks before reevaluation of student progress is made. If the student is not improving sufficiently a second intervention plan is developed, ideally in conjunction with the student and family. A second intervention will contain different intervention methods than those attempted in the first intervention, since those methods apparently did not work effectively.

If, after two successive interventions of two weeks each, a student is still not making adequate progress, the Charter School may determine that independent study is not an appropriate placement for the student and that student may be withdrawn. But the EC must first demonstrate many methods of communication in attempt to schedule a meeting with the student and family to come up with strategies that might "save" the student before requesting approval for this determination. In rare cases, an EC may obtain permission to move a student through the intervention process faster than normal. This is only allowed if the student is attempting no work, and the family is entirely unresponsive and refuses to communicate with the Charter School.

Of all students who had ever been enrolled at Pivot North Bay in the 2016-2017 school year (532 students including those who withdrew):

- —51% (274 students out of 532) were on Intervention Level 1 at some point while enrolled
- —34% (179 students out of 532) were on Intervention Level 2 at some point after being on Intervention Level 1, due to student performance still being less than satisfactory
- —9.5% (51 students out of 532) were identified as students for whom Independent Study was not an appropriate placement

Of all students with IEPs who had ever been enrolled at Pivot North Bay in the 2016-17 school year (88 students including those who withdrew):

- —55.6% (49 students out of 88) were on Intervention Level 1 at some point while enrolled
- —35% (31 students out of 88) were on Intervention Level 2 at some point after being on Intervention Level 1, due to student performance still being less than satisfactory
- —8% (7 students out of 88) were identified as students for whom Independent Study was not an appropriate placement

Student Performance Guidelines

Students are expected to login to the online curriculum website(s) on all school days and complete work. If a student is unable to complete the required work, contact with the EC must be made immediately. The EC and student will create a makeup schedule when work needs to be completed. Students are expected to complete and pass at least 4 assignments as a daily average. Modifications can be made by the EC depending on the work that needs to be completed. This number of assignments is the total number of graded assignments to be turned in daily, not the number of assignments per class.

Remediation Policy

In an effort to provide support to all of our students in achieving academic success, Pivot Charter School North Bay offers several options for a student who does not do well on homework, tests and exams in the form of multiple attempts and resets. In general, any assignment or test may be taken up to three times in an attempt to improve performance. Before retaking an assignment, a student should review the instructional material and contact their EC if they have any questions or concerns. If a student still does not pass an assignment after three attempts, the student **MUST** contact their EC to determine how to proceed.

Apex Learning Unit Tests

The Apex Learning curriculum has a feature that all unit tests are locked. A student must complete all homework assignments in a unit before being allowed to take the unit test. When a student reaches a unit test (called a Computer Scored Test), they will contact their EC immediately to request that the test be unlocked. An EC may insist that certain assignments in the unit be

completed before the test will be unlocked. Students **MUST** comply with this request and turn in all necessary assignments before taking a unit test.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING



Pivot Charter School believes that all children possess gifts and talents that are unique and precious. High performing students at Pivot Charter School will benefit from all the same programmatic structures that low-achieving students do. They are identified by test scores and internal assessments. Students can rapidly progress in their academic studies as they are permitted to complete classes at a rate that is commensurate with their abilities. The curriculum has multiple opportunities for the high-achieving students to expand their knowledge and skills through higher-level inquiry and

small group instruction as well as by offering 11 AP classes through the online curriculum. Pivot students are also supported by their teachers and college counselor to concurrently enroll in community college classes.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

Students who are not meeting the standard on the CAASPP tests or who are below or far below proficient on other standardized assessments in math or language arts will be supported through the following methods:

Small Group Instruction: Teachers pre-teach material and re-teach material in core courses. Classes can run for an entire year or be developed to remediate students on specific content standards or skills.

Tutoring: Credentialed teachers provide tutoring to Pivot Charter School North Bay students during their designated time at the resource center.

Subject Specific Support Courses and Tutorials: If a student is struggling in a particular subject, they may be simultaneously enrolled in a support course or tutorial designed to target gaps in understanding. For example, if a student is taking Pre-Algebra, but is lacking some of the basic skills taught in 6th grade math, the student may be placed in a support course or tutorial that re-teaches material the student missed in their 6th grade math course. It is important to note that the student remains in their grade level appropriate course to ensure that adequate progress is being made while remediation is occurring.

Literacy Advantage Courses: High school students whose reading comprehension levels are low or who struggle with reading may be placed in Apex Learning’s Literacy Advantage Courses. These versions of courses are taught with literacy and reading strategies in mind but cover the same content.

The online curriculum used at Pivot Charter School North Bay also meets the needs of exceptional students, students for whom English is not their first language and all students who enter below grade level by:

- proceeding at the student's own special needs pace;
- building on existing reading, writing and math skills;
- placing the child at different levels for math and language arts;
- encouraging kids to become active learners through exploration and discovery;
- introducing new learning opportunities in a safe, supportive environment; and
- balancing learning with fun.

The computer is very engaging for some children. Some children, when faced with textbooks or non-interactive environments, exhibit ADD/ADHD-like behavior, but, when faced with an interactive system, are often successful in focusing and learning. The computer is impersonal so children on the Autism spectrum (specifically children with Asperger’s Syndrome) learn well without the distraction of interpersonal relations.

Pivot Charter School North Bay serves students who have anxiety disorders and stress related illnesses as well as those with challenging health issues. The one-on-one assistance they receive, the individual pacing of the curriculum and the comfortable learning environment allows these students to thrive.

Socioeconomically Disadvantaged Students

Pivot Charter School provides the same individualized, supportive, standards based curriculum where students may progress at a rate commensurate with their abilities to socioeconomically disadvantaged students as it does to all Pivot Charter School North Bay students. Pivot Charter School North Bay will loan a computer to students who cannot afford one. Students receive one on one and small group support at the learning center so bus passes are given to students so that they may travel to the Charter School each day.

PLAN FOR STUDENTS WITH DISABILITIES

Overview

Pivot Charter School North Bay shall comply with all applicable state and federal laws in serving students with disabilities, including but not limited to Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”), and the Individuals with Disabilities Education Improvement Act (“IDEA”).

Pivot Charter School shall be categorized as a LEA member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in accordance with Education Code Section 47641(a). Pivot Online Charter School has already been operating as an LEA with the other Pivot Charter Schools within the El Dorado County Charter SELPA last year. The SELPA has informed all schools currently operating within the El Dorado SELPA and experiencing authorizer changes under *Shasta v Anderson* that the schools will not have to go through the complete application process again; rather, the schools will only have to submit an “expansion” application. Attached as Appendix A, please find a letter from the El Dorado Charter SELPA indicating likely acceptance of new Pivot Charter Schools.

Pivot Charter School North Bay shall comply with all state and federal laws related to the provision of special education instruction and related services and shall utilize appropriate SELPA forms.

Pivot Charter School North Bay shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the ADA. Pivot Charter School North Bay facility shall not present physical barriers that would limit an eligible student’s full participation in the educational and extracurricular programs offered by Pivot Charter School North Bay.

IMPLEMENTATION OF SPECIAL EDUCATION AND RELATED SERVICES AT PIVOT

The Special Education population for 2016-2017 fluctuated from 15% to 19% at Pivot Online Charter –North Bay%. At the writing of this petition, the estimate for the 2017-2018 school year is projected to be 18.5%.

When a new student enrolls who has an IEP, the special education team reviews the IEP and arranges appropriate services to begin immediately either through contracted vendors (~~for low incidence~~) or the Pivot Education Specialist. An interim IEP is written during an IEP meeting held with parents, administrators, and educators to discuss the services that will be provided. During the IEP meeting, the Pivot team also shares information with the parents about how Pivot works for general education and special education. This is also the time that the special education team reviews the student’s progress with the general education teacher, called an Educational Coordinator, and ~~will discuss~~ any additional needs the student may have.

When needed and in accordance with their individual IEPs, students are grouped in pull out programs based on abilities, age, qualifications, and individual student needs. All students who live within a 45 mile radius of the Charter School (roughly ~~75%–80%~~ of students) who receive special education services are required to attend their services at the resource center, face to face with their service provider. Only students who have a medical release, or it is written into the IEP, or who live beyond the 45 mile radius of the Charter School receive their services virtually. Pivot Charter School North Bay pays for transportation for students with an active IEP.

It varies at each Pivot school but generally there are three different Specialized Academic Instruction groups: elementary, middle, and high school. The schedule will change throughout the year, based on student needs and the impact of the many students enrolling after the start of the school year. These groups are usually no more than 5 students meeting at a time. Sessions are organized by subject, and can change based on students' needs and their having met certain goals. Student IEP goals are measured in a variety of ways. Data is gathered through teacher observation, core class work samples, and through different programs used in the specialized academic instruction pull out time. MyLexia is a program that was implemented two years ago that assesses student reading levels and then helps the student progress in their reading goals. A math program that was new to Pivot in 2016 but has been a strong tool to the students is the Prentice Hall Math kits. The kits have everything from learning about whole numbers to basic algebra problems.

After reviewing not only prior assessments but also general education records and the IEP, if there are students that have been determined to have difficulties in reading, the Education Specialist will screen these students for reading level using programs such as the Leslie and Caldwell Qualitative Reading Inventory published by Pearson. This program has reading passages for grades four through upper middle school.

Students who are showing poor reading skills will get intervention time to work specifically on reading using this program along with phonic tools and vocabulary lessons from the Teacher Pay Teachers website. These are short 5-10 minute phonic lessons that are written for older students. In addition, some students' program includes Lexia Reading depending on the results of their reading assessments. This program is used for much lower grade level readers. In 2018, Lexia will be providing an instructional product for non-proficient readers in grades K-12 that Pivot schools are currently reviewing.

In addition to I-Ready, some Education Specialists (ES) at Pivot implement Moby Max to assess students' acquisition of the standards in math and English Language Arts. Moby Max will create lessons based on individual student abilities. These lessons are used during the students' assigned Specific Academic Instructional (SAI) time with the Education Specialist.

Because SAI groups are so small at Pivot, the ES can also use the students' general education curriculum to remediate and provide intervention. Within the high school curriculum of Apex, there are several courses that provide various forms of remediation and intervention. In consultation with the general education teacher and based on assessment results, students may be able to earn elective credit for these courses that remediate their basic skills. These courses included Reading Skills, Writing Skills, Literacy Advantage Courses (high school content delivered for lower level readers), Tutorials, and Foundations courses. The Education Specialist will also work with students in these courses when it is appropriate and the work is aligned with the IEP goals and qualifying disabilities.

- English Foundations 1A -- Covers grades 3-4 content
- English Foundations 1B -- Covers grades 4-5 content
- English Foundations 2A -- Covers grades 6-7 content

- [English Foundations 2B -- Covers grades 7-8 content](#)
- [Math Foundations 1A -- Covers grades 3-4 content](#)
- [Math Foundations 1B -- Covers grades 4-5 content](#)
- [Math Foundations 2A -- Covers grades 6-7 content](#)
- [Math Foundations 2B -- Covers grades 7-8 content](#)

The majority of students who qualify for special education at Pivot have learning disabilities, but there are also many students with significant emotional challenges, most frequently with depression and anxiety. Students frequently come to Pivot because they have not been able to progress in traditional school settings due to these emotional struggles. When they first arrive, Pivot will establish counseling services for the student and attempt to have them come to the resource center at least one day per week to meet with the counselor and education specialist for academic support. The hope is to increase their time at the facility, as they are helped to become more comfortable in the academic setting. Some students, especially those with high levels of anxiety or stress, choose to come after hours, when other students are not at the resource center. There is a small number of students who receive support virtually because they are not yet able to come on to campus.

[Currently there are two counselors that serve Pivot North Bay students.](#)

- [The first **counselor** holds a Ph.D. from Walden University in Counselor Education and Supervision. She also has a M.A. from Western Michigan University in Counselor Education, School Counseling K-12 and Licensure Program. She has a Clear Pupil Personnel Services Credential in CA. She is a National Certified Counselor, and she is a trained Disaster Mental Health Volunteer for the Red Cross.](#)

[The ~~other~~second **counselor** works for Seeds of Awareness, a Santa Rosa Non Public Agency that is approved by the CA Department of Education to provide mental health services to students. She holds a MA in Marriage and Family Counseling and is a Therapist Intern/Associate.](#)

In addition to students with learning disabilities and emotional challenges, Pivot serves students on the autism spectrum, or with orthopedic impairments and some who are hard of hearing. Many of our students come to us after being out of school for some time and may have overdue IEPs, or have changed schools many times and have missing records or incomplete assessments. We also serve students living in group homes or foster homes, as well as students who are homeless. [Pivot has](#)~~We have~~ met all ~~of our~~ mandated special education timelines throughout the years, despite the complex situations our students are experiencing.

Student IEP meetings are held at least two weeks prior to the student's IEP due date, and a copy of the existing IEP is sent home to parents a week before the meeting. This provides the parent time to review the current IEP and have questions ready at the meeting. Parents are also always

contacted during the IEP writing process and asked what concerns they may have relevant to their student's learning.

~~Each Pivot Charter School has at least one (Pivot North Bay has 3)~~Pivot North Bay currently has three Education Specialists who oversees special education at the local resource center, under direction from the Pivot-wide Director of Special Education whose primary office is also located at Pivot North Bay. Each Pivot school also has an Education Psychologist, at least one counselor, and myriad service providers who are contracted to serve students with low incidence disabilities. The Education Specialist's day is spent serving students directly, catching up with students and tracking goals, and collaborating with vendors such as a speech therapist, counselor or occupational therapist. In partnership with the Director of Special Education, the Education Specialist's job is to maintain communication with the Educational Psychologists and various vendors. Based on each student's IEP, service providers may see a student 1-5 times a week. The Education Specialist gives the service providers student goals at the beginning of each semester. The education specialist catches up with service providers on a weekly basis, and is always aware of any outside work that the student is working on. The Education Specialist also works closely with the student's Educational Coordinator to ensure that the student is working in their classes and are on track to finish by the end of the semester. There is no slipping through the cracks at Pivot Charter School.

During the 2016-2017 school year, Pivot North Bay served 124 students who had an active IEP.

The table below shows the **primary** qualifying disability of students who qualified for special education services during the 2016-2017 school year.

Pivot Online Charter - North Bay Special Education Students 2016-2017	
	Total Number of Students
Autism (AUT)	5
Emotional Disturbance (ED)	25
Hard of Hearing (HH) *	1
Intellectual Disability (ID)	1
Orthopedic Impairment (OI) *	3
Other Health Impairment (OHI)	14
Specific Learning Disability (SLD)	64
Speech or Language Impairment (SLI)	7
Traumatic Brain Injury (TBI)	3
*Currently being assessed	1
Total	124

Pivot Charter School also conducts Child Find. In 2016-2017 Pivot conducted Child Find and completed 8 special education assessments and qualified 6 of those 8 students to receive special education services.

Services for Students under the “IDEA”

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Director of Special Education and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; the student’s parent/guardian; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

Pivot Charter School North Bay has been informed by the El Dorado SELPA that the new school will not have to re-apply to admit Pivot Charter School North Bay, rather they will merely have to submit an expansion application.

PLAN FOR STUDENTS UNDER SECTION 504

Pivot Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the charter school. Any student who has an objectively identified disability that substantially limits a major life activity such as learning is eligible for accommodation and/or related services by the Charter School under Section 504. Pivot Charter School has written policies and procedures that outline the requirements for identifying, evaluating, and serving students with a Section 504 plan.

The Section 504 Coordinator served by an individual who is trained to serve in this capacity.

A 504 team shall be assembled by the Section 504 Coordinator and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of any behaviors that interfere

with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability under Section 504 is made by the 504 team in writing and noticed in writing to the parent(s) or guardian(s) of the student in their primary language along with the procedural safeguards available to them. If, during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information used during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff. The 504 Plan shall describe the disability, the impact of the disability, and accommodations, modifications, or services that may be necessary.

All 504 team participants, parents/guardians, teachers, and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's Section 504 Plan. The Section 504 Coordinator will ensure that all individuals who are involved with the student's education are implementing the plan as previously determined by the 504 team. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan shall be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

Upon enrollment, students who transfer to Pivot Charter School and have an active Section 504 plan will receive appropriate accommodations based on their 504 Plan.

Pivot Charter School Counselor

Pivot Charter School recognizes that a successful education extends beyond academics. Mental health, motivation, and social emotional support play a crucial role in a student's overall well-being. Recognizing this need, Pivot Charter School has a school counselor in place to provide

students with the additional individualized support that they may need to be successful in their academic careers and to promote an overall well-being. The school counselor is available to students, families, and staff in various capacities including, but not limited to, the following: School-wide crisis planning and prevention, crisis support suicide prevention, intervention, and postvention, academic support and intervention, bully prevention, community referrals, and more based on the needs of our unique student population. Additionally, the school counselor provides conflict resolution skills and strategies, behavioral support, and counseling support services. The school counselor also works with Pivot Charter School staff through consultation when working with students who are facing academic and emotional challenges or concerns. The school counselor is active in working with staff to provide training pertaining to issues of crisis response, mandated reporting, and suicide prevention, intervention, and postvention. In addition to traditional counseling, Pivot's school counselor has also received additional training in distance counseling in order to effectually provide counseling services to students who are virtual learners. Due to the unique Pivot Charter School environment and the variety of student needs, the counselor plays a critical role in supporting students who are dealing with various concerns in order to achieve success in education.

PLAN FOR ENGLISH LEARNERS

Pivot Charter School will meet all applicable legal requirements for English Learners ("EL") as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Pivot Charter School North Bay will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Pivot will incorporate the new ELD standards in its instruction.

Home Language Survey

Pivot Charter School North Bay will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has have four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system

based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

CELDT Testing

~~All students who indicate that their home language is other than English will be California English Language Development Test (“CELDT”) tested within thirty days of initial enrollment[‡] and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.~~

Pivot Charter School North Bay will notify all parents of its responsibility for ~~CELDT~~ ELPAC testing and of ~~ELPAC CELDT~~ results within thirty days of receiving results from publisher. The ~~ELPAC CELDT~~ shall be used to fulfill the requirements under the Elementary and Secondary

[‡] ~~The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.~~

Education Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the [ELPACCELD](#).
- Participation of the pupil's ~~classroom~~-teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

The goal of the Pivot Charter School's EL plan is to utilize high quality instructional programs and services for English learners that allow them, as quickly as possible, to achieve at the same challenging grade level standards as native-English-speaking students. Pivot Charter School will meet all requirements of federal and state law to provide equal access to the curriculum for English Learners. The Charter School is dedicated to providing these students with an exceptional education, transitioning them into English proficiency as soon as possible. However, the Charter School also recognizes the importance of valuing students' native languages and will reinforce an appreciation for the cultures, customs, and languages of all its students through the Charter School's core curriculum as it focuses on building lifelong learners and community engagement.

The Pivot Charter School curriculum has specialized EL curriculum that focuses on literacy. In addition, the Pivot online curriculum allows students to translate "keyword" vocabulary in to their native language.

Support services for EL students [whether they come to the resource center or are working virtually](#) will include one or more of the following, as needed and appropriate:

- Literacy Advantage courses that are core content courses written at a slightly easier reading

level (see page 81)

- Foundation Courses which are core content courses that “fill in the gap” of lower grade level material in which students may be deficient
- I-Ready assessments and curriculum that assesses gaps and creates individual remediation curriculum
- Small group and one-on-one instruction
- Hands on learning activities to increase engagement
- Content instruction using Specially Designed Academic Instruction in English (“SDAIE”) techniques
- Specialized instruction by a Reading or Literacy Specialist
- English Language Development
- High School AP classes, as appropriate.
- Primary language instruction/support
- Participation in Benchmark, Strategic or Intensive interventions
- Small group instruction
- Tutoring in native language

Students are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and EL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the Charter School in their native language to the extent possible in order to encourage participation in the Charter School.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

TRANSFERABILITY OF COURSES TO OTHER PUBLIC HIGH SCHOOLS AND ELIGIBILITY OF COURSES TO MEET COLLEGE ENTRANCE REQUIREMENTS

Pivot Charter School North Bay had received full accreditation. While it is not the mission and intent of Pivot Charter School North Bay to focus on getting all students into college, it is the mission of the Charter School to keep students in high school and help them graduate. Students and parents are notified of course transferability and eligibility of courses to meet college entrance requirements through the annual distribution of the student and parent handbook and through guidance meetings that occur monthly with their EC.

A-G Course Approvals

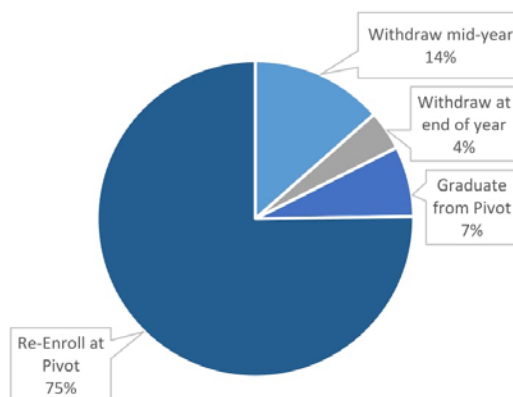
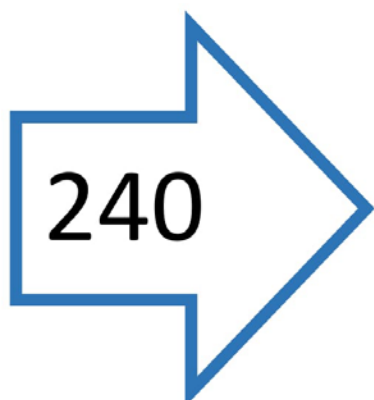
Pivot Charter School maintains a course list with the University of California (UC) and currently offers over 75 A-G approved high school courses. These courses are primarily online courses offered through our curriculum providers, and there are plans to expand our UC course list to include site based Pivot courses as they are developed. Curriculum providers such as Apex Learning work closely with UC to ensure their courses meet A-G requirements, and curriculum providers are responsible for obtaining the initial A-G approval from UC for each of their courses. UC has created a streamlined process by which Pivot specifies how we use individual courses from each curriculum provider, and UC subsequently approves Pivot's implementation of each course so that it may be added to our A-G course list.

High school students are required to complete a UC A-G approved course of study in order to graduate from the UPREP academy. Students in the Liberal Arts Academy also take UC A-G approved courses, but have more flexibility in choosing some non A-G courses to fulfill graduation requirements.

Since Pivot's program has many students coming and going throughout a year and in different grade levels so frequently, the graduation rates and coinciding dropout rates based on the state's 4 year cohort criteria, are not strong as most students are not with Pivot for four years. The diagram below summarizes where Santa Rosa City Schools students go after they enroll with Pivot North Bay. Students who leave are assigned a T160 code in CALPADS until they enroll in another CA public school or until Pivot receives a cum file request. If the T160 cannot accurately be changed (due sometimes to private schools or schools out of state not requesting a cum file), that student is converted to a "drop out" of Pivot.

Students that Enrolled at Pivot North Bay from a Santa Rosa City School

2016-2017

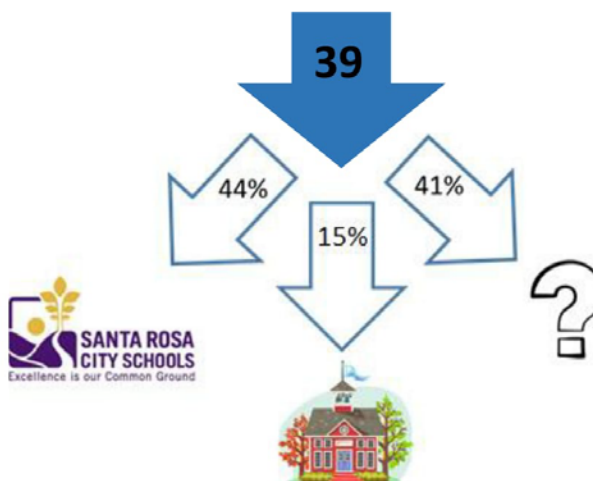


240 students enrolled at Pivot North Bay from a Santa Rosa City School (Santa Rosa Elementary or Santa Rosa High) during the 2016-2017 school year. This represents 44.7% of Pivot North Bay's total enrollment for that year.

For the 2016-2017 school year, of the 240 SRCS students, 30 students withdrew from Pivot mid-year, 9 students withdrew from Pivot at the end of the year, and 16 students graduated from Pivot. 185 students re-enrolled at Pivot for the upcoming 2017-2018 school year.

39 students originally from a Santa Rosa City School (18% of the 240 SRCS students) withdrew from Pivot North Bay during the 2016-2017 school year. Where did they go?

Of the 39 students that left Pivot North Bay during the 2016-2017 school year, 17 students returned to a Santa Rosa City School, 6 students enrolled at a school in another district, and 16 students either were considered a drop out or their status cannot be confirmed (7% of the original 240 students).



Our primary goal is to ensure that students receive a high school diploma. Therefore, there are other methods to assess the rate of success based on graduation rates. Below is a table showing the status of seniors enrolled with Pivot North Bay for the last six years. The table demonstrates the number of seniors who graduated in one year, those who re-enrolled to do a 5th year in high school (our “super seniors”) most of whom graduate that 5th year in high school.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Graduate	27.3%	38.7%	45%	28.3%	35.4%	52.4%
Re-enroll for the next year	36.4%	19.4%	20%	23.9%	27.1%	20.2%
Withdraw mid-year	18.2%	32.3%	20%	41.3%	33.3%	23.8%
Do not graduate/ Do not re-enroll	18.2%	9.7%	15%	6.5%	4.2%	3.6%

INDEPENDENT STUDY

Laws and Regulations

Pivot Charter School North Bay shall comply with all state and federal laws regarding independent study, including, but not limited to, the following:

Written Policies

Pivot Charter School North Bay has adopted a written policy on independent study. The independent study policy includes, but is not limited to, the following:

- The maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the student must complete the assigned work.
- The number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interests of the student to remain in independent study. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the student’s permanent record.
- A requirement that a current written agreement (“master agreement”) for each independent study student shall be maintained on file.

Independent Study Master Agreements

Pivot Charter School North Bay maintains on file a current written master agreement for each independent study student. The master agreement contains, at minimum, the following information:

- The manner, time, frequency, and place for submitting a student's assignments and for reporting his or her progress.
- The objectives and methods of study for the student's work and the methods utilized to evaluate that work.
- The specific resources, including materials and personnel that will be made available to the student.
- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work as well as and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
- The duration of the independent study master agreement. No independent study agreement shall be valid for any period longer than one semester or one-half year for a school on a year-round calendar.
- A statement of the number of course credits, or other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate.
- Each written agreement shall be signed, prior to the commencement of independent study, by the student; the student's parent, legal guardian, or care giver if the student is less than 18 years of age; the certificated employee, supervising teacher who has been designated as having responsibility for the general supervision of independent study; and all other persons who have direct responsibility for providing assistance to the student.

Prohibition against Provision of Funds or Things of Value

Pivot Charter School North Bay shall not provide any funds or other things of value to the student or his or her parent or guardian that a school district could not legally provide to a similarly situated student of the school district or to his or her parent or guardian.

County or Contiguous County Residents

Pivot Charter School North Bay may only receive funding for the provision of independent study to students who are residents of Sonoma County or who are residents of a county immediately adjacent to Sonoma County.

Teacher/Student Ratio

Pivot Charter School North Bay complies with Title 5 California Code of Regulations Section 11704 and Education Code Section 51745.6 regarding teacher to ADA limits.

School Calendar

As required by law, Pivot Charter School North Bay will offer at least 175 instructional days each year.

Instructional Minutes

Pivot Charter School North Bay shall offer, at a minimum, the same number of minutes of instruction set forth in 47612.5(a)(1).

Contemporaneous Records of Attendance

Pivot Charter School North Bay maintains written contemporaneous records that document all student attendance and make these records available for audit and inspection. “Attendance” means the attendance of charter school students while engaged in educational activities required of them by their charter schools on days when school is actually taught in their charter schools. “Regular average daily attendance” is computed by dividing the school’s total number of student-days of attendance by the number of calendar days on which school was actually taught. For purposes of determining the school’s total number of student-days of attendance, no student may generate more than one day of attendance in a calendar day.

For independent study students, parents/guardians/or students age 18 or over, Pivot Charter School North Bay will keep a daily log of engagement in educational activities. This is maintained signed contemporaneously by the certificated teacher of record. Additionally, the certificated teacher of record will document and personally judge, in each instance, the extent of the time value of the student work products.

PROFESSIONAL DEVELOPMENT

Teachers are required to attend weekly staff meetings, four full-day professional development trainings throughout the year, and five preparation and staff development days before the school year starts.

All Pivot Charter School North Bay staff are trained in the use of the online curriculum and assessment systems by the curriculum training staff. Teachers, counselors, registrar, and administrators will learn how to run appropriate reports on student learning and assessment. Teachers and counselors will be able to log in as a student, parent, or educator and utilize all aspects of the online curriculum programs. The online curriculum companies will also train teachers on the alignment of the curriculum to the California Common Core Standards as teachers review the scope and sequence of the courses and review course objectives. Pivot Charter School

North Bay teachers will begin formulating additional group and individual projects that students can complete at our Resource Center to supplement the curriculum. As projects are created they will be added to the online curriculum.

Teachers will engage in pre-school opening trainings for a period of five days. Three of these days will cover curriculum, systems, and assessment topics. In addition to curriculum and systems training, teachers will receive two days of personnel training (child abuse reporting, sexual harassment training, labor practices, fire drills, health issues, etc.) and team building activities.

In addition to training on the online curriculum and associated systems, teachers will be trained in serving students in a learning lab or learning studio environments with students working primarily on computers. Additional professional development trainings for teachers will be conducted once a month (there are staff meetings weekly, but once a month, these meetings will be professional development-related rather than covering school operations and student issues). These trainings will occur in some of the topics listed below. In some cases, outside resources will be hired to present the topics in their areas of expertise. The Executive Director will conduct other trainings and work with the teachers to establish the agenda so that it meets the needs of the teachers. This is not a comprehensive list and may be revised based on teacher and student needs.



Professional Development Topics:

- Serving students with special needs
- Serving at-risk and homeless students
- 504 accommodations
- Project based learning
- Supporting students in virtual learning
- Using assessment data to inform instruction and developing educational programs
- Student goal setting
- Service learning
- Teaching writing strategies and comprehension
- SBAC test taking strategies
- Student-led conferences
- Reflection on the year strategic planning
- ELD
- End of year close-out

Teachers will also be requested to suggest additional topics for professional development based on their needs throughout the year.

Teachers are encouraged to read professional journals, attend webinars, and join professional teaching organizations like the National Science Teachers Association (NSTA). Other professional

development opportunities include Advanced Placement workshops and attendance at conferences such as the annual International Council for Online Learning (iNACOL).

ANNUAL GOALS AND ACTIONS TO BE ACHIEVED IN THE STATE PRIORITIES

In accordance with Education Code Section 47605(b)(5)(A)(ii), a reasonably comprehensive description of the Pivot Charter School North Bay annual goals for all pupils and for each subgroup to be achieved in the state priorities and the specific annual actions to achieve those goals are described in Appendix B, which contains both a summary version of the LCAP, highlighting student outcomes, and also the LCAP and annual update for Pivot Charter School North Bay.

Local Control and Accountability Plan (“LCAP”)

In accordance with Education Code Section 47606.5, Pivot Charter School North Bay shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. Pivot Charter School North Bay shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

A DAY IN MY LIFE AS A PIVOT STUDENT

It’s every teenager’s worst nightmare – the alarm goes off on Monday morning. The weekend was too short as always and now it’s time to get ready for school. I’m not on my way to what you would call a “traditional” High School, though, I attend Pivot Charter School. The regular High School thing wasn’t really working out for me, so my parents and I decided that a school that offered independent study and one-on-one support would be better for me. I arrive at 8:30, and at 8:45 we start our morning activity. On Mondays, we share current events that happened over the weekend. I always find out something new, and it’s nice to have a reason to stay at least a little bit updated on what’s happening in the world.

My Educational Coordinator and I decided that Monday should be “Math Monday”. I dislike Algebra as much as the next person, so I wasn’t happy about this at first. It has worked out pretty well though, as the Math teacher at my Resource Center teaches an open Math workshop every Monday from 9:30 to 10:15. I can get situated, take a look at the lesson, and prepare any questions I might have for him before I head into the workshop. Since Math isn’t my strongest subject, it’s nice to get the extra help.

10:15 is break time, and I head outside to eat my snack and catch up with my friends to see how their weekends were. When I first came to Pivot, I was worried that I would miss out on the social parts of school, but I get along with my classmates at the Resource Center really well (sometimes a little too well, as we have to be reminded to stop talking and focus on our work). After break I have some time to focus on my work independently, but the teachers are always around if I have any questions.

I can attend the resource center every day and attend workshops and do projects that teachers are working on with students but Tuesdays and Thursdays are my “work from home days”. On these days I don’t go into the resource center, so I like to work on my History and English classes. These are the classes I like the most and feel most confident in and I usually get pretty good grades working independently. But it is actually harder being at home – I have to be so much more independent. When I’m working on a project or an essay, I still like to talk to my English teacher at the Resource Center before turning in a final draft. It can be distracting working from home, but if I’m binge-watching something on Netflix and haven’t even started anything until noon, I can always expect and email or text from my EC checking in; that’s when I know I better get started.

Speaking of English class, I was excited to find out that this year I could take a Creative Writing class! It is definitely more work than I thought it would be at first, but I’m having fun with the writing assignments. My English teacher even says she can submit some of my stories to get them published! How cool is that? I’m also a part of the school newspaper. We meet twice a month: once to brainstorm what to write about and then again to edit what we’ve written. Everyone works together on different columns based on what they like. I’m the “Entertainment Reporter”, so I find out what shows and movies my fellow students are most excited about, as well as giving occasional movie reviews and entertainment news. Once a month, we publish the newsletter for everyone that attends my Resource Center.

I am looking forward to two field trips coming up. One is a hike in a local park while we do clean up duty and one is ice skating which I am really excited about because I have never done it before, but either has anyone else at school. I like that we have these opportunities to socialize and experience new things. It is easier for me to enjoy these trips and even our crazy pajama day Fun Friday or 80’s day since this is such a smaller school. I don’t have to deal with the anxieties of the peer pressures at Pivot. I am not ridiculed for being smart and my best friend is not ridiculed for being behind in her credits. We are just accepted. The teachers tell us they are meeting us where we are at and that everyone deserves a new start.

Well I have to get back to my work now. I failed a test yesterday and I just finished reviewing the material and doing a few more assignments for that test so my teacher is going to reset it for me to retake. And then I have to do my journal writing and an essay for science. It’s kind of weird that I never get to meet the teacher who grades my written science or English papers but they always give me fair and useful feedback that I learn from. Imagine that?!

II. MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the [charter](#) school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the [charter](#) school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B.)

Pivot Charter School North Bay is committed to providing all of its students with an excellent, high-quality education. In order to achieve this goal, high student achievement as measured by national, state, local, and Pivot Charter School North Bay measures must be achieved. Goals for student and school outcomes are continually refined and developed to reflect the changing needs of the Charter School.

Student and Operational School Outcomes Aligned with the Eight State Priorities

In accordance with Education Code Section 47605(b)(5)(A)(ii), a reasonably comprehensive description of the Pivot Charter School North Bay annual goals for all pupils and for each subgroup to be achieved in the state priorities and the specific annual actions to achieve those goals are described in Appendix B, which contains both a summary version of the LCAP, highlighting student outcomes, and also the LCAP and annual update for Pivot Charter School North Bay. Following best practices and recommendations from County offices of education and CCSA, the annual goals were developed such that each goal addresses all pupils, with specific information regarding pupil subgroups addressed in the detailed plan for each goal. For example, Goal #3 references a school wide goal addressing all students, with additional subcomponents for English Learners and Students with Disabilities specifically discussed and addressed in the sections detailing Identified Need, Expected Annual Measurable Outcomes, and Actions/Services. The LCAP template adopted by the California State Board of Education (SBE) does not include a section to indicate whether a particular goal is linked to any pupil subgroups; all of the pupil subgroup designations are found in the Actions/Services section, indicating that the section in which pupil subgroups should be addressed is the Actions/Services section but Pivot Charter School North Bay’s 2017-18 LCAP includes information addressing pupil subgroups in the sections for Identified Need and Expected Annual Measurable Outcomes. In the 2017-18 LCAP, specific actions and services are detailed for English Learners, Low Income students, and Students with Disabilities, despite the fact that the school’s only numerically significant subgroup is low income students.

III. METHODS OF ASSESSMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C.)

The methods for measuring pupil outcomes are consistent with the way the Charter School will report information on its School Accountability Report Card (“SARC”). Numerous assessments are listed here that are not reported on the SARC but which the Charter School will use to gain a fuller picture of student achievement. Pivot affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a SARC.

The assessment plan for Pivot Charter School is designed to be a tool for external accountability as well as to improve instruction and student achievement. To best assure that the Charter School is measuring what Pivot Charter School expects students to learn, assignments are aligned with the Charter School’s pupil outcomes and curriculum. Assessments are used to meet the following objectives:

- to help teachers respond instructionally according to student needs;
- to give parents and students meaningful, useful feedback on student progress;
- to compare the Charter School’s progress to that of all schools, including those with similar student demographics; and
- to monitor the Charter School’s progress in meeting its missions and to revise its activities accordingly.

Pivot Charter School will conduct all required state assessments per Education Code Section 47605(c)(1) in compliance with the CAASPP program. Staff will help translate results so their meaning is accessible to students, parents, and teachers.

Pivot Charter School North Bay measures the impact and success of its academic programs utilizing all the aforementioned forms of evaluation and assessment. Pivot Charter School is committed to conducting some form of assessment on an annual, quarterly, weekly, and daily basis in all core curricular areas. The proactive nature of these assessments will serve as an opportunity for teachers and administrators to critique their program, modify instructional approaches, and establish new goals and expectations to better serve the student population.

Pivot Charter School North Bay will also administer all state and national tests required for grades K–12. Whenever appropriate, the [California English Language Development Test](#) [ELPAC](#) will also be administered.

Additionally, during the 2017-18 school year, Pivot Charter School North Bay will be implementing two new useful tools to help Pivot teachers and administrators provide the targeted remediation necessary for students to succeed and perform well on the SBAC tests– [Last year was](#)

the first year that they I-Ready program is completely aligned to the SBAC tests and is considered far superior to other products used for similar purposes by Pivot North Bay such as Study Island.

IO Insights by IO Education breaks down data silos and aggregates data in the K-12 Data Platform where each user, from teachers to administrators, has access to visualize and analyze student achievement data. It improves efficiency, accountability, and forecasting for schools. IO Insights has powerful analytics that provides data visualization with sorting, filtering, and grouping. Student profiles and intervention plans can be quickly accessed by teachers and shared with other members of the student's educational team. The Virtual Data Wall helps teachers and administrators monitor student progress and utilize all student achievement data. Each teacher and administrator has a personal data wall for easy tracking of their students. An Early Warning System (“EWS”) is built in to IO Insights so that progress toward goals can be closely monitored based on district and school level measures. Goals can be related to academics, credit attainment, attendance, or behavior. IO Insights also provides multiple graduation pathways tracking for all high school students. Paths can be career based or academic based. Graduation pathway tracking allows teachers and administrators to identify off track students in order to provide additional supports and interventions quickly.

In addition, Pivot Charter School North Bay will implement i-ready in the 2017-2018 school year. i-Ready by Curriculum Associates combines the ability to measure growth with individualized instruction. i-Ready provides K-12 adaptive diagnostic tests for reading and mathematics that pinpoints student needs to their sub-skill level. Educators are then provided a detailed action plan and resources for differentiated instruction. Reports and ongoing progress monitoring are easy to use and contain real-time insights for each student at the class, school, and district level, showing whether students are on track to achieve end-of-year targets. i-Ready Diagnostic identifies gaps and areas for students to be further challenged, as well as measures growth across a student's career and supports data-driven differentiated instruction. Personalized student instruction targets students' unique areas of needs and is based on the results of the i-Ready Diagnostic. These online lessons provide a consistent best-practice lesson structure and build conceptual understanding, in addition to being engaging and fun for learner of all levels. i-Ready provides teachers and parents with a detailed and easy-to-read analysis of every student's proficiency levels. Reports identify which skills students have mastered and those skills to prioritize next for instruction. Teachers can also quickly see which students need intervention, the key areas to target for each student, and how to group students for instruction. The Charter School will conduct the assessment 3 to four times a year and as needed.

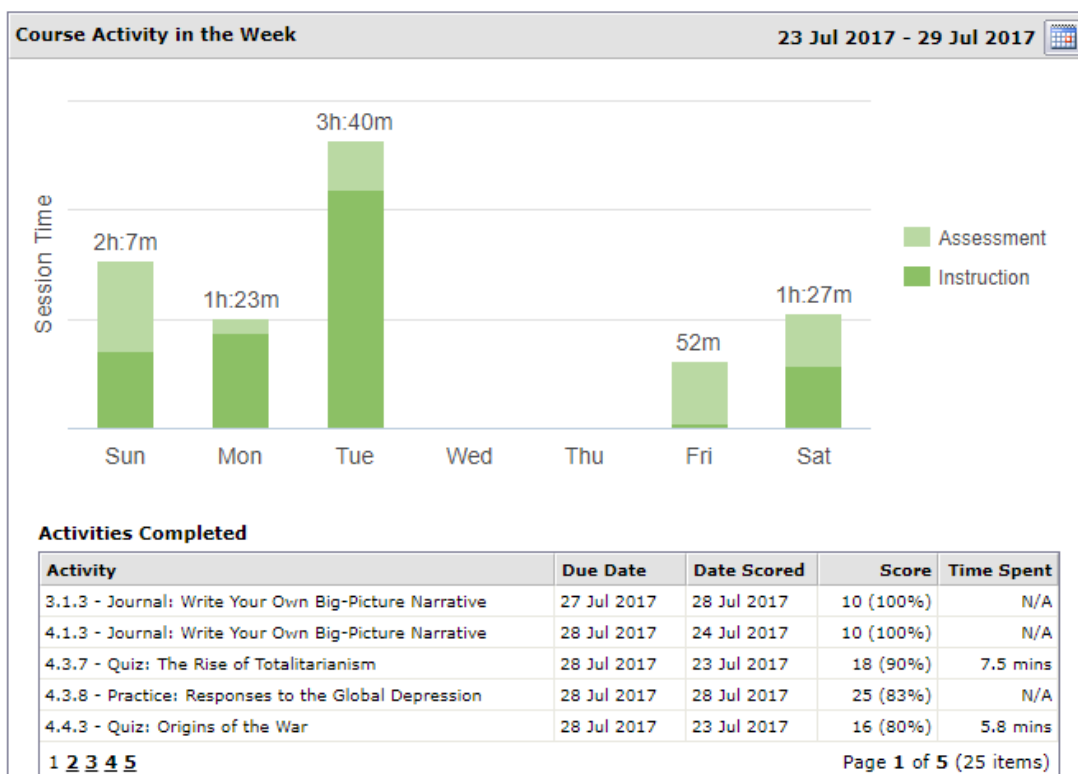
Pivot Charter School North Bay teachers and administrators are able to run reports that show daily activity and cumulative progress for each student in the core and the elective curriculum as well as the CTE courses. Educators can also view any communication records concerning their students. These records include complete text logs of instant messaging sessions, internal e-mail, discussion threads, and telephone conversation summaries. Students who are not complying with login requirements set by the Charter School are contacted by their EC and our retention team and a notice is sent to the students' parents. Parents are also contacted on a regular basis to discuss students' ongoing progress. Interaction between parents/guardians and teachers is a mainstay of the program. Students and parents are contacted if students are falling behind schedule or if they

are not demonstrating satisfactory mastery of course content. Individual action plans are then established by the teaching staff. Teachers provide individual tutoring and remediation on homework assignments to support the action plans.

Weekly Activity Report

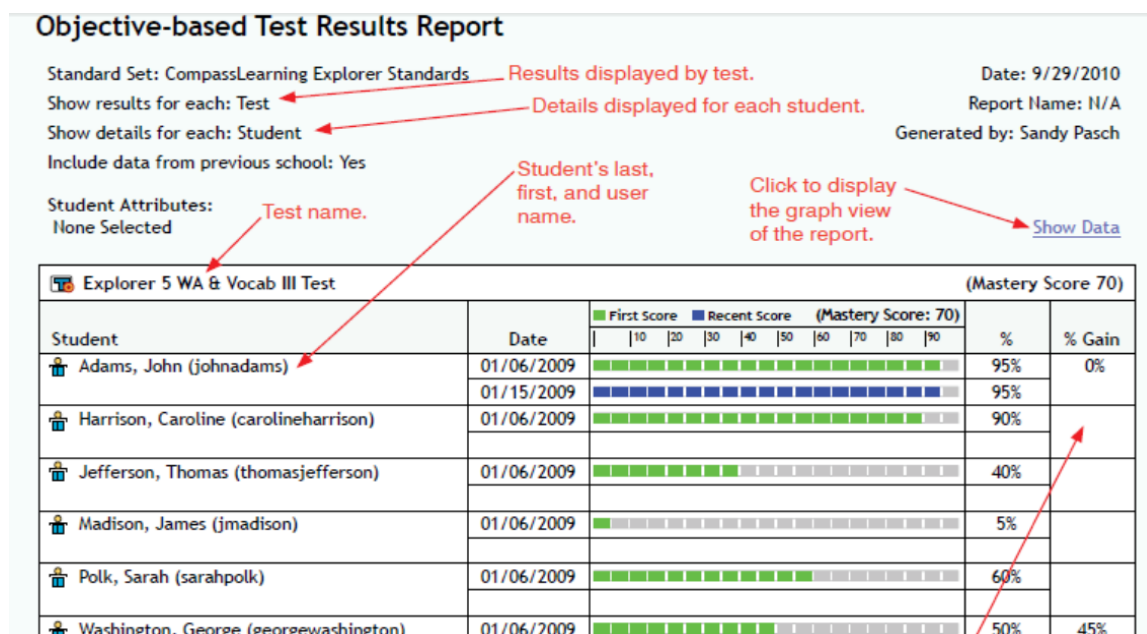
16-17 Social Studies - World History B - SD

[Help](#) [Print](#)



Example course engagement report from Apex Learning

Pivot Charter School North Bay fosters a climate of continuous improvement, establishing improvement goals through regular analysis of student data, for each student in the core classes of reading and mathematics, based on a review of the California Standards Tests as well as the Charter School's own assessments. The ongoing goal of Pivot Charter School is to improve performance on the state-mandated standardized tests each year until all students meet or exceed standards in math and English-language arts.



Example Compass Learning assessment report

Assessment of student achievement involves a full range of measures to ensure the most comprehensive picture of student progress. Quantitative data from standardized tests and results of performance-based assessment tools form the foundation of the school's comprehensive approach to measuring student performance.

Use and Reporting of Data

Pivot Charter School North Bay communicates regularly with parents through emails, mailings, and newsletters. Parents can log on any minute of any day to review the completion rate of their students in each course. They can also access grades and comments from teachers on a daily basis and observe all student assignments.

Teachers are responsible for monitoring and documenting progress of student proficiency in meeting the CCSS. The online curriculum automatically tracks student proficiency and progress on each assignment. All of the assessment reports of student progress are aligned to the CCSS and demonstrate on which standards students are performing well and on which standards students need to focus more attention. Standards-based reports can be generated by student, teacher, course, or school-wide.

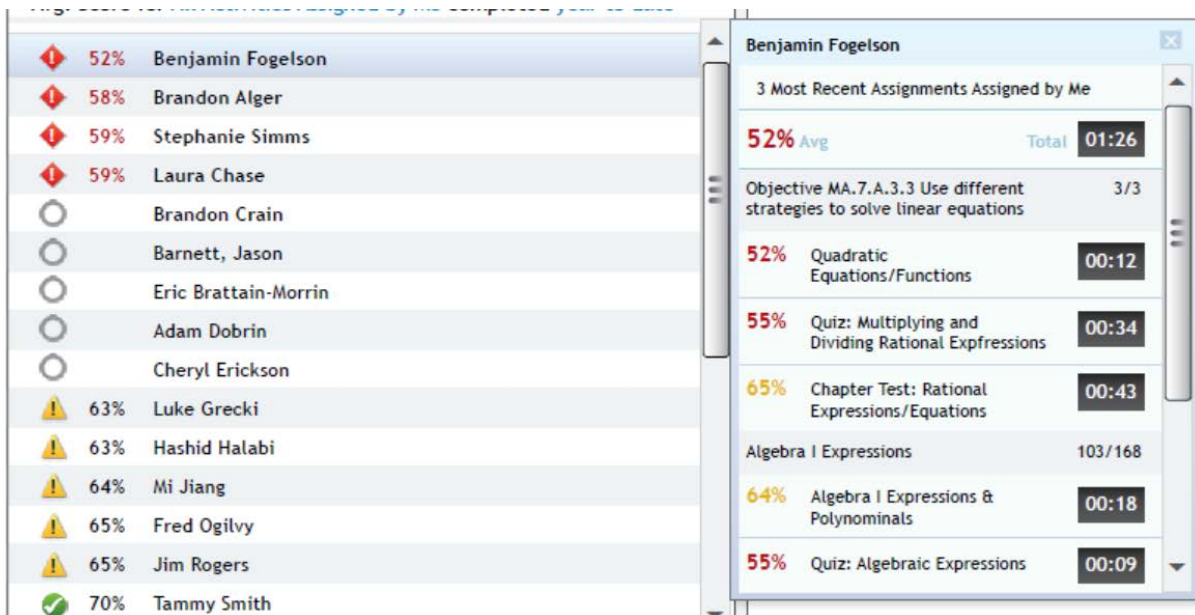
Students are graded on weekly assignments, papers, end-of-chapter tests, and final exams for most of the courses. Reporting and posting of graded assignments and tests is immediate and can be accessed online by parents, teachers, counselors, administrators and students. Students and parents receive written progress and/or grade reports at least twice a semester. Teachers can set up an email for parents to receive weekly progress reports automatically from the curriculum systems as well.

One site level staff meeting each month is devoted to reviewing student assessments/grades and

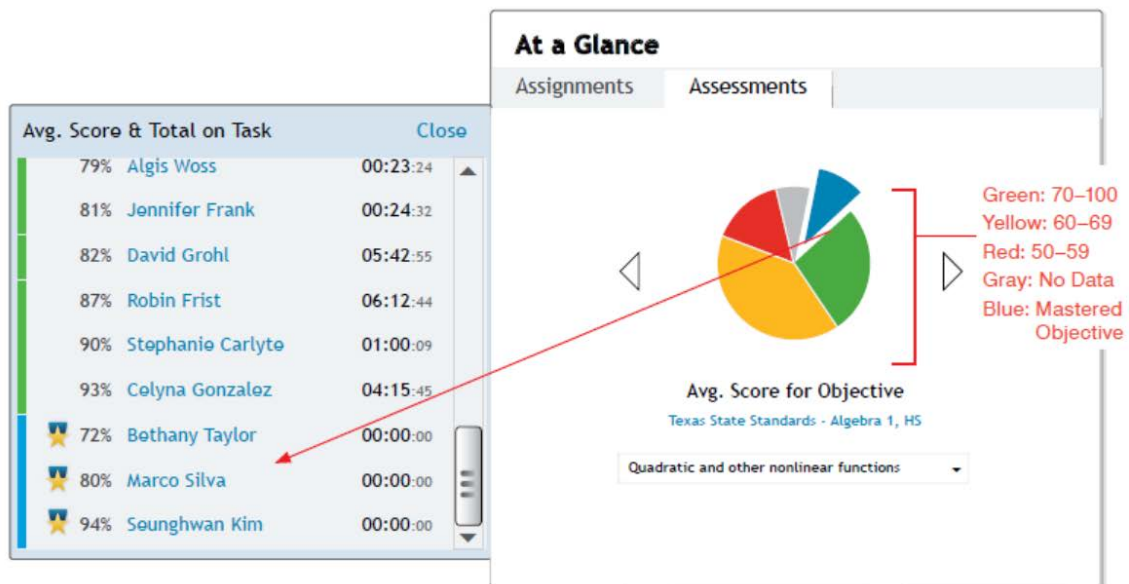
determining which small group instruction to create and maintain, who needs tutoring, who is able to enroll in college classes, etc. Proficiency levels on the standards will drive these individual student instructional decisions.

Students typically take exams in the courses weekly. The courses are designed to re-teach topics on which students are not performing at successful levels. Since students are all working on individually-paced academic plans, ECs and Administrators can make fine-tuned decisions regarding a student's academic program based on his or her success in meeting the standards. For example, a student may have passed a course in another school, such as Algebra I, and was then subsequently placed in Algebra II. However, the student may not have successfully completed all of the important foundational concepts in Algebra I despite receiving a passing grade at another school. In this case, ECs who are monitoring the student's daily work and standards completion will immediately determine that the student is in need of supplemental or remedial work in Algebra I such as a Tutorial course or a Foundations math course. The student may not necessarily be disenrolled from Algebra II; instead, the student's needs may be met by concurrent enrollment in a support course, tutoring, or a small group instructional class to support him or her in Algebra II.

If an assessment has been automatically graded by the computer, the results are posted to the Student's Gradebook section. A teacher knows whether a student has accessed course material, how much time he or she has spent on each assessment, and the number of entries into each assessment. They can tell if they are behind or ahead in the pacing of the course. This helps a teacher determine if a student is having academic problems or is not spending enough time studying the material. When a student fails an assessment, the student can contact a teacher, and the teacher can then assign review work for the student, focusing on the objectives that the assessment revealed the student did not meet. The student's teacher, called an Educational Coordinator or EC, may also recommend that the student seek additional help from the Pivot Charter School North Bay teachers in that core content area. The student may sometimes have the option of doing an extra activity or authentic assessment in order to demonstrate that he or she has mastered the skill and to help improve his or her grade.



Below is an example pacing and progress report from Compass Learning



Example objective mastery report from Compass Learning

All students will receive an interim report at the midpoint (4.5 weeks) of each nine week grading period. More frequent reports will be provided for students at risk of failure with grades below C. The teacher will report to the parents/guardians any marked decline in the quality of student work, regardless of grading period timelines. Parents/guardians may request interim reports at any time during the grading period. Conferences will be held as needed and can be initiated by teachers, parents/guardians, or students. Conferences for positive reinforcement are encouraged as well as conferences relating to decline in achievement or problems in social adjustment. All conferences

related to student performance will be documented.

Parent Schoolwide Data

Each spring Pivot Charter School North Bay distributes a parent satisfaction survey to all parents and legal guardians of students. It is the primary formal means of collecting information on the effectiveness of school operations, school outreach, and information dissemination while also including parent perspectives on the quality of the Pivot Charter School North Bay education. But our primary method of parent feedback is the daily communication they have with their student's teacher.

Enrollment Report

Criteria: 1 Class
Grade Level: ALL
Enrollment Type: Enrolled/Not Enrolled
Options: Student School ID, Parent User Name, Student Attributes, Subject Level Access

Date: 11/30/2011
Report Name: Enrollment Report
Generated by: Odyssey Teacher

Student Attributes:

Class: Travarez Grade 3 Training Class		Teacher: Teacher, Odyssey (mta)
Student Name	Grade	Student Details
Marple, Jane (MT305)	3	Student School ID: Parent User Name: MT305 Attributes: Female Subject Levels: LA-3, LE-3, MA-3, SC-3, SS-3
Jordan, Lee (MT301)	3	Student School ID: Parent User Name: MT301 Attributes: Male Subject Levels: EE-Haitian Creole, LA-3, MA-3, MH-MS, MH-MS, MP-MS, SC-3, SS-3

Annotations:

- Display criteria: available filters depend on the user who generates the report.
- Details displayed for each student.
- Teacher's user name for logging into Odyssey.
- Student's user name for logging into Odyssey.
- Parent's user name for logging into Odyssey.
- Student has access to these Odyssey subjects.

Example Above of Enrollment Report from Compass Learning

Pivot Charter School North Bay is accountable to multiple constituencies: students and their families, its Board of Directors, Santa Rosa City Schools, and ultimately the California Department of Education. Accountability to each of these constituencies includes both fiscal and academic performance. Throughout each school year, staff and the Board of Directors analyze collected student data (as highlighted in the school success section) including test scores, daily attendance records, parent surveys, and staff surveys; evaluate identified strengths and weaknesses; and chart a course for school wide improvement and growth for the upcoming year. Additionally, the Charter School's fiscal health is examined monthly.

Pivot Charter School North Bay maintains sufficient staff and systems, including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from district and other authorized reporting agencies.

Pivot Charter School North Bay and the District will jointly develop a visitation process to enable the District to gather information needed to validate the Charter School's performance and compliance with the terms of this charter. However, Pivot Charter School North Bay agrees to and submits to the right of the District to make random visits and inspections in order to carry out its

statutorily required oversight. Education Code Section 47604.3: the Charter School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the District, the County Office of Education, and the State Superintendent of Public Instruction.

In the past, Pivot enjoyed a strong and accountable relationship with their current authorizer, Oak Grove Union School District. The Executive Director and other Pivot staff communicate frequently with District staff and are committed to providing all information needed by the District. We work closely in determining the best environment for all of our students in the Charter and in the authorizing District.

IV. GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Non-Profit Public Benefit Corporation

Pivot Charter School North Bay is a directly funded independent charter school operated by the Roads Education Organization (“Roads”), a California non-profit public benefit corporation that has been designated by the Internal Revenue Service as a 501(c)(3) tax-exempt organization.

Pivot Charter School North Bay shall operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and Pivot Charter School North Bay. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of Pivot Charter School North Bay, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by Pivot Charter School North Bay, as long as the District has complied with all oversight responsibilities required by law.

Attached, as **Appendix C, D and E** please find the Roads Articles of Incorporation (and amended Articles for name change), Bylaws, and Conflict of Interest Code.

Board of Directors



Pivot Charter School North Bay is governed by the Roads Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. The Board shall have no more than seven (7) and no more fewer than five (5) directors. All directors shall be designated by the existing Board of Directors. All directors are to be designated at the corporation’s annual meeting of the Board of Directors.

Each director shall hold office unless otherwise removed from office in accordance with the Bylaws for two (2) years and until a successor director has been appointed or elected as required by the position as described below.

Members of the Board, school committees, administrators, managers or employees, and any other

committees of Pivot Charter School North Bay shall comply with applicable federal and state laws, non-profit integrity standards, and applicable laws and regulations regarding ethics and conflicts of interest. Roads complies with the Political Reform Act and Corporations Code provisions regarding conflicts of interest, and voluntarily agrees to comply with Government Code Section 1090, *et seq.* Roads has adopted a Conflicts of Interest Code that complies with the Political Reform Act and Corporations Code conflict of interest rules.

Subject to the provisions and limitations of the state law governing not for profit corporations and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

The Board of Directors shall be the responsible agent of Pivot Charter School North Bay and will contract with online curriculum and back office business service providers as necessary.

In accordance with Education Code Section 47604.3, Pivot Charter School North Bay shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District and shall consult with the District regarding any such inquiries.

Board Meetings and Directors

Roads Education Organization Board meetings are held at least quarterly and in accordance with Brown Act requirements. ~~The physical location of the Board meetings rotates among the areas served by each Pivot Charter School.~~ Meeting agendas are posted online and at the resource centers, as well as at any meeting location. Although the physical location of the Board meetings rotates among the areas served by each Pivot Charter School, in alignment with the Brown Act, pParents and the public are welcomed to access and participate in all meetings, regardless of meeting locations, by utilizing video conferencing technology which is provided at each Pivot Charter School (at least one resource location per charter school). A Pivot staff member will be present at each video conference location to ensure the technology is working properly, and that speakers participate when desired. The Parents and members of the public can also participate live in all Board meetings regardless of where they are being held in the comfort of their own home by downloading the free video conferencing software. Parents and staff do not have to travel to have access to the Board members or the Board meetings.

Roads Governing Board membership is designed to ensure that the charter schools have a high level of experienced professionals providing oversight and making decisions for the charter schools, so that parents and staff can feel comfortable knowing that there are people who are considered experts in their fields helping to make the most prudent and fiscally responsible decisions for the students. While the Board members' fiduciary duty is to the Roads Education Organization, Board members are also expected to "represent" the interests of the constituencies in their geographic region. Board members are accessible to the employees, students, and parents

of the charter schools closest to their home base.

Parents and staff have significant levels of access to the Governing Board members. Roads Education Organization expanded its Board during the 2016-17 school year to allow for local representation from each Pivot charter school. The local Governing Board members meet every other month with the parents of the charter schools in the region they “represent.” These meetings are informal, on site meetings with access to live video conferencing for families who are unable to make the trip to the resource center. They are a way that Board members can listen to parents’ concerns and ideas and stay in touch with local issues and in turn make strong decisions for the charter schools.

Board members are designated by the Board, and prospective Board members may be nominated by any constituent in the charter schools. The nominees’ credentials are reviewed by a committee of the Board that seeks candidates who could fill a void that may exist on the Board in, for example, areas of expertise or geographic proximity to the charter schools. Finalists are interviewed by committee members and are asked to attend a Board meeting and speak with the Board during the meeting. The nomination committee of the Board makes a recommendation for membership to the Board at the subsequent Board meeting. The Board as a whole takes action on any new candidates.

In accordance with Education Code Section 47604(b), the authorizers of any Pivot Charter School may appoint a representative to sit on the Board of Directors. If authorizers choose to do so, Roads may designate an additional member to ensure that the Board is maintained with an odd number of directors.

The Board holds regular meetings to discuss the state of Pivot Charter School North Bay, and each of the charter schools it operates, including, but not limited to, reporting on the performance of the charter schools with data regarding: enrollment, attendance, academic performance, financials (including budget reports, etc.), parent/student satisfaction, withdrawals, suspensions, and expulsions. The Board oversees the network of Pivot Charter Schools throughout the state of California. In so doing, the Board has created an administrative structure that allows for an economy of scale for all four small schools. For example, the costs for the positions of Executive Director, Director of Human Resources, Registrar, Program Director, Director of Special Education, School Counselor, Program Director, and Chief Business Officer, are shared equitably among the four schools, based on each school’s ADA. This allows the charter schools to remain small and still provide well-organized, well-staffed, well-supervised and highly accountable programs.

All of the Pivot Charter Schools deliver generally the same educational program and follow the same Board-adopted policies. Administrative procedures are implemented consistently at each school, except when local needs dictate a particular procedure. There are some local differences in the offerings at each resource center based on local interest and need, but all four of the charter schools deliver the educational program described herein, in most respects.

The charter school teams learn from one another by sharing ideas and giving each other input monthly at all-school meetings and at all-school trainings each year. Each school holds staff

meetings weekly. All Pivot Charter Schools meet together through video conferencing once a month. These meetings address common Pivot-wide issues, such as policies, assessment, projects that are engaging students, challenges and successes. The teachers learn a great deal from one another and enjoy sharing ideas. Similarly, the Site Administrators meet in a smaller separate group to focus on network wide improvements. Site Administrators brainstorm how to manage the many challenges they face each day from discipline, engaging all learners, differentiating learning, to technology challenges, site safety and supporting students' growth and success. Once a year, a week before school starts, everyone attends a Pivot-wide weeklong training in one location near a



Pivot school. It is there that teachers form professional learning communities, learn new instructional strategies, and receive training in school safety and legal issues facing educators.

The Board members are volunteers who are committed to enhancing educational opportunities for young people and believe that the Pivot model of blended learning with personalized instruction is the future of education. Board members are leaders in their fields and are passionate about providing better opportunities for all young people regardless of location or circumstance. They believe that the Pivot model of education provides a rigorous yet unique and supportive alternative to traditional schools. They know that the individual

attention and support provided at Pivot can change students' lives.

The Board of Directors has approved and assisted in development of school policies including, but not limited to, reimbursement, acceptable use of computers, teacher performance, personnel policies, internet safety policies, student conduct, records oversight, student maternity/paternity leave, independent study, facilities acquisition, and the intervention and for students.

One of the most significant contributions a Board can make is in providing input and oversight for strategic expansion. The Roads Board has participated in facilitated strategic planning each year, with some planning meetings occurring over the course of several days and several Board meetings. Participants have included teaching and administrative staff as well. Realistic annual goals were set and refinement of the mission and vision resulted each year.

Current Board Members

James R. Lewis, ICMA-RC (Board Chairman)

Jim Lewis is a public entity expert and has significant administrative experience. Mr. Lewis was appointed in March 2013 to serve as City Manager for Pismo Beach. Previous to this position, he held the job of Assistant City Manager for the City of Atascadero, CA from 2004 to 2013, CA. Jim was appointed to this role in September 2004. Jim also previously served as Assistant to the City Manager for the City of Claremont. He served as president of the Municipal Management Association of Southern California (MMASC) in 2001 and serves on the Emerging Leaders Task Force for the International City and County Management Association (ICMA) and the ICMA Press Editorial Advisory Board. Jim is an ICMA credentialed manager (ICMA-RC) and serves on

California-ICMA's Committee on the Profession and Ethics.

Jim Lewis received a Bachelor of Science in Public Policy and Management from the University of Southern California and a Master of Public Administration from the Maxwell School of Citizenship at Syracuse University.

Jim is active with USC and serves on the Executive Committee of the Board of Governors of the USC Alumni Association and on the advisory board of the Master of Public Administration degree program for the School of Policy, Planning and Development. Jim is past president of the Claremont Kiwanis Club and continues his Kiwanis involvement in Atascadero as a member of the club's board of directors. Jim is also active in the Atascadero Elks Club. An Eagle Scout, Jim also serves as Vice President of the Los Padres Council Boy Scouts of America and Chairman of the Eagle Scout Association.

Tom Halvorsen

Dr. Tom Halvorsen has served children for over thirty-nine years. He was a teacher in the Los Alamitos Unified School District for five years and assistant Executive Director in the Lennox School District for one year. In the Savanna School District (Anaheim, CA), Dr. Halvorsen served as an Executive Director for eight years, assistant superintendent for three years and superintendent for twenty-one years. He also has served as an adjunct professor with California State University, Fullerton.

Dr. Halvorsen received his Bachelors and Masters degrees from California State University, Long Beach in Education Leadership. He received his Doctorate degree in Education Administration from the University of Southern California. Dr. Halvorsen is currently serving on the Board of Governors of the USC Alumni Association and the Trojan Club of Orange County Board.

Kevin Harrigan

Kevin E. Harrigan is a recognized expert in public education and the creation of thriving learning communities. He is accomplished in proactively engaging students, parents, teachers, principals, support staff, local governments, education-related organizations, minority representatives, business community, and community stakeholders in authentic dialogue and partnerships. His instructional educational leadership is systems-based, building capacity in stakeholders and their organizations.

He possesses a deep, personal commitment that translates to effective shared leadership in the professional learning communities of which he's a part. He is first and foremost a consummate teacher, with experience at the early childhood, primary, middle, high school and adult education (both collegiate and corporate) levels. He believes that every learner can and will succeed regardless of circumstance; this core belief results in a persistent devotion to eliminating systemic inequities that impair a student's ability to succeed. His leadership results in success for all learners through data-driven decision making that initiates research-based reform and implements best practices.

With a career in public education that spans more than 36 years, Kevin E. Harrigan is the recently

retired superintendent of Oak Grove Union School District in Santa Rosa, California, a position he held for four years. Oak Grove Union School District sponsors the independent charter for Pivot Charter North Bay. As superintendent, he worked closely with executive director Jayna Gaskell and the Pivot Charter Roads Education Organization's board of directors to support the growth and expansion of Pivot North Bay and provide expertise in curriculum development, special education, and differentiated instructional models.

Previously, he served at the San Francisco Bay area's Newark Unified School District as superintendent for three years, and for the five prior years, as Associate Superintendent and Assistant Superintendent of Educational Services.

He has designed educational leadership degree programs and taught in masters and doctoral programs at Mills College (Oakland), Saint Mary's of California, and the University of San Diego. He serves as a program advisor and faculty at Argosy University, San Francisco Bay campus in California. He is a graduate fellow of the Superintendent's Educational Leadership Forum at the University of California, Davis, which serves as select group of Superintendents making policy recommendations locally and nationally based on the research of graduate fellows nationally and internationally.

Kevin E. Harrigan was with Mt. Diablo Unified School District for more than 16 years where he served as principal, as a Curriculum Specialist, Management Association President and Special Education Program Coordinator in the district. His teaching career also includes years in private and public school districts in San Francisco, Berkeley, Sacramento, and Napa, all in California.

He is sought after as an education-sector focused consultant by numerous organizations ranging from the Guidepoint Global network to chambers of commerce, from DeVry University to the Bay Area School Reform Collaborative, the Association of California School Administrators to the Center of Human Development, to name a few. He is a national leader in science education, working with the National Academy for Curriculum Leadership, National Science Teachers Association, and serves on the faculty of the Smithsonian Institute's National Science Resource Council, and the National Science Foundation. He is also well known for his work in equity and diversity, literacy, and student engagement with the arts. He is a partner in Peak Performance Educational Leadership, and was a keynote speaker at the 2015 California Teachers' Summit at Saint Mary's College. As a certified Educational Leadership Coach with the Sonoma County office of education, he serves as an administrative induction coach and Professional Learning Community facilitator. Additionally, he currently consults with several private clients.

Kevin E. Harrigan earned a bachelor of science degree in psychology and physiology from Saint Mary's College of California in 1979, and his teaching credentials. He earned a Masters of Arts in Elementary Education from the University of San Francisco in 1985 and a Master of Arts in Educational Leadership and Administration, from Saint Mary's, in 1991. He continued his doctoral course work at Saint Mary's College of California.

Ralph Holmes

Ralph Holmes is a Managing Director in the San Francisco Public Finance office of Stifel. Mr. Holmes began his work in public finance in 1996 as a credit analyst providing credit facilities to California issuers. In 1998 Mr. Holmes began his career in investment banking; first working with a regional investment bank before joining De La Rosa & Co. in 2006 and then Stifel as a part of the De La Rosa acquisition in 2014. Mr. Holmes specializes in land-secured, tax increment, utility and general government financings. Mr. Holmes has served as the lead banker on hundreds of transactions for literally billions of dollars for California issuers.

Mr. Holmes serves on the board of the Oakland based Unity Council, which provides services to improve the lives of residents of Oakland's Fruitvale district. Ralph received an MBA from Thunderbird School of Global Management in 1996, and a Bachelor's degree in Latin American Studies from the University of California, Los Angeles (UCLA) in 1994. He maintains Series 7, 52 and 63 licenses.

Mr. Holmes joined the Pivot Charter School Board of Directors in November, 2016. He is passionate about educational choice and about helping kids find the right fit for their education. Mr. Holmes said, "It is an honor to serve on the Pivot board, and I am excited to help the Charter School continue to grow its' student population. The success of Pivot Charter Schools is a testament to educational choice and helping students find the right fit for their educational needs. I look forward to being a part of that for years to come".

Patricia E. Martel

Patricia E. Martel is currently the City Manager of Daly City in San Mateo County. Ms. Martel was appointed City Manager in May, 2005. As City Manager, Ms. Martel also serves in the capacity of General Manager of the North San Mateo County Sanitation District.

During more than thirty years working in local government, Ms. Martel has held executive management positions with several California municipalities including the cities of Inglewood, South San Francisco and Daly City where she previously served as the Assistant City Manager from 1995-2001. In 2001, she was appointed by then Mayor Willie L. Brown to serve as the General Manager of the San Francisco Public Utilities Commission with responsibility for managing the Hetch Hetchy water delivery system which serves 2.4 million people in the Bay Area in addition to the sewer and power systems serving the City and County of San Francisco.

Throughout Ms. Martel's distinguished career, she has been recognized by many organizations for her leadership and commitment to public service, including:

- Fellow in the National Academy of Public Administration in 2014
- Career Excellence Award from Women Leading Government in 2014
- City Manager in Residence at Stanford University's Haas Center for Public Service
- Latino Heritage Month Local Hero by KQED Public Broadcasting and Kaiser Permanente in 2004
- 100 Most Influential Business Women in the Bay Area by The San Francisco Business Times in 2003
- Top 100 Women Business Leaders in the Bay Area by the business journal in 2002

In addition to her professional accomplishments, Ms. Martel is an active and engaged professional community leader, serving on several boards. Ms. Martel is past president of the International City/County Management Association (ICMA) board of directors, director of the California City Management Foundation, executive committee member of the League of California Cities City Managers Department representing Northern California cities with a population of over 100,000, chair of the San Mateo City Manager Association, chair of the Board of Peninsula Family Services and now, member of the Roads Education board of directors for the Pivot Charter Schools.

A graduate of the University of Southern California, Martel holds a B.S. degree in Public Affairs and a Master's degree in Public Administration. Ms. Martel is also an ICMA Credential Manager.

Steve Siegel

Steve Siegel believes that all students deserve a quality education aimed at empowering each individual to achieve his or her goals. An educational administration professional, he has worked to secure financial resources for public and private colleges and universities for most of his 30-year career.

Steve currently serves as Executive Director for Individual Giving at the University of California, Riverside, where he leads teams of fundraising professionals to achieve the university's priorities through private financial support. Prior to joining the University of California system, he worked for 16 years at Claremont McKenna College, where he developed a new off-campus study educational program in Silicon Valley after rising through the ranks of college advancement responsibilities.

Earlier in his career, Steve founded a business and marketing consulting firm specializing in marketing and competitive intelligence platforms for pharmaceutical, medical device, and not-for-profit organizations. He also raised private support for a medical research and health care not-for-profit in Los Angeles.

Steve has held leadership positions in a number of organizations including serving on the Claremont McKenna College Alumni Association board of directors, as President of the Drucker School Alumni Association board, as a member of the Carden Arbor View School board of directors, and as President of Recording for the Blind & Dyslexic (now Learning Ally) board in the Inland Empire / Orange County unit, as well as a member-at-large on the organization's national board in Princeton, New Jersey.

Steve earned his MBA from the Peter F. Drucker and Masatoshi Ito Graduate School of Management at the Claremont Graduate University and a bachelors degree in economics-accounting from Claremont McKenna College. He lives in Orange, California.

Throughout his career, Steve has mentored countless colleagues and students to pursue what interests them and to apply that knowledge to thoughtful and productive careers in areas where they can make a difference. He believes that education throughout life is essential to personal growth, satisfaction, and well-being.

O.J. Sutherland

OJ Sutherland founded Executive Events in 1987, a company that specializes in meetings, conferences, trade shows and association management, which he still operates today. For the 25 years prior, he was the CIO for several California counties (Monterey, Marin, San Mateo) and served on the boards of several IT related professional organizations. Keeping his IT management roots alive, he currently works with Municipal Information Systems Association of California (MISAC), California Counties Information Services Directors Association (CCISDA) and California Community College Chief Information Systems Officers Association (CISOA).

OJ also has a heart for building community and volunteering. He and his wife have served on the Africa Mercy hospital ship in West Africa, hosted the 'Nerd Group' (25+ college age adults) weekly for dinner and 'family' time, traveled with 75+ high schoolers and leaders each summer up and down California doing ministry and community service, and has hosted 50+ college students weekly for dinner and fellowship. He and his wife have also welcomed into their home 35+ foreign students ranging in age from 16 to 40 from countries all over the world.

In addition to golf, fly-fishing and softball, OJ (if you haven't guessed it by now) also loves to create in the kitchen and entertain.

OJ was born and raised on vineyards in Santa Rosa, attended Shasta College in Redding and Golden Gate University in San Francisco. He and his wife, Sher, have been married for 37 years, have 2 sons and 4 grandchildren. They have lived in Chico for the past 27 years.

Roads Board of Directors' Responsibilities

The Board is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Approve and monitor the implementation of general policies of the Charter School;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Hire, supervise, evaluate, discipline, and dismiss of the Executive Director of Pivot Charter Schools;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve annual fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions;
- Hiring of auditors;
- Approval of check registry;
- Strategic planning.

The Charter School will update the District of changes to the Board of Directors through sharing

Board meeting minutes and agendas.

The Roads Education Organization Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

Parent Involvement

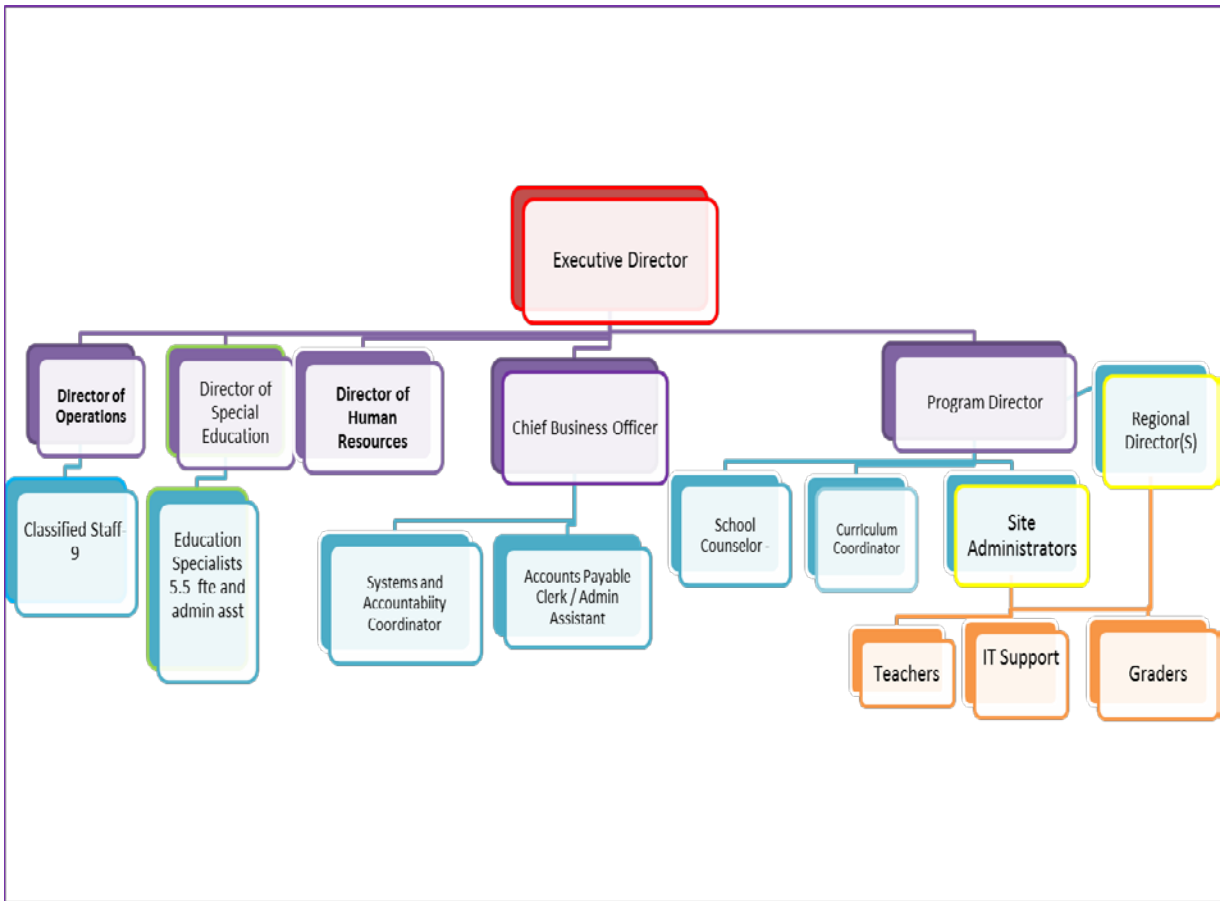
The general public, including parents, is given notice of each Board meeting in accordance with the Brown Act and is encouraged to contribute and participate. Parents participate in school improvement through expressing their opinions on the annual school satisfaction survey as well as and working with the Charter School on LCAP priorities through meetings and surveys. The Charter School has attempted to establish a Parent Organization over the years, but while the initial energy was always relatively strong, the follow through and interest waned after a few months. As such, Pivot established bi-monthly meetings with Governing Board members beginning in 2016-17. We felt parents might be more open to sharing their ideas and concerns and speaking openly in a small group with their Governing Board representative, rather than serving on year-long committees or speaking in a large meeting format. The bi-monthly meetings with parents are presented as informal get-togethers. 2017-2018 will be the first year that the Board members have initiated these meetings and we expect it to be a great success.

Parents have opportunities to participate in school functions such as:

- Open House two times a year
- Attending field trips
- Satisfaction survey annually aligned with the Charter School's LCAP annual update
- Helping in the learning lab/ resource center program as volunteers
- Assisting with the yearbook
- Assisting with prom
- Teachers are in touch with parents about individual student progress at least weekly

Employees of Pivot Charter Schools

The duties and responsibilities of key employees at Pivot Charter Schools are described in detail in Element 5. Following is the Pivot Organization Chart of **employees**:



V. EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. —Education Code Section 47605(b)(5)(E.)

Application Process

Pivot Charter School will not discriminate against any employee based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Pivot Charter School will adhere to applicable California laws, including fingerprinting and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. The interview process involves all staff at every level at each school location.

All employees must furnish or be able to provide:

- Proof of negative tuberculosis (TB) risk assessment or negative examination for TB in accordance with Education Code Section 49406;
- Fingerprinting for a criminal record check. Pivot Charter School will process all background checks as required by Education Code Section 44237;
- Documents establishing legal employment status.

The Pivot Charter School North Bay's Executive Director develops and coordinates the hiring and evaluation process for teachers and office staff. Selection is based on proven experience in educational leadership, educational vision, demonstrated ability in program design and ability to provide effective instructional leadership, and interest in and commitment to educational reform.

Executive Director

It is the goal of the Executive Director to operate and manage every aspect of an educational program and environment that will provide the best educational opportunities for students within the guidelines established by the charters and CA state law and further the mission of the Pivot Charter Schools. The Executive Director is the administrative head of the Charter School and executive officer of the Board to which he/she is responsible. The Executive Director shall have general supervision and management of all aspects of school operations. The Executive Director may delegate responsibility for administering various segments of charter school operations but shall be responsible to the Board for the results produced.

Description of duties:

1. Advising the Board and making written recommendations to the Board on programs, policies, budget and other school matters.
2. Attending Board meetings, committee and any other meetings relevant to directing Roads Education Organization.
3. Providing reports to the Board on progress, programs and problems of school operations.
4. Interpreting needs of school to the Board and policies of Board to school and community.
5. Informing and enlisting the support and understanding of the public.
6. Interpreting educational programs and their results to the community.
7. Oversee acquisition, safety and use of all school Resource Centers.
8. Maintaining relationships beneficial to the Charter School with local and state public leaders.
9. Development and implementation of compliant school policies.
10. Determination of staffing needs and hiring of staff as necessary.
11. Oversee all legal issues related to operation of charter school.
12. Development and monitoring of school budget.
13. Assigning, transferring, promoting and disciplining of staff; delegating and defining duties of staff.
14. Entering into and terminating contracts on behalf of the Charter School, subject to limitations in the fiscal policies.
15. Supervising and evaluating the instructional program.
16. Implementing policy and philosophical directions established by the Board.
17. Developing and implementing short and long-range planning.
18. Strategic planning for charter school.
19. Liaison between charter school and sponsoring District.

Qualifications:

1. Knowledge of charter school laws, independent study and the Education Code
2. Prior teaching experience and successful Directorship of a California Charter School
3. Ability to manage personnel and the implementation of programs
4. Ability to establish and maintain positive, respectful relationships with a variety of people
5. Master's degree in education preferred

Chief Business Officer

The Chief Business Officer is responsible for the financial operations of the Charter School and works with the Executive Director to oversee budget planning and policies. This is an administrative position that reports to the Executive Director.

Description of duties:

1. Responsible for the approval of Accounts Payable and payroll.
2. Develop and ensure implementation of IT support plan.
3. Responsible for approving employee purchase requests and develops a staff request system.

4. Manage of Accounts Payable Clerk. Work with EdTec and Accounts Payable Clerk on SACS coding policies and protocols. Ensure accounts payable staff code transactions consistently in accordance with policies and protocols.
5. Ensure setup and management of Amazon business account.
6. Manage vendor contracts and their payment plans to prevent cash flow problems.
7. Review and ensure fiscal compliance on contracts.
8. Develop, improve, and add fiscal policies as appropriate with the Executive Director.
9. Manage LCAP review/update each year, with input from EdTec, Executive Director, and Program Director.
10. Manage audit contracts and scheduling, and ensure compliance with legal audit obligations.
11. Ensure Pivot has and maintains DUNS number(s).
12. Attends necessary professional development to ensure knowledge of current fiscal laws.
13. Develop policies and protocols for inventorying school property.
14. Work with Executive Director and EdTec on budget, attendance, and apportionment certifications.

Qualifications:

1. Knowledge of financial policy, business management and accountability requirements
2. Ability to insure compliance with financial regulations and laws
3. Ability to implement school financial policy and procedures and communicate them effectively to school staff
4. Abilities to provide direction to others and make independent judgments, keep and maintain accurate records, meet deadlines and communicate in oral and written form

Program Director

The Program Director is responsible for the leadership of the credentialed staff and coordination of the Charter School's educational programs and policies. This is an administrative position that reports to the Executive Director.

Description of duties:

1. Develop, with staff, site by site implementation plans for educational programs, including associated schedules.
2. Monitor, evaluate, and follow up with site staff about educational program implementation.
3. Monitor all factors that contribute to Pivot's API scores.
4. Develop, implement, and monitor site safety plans, including training and a schedule of regular drills.
5. Stay up to date on site needs, events, and issues; ensure sites are running smoothly.
6. Oversee and work with Site Administrators on site discipline.
7. Ensure independent study paperwork and auditing is timely and compliant.
8. Oversee planning and compliance of field trips, including fundraising for field trips.
9. Ensure all teachers with preliminary credentials receive the support they need in order to clear their credentials.
10. Responsible for facilities acquisition and development of current and new resource centers.

11. Serve as WASC coordinator.
12. Assist Chief Business Officer with LCAP.
13. Work with the Director of Operations on Educational Coordinator caseloads.
14. Oversight of health policies and practices with School Nurse.
15. Assist in improving educational programs and resolving parent/student issues.
16. Oversee the planning of graduation ceremonies.
17. Lead the setup of summer school.
18. Assist in revising teacher evaluations.
19. Responsible for the updates and revisions to the Educational Coordinator

Handbook.

Qualifications:

1. Significant technological prowess and the ability to juggle many tasks at once
2. Knowledge of and ability to apply interpersonal communication techniques
3. Knowledge and understanding of school policy and procedures
4. Ability to manage personnel, provide direction to others and make independent judgments
5. California Teaching Credential

Regional Director

The Regional Director is responsible for the leadership of the credentialed staff and coordination of the Charter School's educational programs and policies. This is an administrative position that reports to the Executive Director.

Description of duties:

1. Develop, with staff, site by site implementation plans for educational programs, including associated schedules.
2. Monitor, evaluate, and follow up with site staff about educational program implementation.
3. Retrain staff and adjust plans as appropriate.
2. Stay up to date on site needs, events, and issues; and ensure sites are running smoothly.
3. Work with teachers to ensure independent study paperwork and auditing is timely and compliant.
4. Serve as WASC coordinator overseeing site completion and ongoing processes.
5. Investigate and recommend potential new curriculum.
6. Assist in improving educational programs and resolving parent/student issues.
7. Research and oversee implementation of network supervision software.
8. Monitoring of Educational Coordinators and their student caseloads.
9. Develop and oversee the Staff Wellness Program.
10. Responsible for the updates and revisions to the Student Parent Handbook.
11. Develop and implement staff trainings.

12. Work with local staff on development, implementation, and evaluation of Fun Fridays, Field Trips, Genius Hours, Community Service Opportunities, Internships, Pathways and Collaboration Courses as well as implementation of 4 Cs in general.
13. Work with Site Administrators to ensure positive school culture and to develop site schedules reflecting required workshops.
14. Assist Site Administrators and staff in community relations and outreach.
15. Assist in supervising planning and implementation of special events such as open houses and back to school nights.
16. Serve as liaison between the site and appropriate administrative staff in determining programmatic needs, making sure questions that arise locally are communicated to administrators.

Qualifications:

1. Significant technological prowess and the ability to juggle many tasks at once
2. Knowledge of and ability to apply interpersonal communication techniques
3. Knowledge and understanding of school policy and procedures
4. Ability to manage personnel, provide direction to others and make independent judgments
5. California Teaching Credential

Director of Operations

The Director of Operations is responsible for the management of classified staff, state reporting, and support of the Executive Director in conducting the day-to-day operations of the Charter School. This is an administrative position that reports to the Executive Director.

Description of duties:

1. Manages classified staff including Site Coordinators and the Registrar.
2. Participate cooperatively with the Executive Director in Site Coordinator, Admissions Coordinator and Registrar evaluations.
2. Maintenance of data and management in the Student Information System side of CALPADS reporting, including compliance reports, clearing anomalies, concurrent enrollment and certifying reports.
3. Works with Site Coordinators and Admissions Coordinator on maintaining accurate enrollment tracking.
4. Holds weekly meetings with Enrollment Team including Site Coordinators, Registrar and Admissions Coordinator.
5. Train on and oversee Registrar with Credit Evaluations and is available as back up to the Registrar on student transcript questions credit evaluations.
6. Works with Executive Director and dispenses information to Registrar and team regarding teacher caseloads.
7. Train and monitor Site Coordinators/Registrar/Admissions coordinator on proper enrollment procedures and documentation.

8. Train Teachers on Student Information system and available for all questions and troubleshooting.
9. Create training manuals on student information and Pivot enrollment procedures.
10. Responsible for the Student Information System setup & management.
11. Responsible for the creation and maintenance of Course Catalogs.
12. Monitor and update all English Learner, Homeless Student, and district of residence statuses in the student information system.
13. Collaborate with Director of Special Education to make sure information is accurate and updated in the Student Information System.
14. Run reports in the Student Information System for Executive Director, Marketing, Program Director, Systems and Accountability Coordinator to facilitate Site Coordinators and Registrar in completing projects.
15. Oversight of Site Coordinator audit of compliance files.
16. Manages all attendance in the Student Information System and attendance verifications and error checks. Works with teachers on clearing attendance anomalies.
17. P1, P2, and P-Annual Attendance, including working with Teachers on deadlines, running checks, corrections of anomalies, running final reports, and working with back office company, Executive Director and Chief Business Officer on completion of reports.
18. Work with Director of Human Resources to make sure all staff are added correctly to the
19. SIS with correct NCLB and state codes.
20. Works with Executive Director to create reports for Board Meetings.
21. Weekly reports to Site Coordinators to make sure data is being entered in correctly and timely.
22. Assists in compiling necessary paperwork for annual compliance audits.
23. Assists in reports to the state and governments (CBEDS, SARC, and Civil Rights Reporting).

Qualifications:

1. Knowledge of public school enrollment process and policy
2. Knowledge of and ability to manage state reporting
3. Comprehensive understanding and management of Student Information System
4. Ability to manage personnel, provide direction to others and make independent judgments
5. Skills to manage school enrollment processes, communicate effectively and problem solve

Director of Human Resources

The Director of Human Resources is responsible for coordination of the Charter School's personnel procedures and supports the Executive Director in personnel management and operations. This is an administrative position that reports to the Executive Director.

Description of duties:

1. Reviews and maintains all Live Scan results for employees and independent contractors.

2. Creates and maintains employee personnel and independent contractor files including the processing of all new hire paperwork.
3. Creates all at will letters of appointments.
4. Assists with processing of health benefits paperwork and enrollment for eligible employees.
5. Processes payroll with EdTec, including position changes, timesheets, etc.
6. Creates and maintains staff records in the Student Information System. Works with Director of Operations to make sure all staff are added with correct credentials and state codes.
7. Tracks employee time off and expiration of credentials and TB tests.
8. Review and ensure exempt vs nonexempt status of employees.
9. Supervises acceptability of credential types and job positions.
10. Processes all corporate documents including tax forms etc.
11. Oversees all risk management and processes all employee family, medical and pregnancy leaves.
12. Stays current on and implements required employee trainings and ensures compliance of all employees.
13. Responsible for the creation of all job descriptions and the management of job postings.
14. Works with Director of Operations to track and maintain time off, overtime, and make up time approvals and forms for classified staff.
15. Works with Executive Director to track and maintain time off approvals and forms.
16. Creates and maintain staff Pivot email accounts.
17. Requests and maintains certificates of insurance for vendors.
18. Reports all worker's compensation, student injury, and property claims to insurance and tracks paperwork.
19. Tracks and retains classified employee timesheets ensuring legal compliance and works with Director of Operations to ensure accuracy.
20. Responsible for notifying all job applicants of status of employment.
21. Attends necessary professional development workshops to ensure compliance with employment law.
22. Updates Personnel Manual for legal compliance.

Qualifications:

1. Knowledge of personnel policy and employment law
2. Ability to establish and maintain positive, respectful relationships with a variety of people
3. Ability to implement school personnel policies and communicate them effectively to school staff
4. Ability to create and maintain personnel records and deadlines
5. Problem solving skills, attention to detail, and the ability to prioritize work

Director of Special Education

The job of Director of Special Education is created for the purposes of implementing and maintaining birth to age 21 Special Education programs and services in conformance to SELPA,

State and Federal objectives; providing written support and/or conveying information; serving as a resource to patrons, school personnel and the Board; and maintaining adequate staffing to ensure objectives of programs and services are achieved within budget in conjunction with the Executive Director. This is an administrative position that reports to the Executive Director.

Description of duties:

1. Collaborates with Pivot Executive Director and school special education teachers for the purpose of implementing and maintaining services and/or programs. Sets staffing levels for school special education programs for the purpose of providing services with fiscal efficiency.
2. Directs, supports, supervises personnel and contractors, for the purpose of delivering services which conform to established guidelines.
3. Develops proposals, new programs, budgets and grants for the purpose of meeting Pivot goals.
4. Evaluates Pivot Special Education programs and monitors the implementation of special education and compliance with regulations in each location, for the purpose of carrying out and achieving objectives within area of responsibility.
5. Facilitates meetings and processes, for the purpose of implementing and maintaining Special Education programs and services of the Pivot schools which achieve desired objectives.
6. Implements assigned programs and/or projects for the purpose of conforming to Pivot and state curriculum and/or instructional objectives.
7. Manages fiscal resources from the General Fund and special education grants, prepares budgets in conjunction with the Executive Director and business office and directs spending, and monitors maintenance of effort, for the purpose of fiscal efficiency in providing required services.
8. Prepares documentation and reports data to the California Department of Education and the SELPAs for the purpose of providing written support, conveying information, and complying with Federal and State regulations.
9. Communicates information on programs, services, and regulations to school personnel, parents, the Board and other Pivot schools for the purpose of understanding of the programs.
10. Recruits, hires, supervises, and evaluates Pivot-level special education staff including contracted agencies speech pathologists and assistants, school psychologists, occupational therapists, physical therapists for the purpose of carrying out objectives within areas of responsibility.
11. Supervise the identification, evaluation, and placement of students referred for special education.
12. Supervise preparation of Program Quality Reviews for special education.
13. Provide information, assistance, and counseling to parents of special education students through conferences and home visits.
14. Represent Pivot Charter Schools/ Roads Education Organization in due process hearings and mediation.

15. Supervise and assist in evaluation of student progress through coordinating academic, health, language, and psychological testing.
16. Serves as the Pivot Administrative Representative for IEP meetings, SELPA meetings as needed.
17. Serves as the Pivot liaison to the SELPA(s) and the California Department of Education for coordination of Special Education services; and manages special education complaints, for the purpose of providing required services.
18. Coordinates with outside agencies to provide services to students and staff, for the purpose of offering appropriate services.
19. Directs the Medicaid Administrative Claiming process and direct billing of Medicaid-eligible special education services provided by the Pivot schools, for the purpose of gaining fiscal resources.
20. Supervises the training of Special Education Coordinators, contractors and special education instructional assistants for the purpose of assuring well-trained personnel.
21. Writes Pivot Charter School's Board Policy for special education as is needed or required, for the purpose of ensuring program consistency and compliance with state and federal rules in all locations.
22. Maintains a high level of knowledge regarding developing special education issues, changes in the laws and case law, and educational methods of educating students with disabilities, for the purpose of managing an excellent special education program.
23. Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
24. Advises Executive Director regarding special education and other matters.
25. Conducts job at one of Pivot's four resource centers (this is an onsite job)
26. Travel to all resource centers at least once every 6-8 weeks (with more frequency at Pivot North Bay) for purposes of oversight and assistance.
27. Attends IEP meetings via video conference calls or in person when needed.
28. Provide Educational Psychology services as needed and is appropriate.

Qualifications:

1. Knowledge of special education curriculum and programming, California and Federal education law and policies
2. Abilities to provide direction to others and make independent judgments, keep and maintain accurate records, meet deadlines, communicate with individuals of varied cultural and educational backgrounds, communicate in oral and written form
3. Skills to manage personnel and programs, communicate effectively, problem solve
4. California Special Education Credential

School Counselor

Under the supervision of the Program Director, the counselor will assist students to: understand and make maximum use of their abilities, meet the demands of school expectations, develop positive interpersonal relationships, and set goals and meet achievement levels appropriate to those goals. Additionally, the School Counselor will serve as a student advocate; serve as a liaison

between teachers, parents, and students; assist staff and families with crisis intervention; serve as Intervention Coordinator and provide counseling services per students' IEPs as appropriate.

Description of duties:

1. Monitor the academic progress of students and coordinate appropriate interventions to improve student achievement and attendance.
2. Analyze and interpret a variety of data in order to assist in the development of an appropriate educational plan for students.
3. Assist students in planning realistic educational goals and understanding their aptitude and ability.
4. Counsel students to help them overcome potentially disabling educational, personal, behavioral and social problems.
5. Provide counseling services to students per their Individual Education Plans.
6. Provide feedback and support to teachers regarding student social and emotional needs.
7. Provide training and oversight to staff on matters related to child abuse reporting and suicide prevention.
8. Serve students and teachers at the school site and travel to multiple sites throughout the state as needed but no less than 4 times a year.
9. Distribute relevant guidance information to students and staff.
10. Consult with representatives of public and private agencies in providing information regarding students and pre- screen pupils for possible referral to other supportive services or agencies within the community.
11. Consult with parents as appropriate regarding educational, social and vocational needs of their students.
12. Facilitate student/teacher/counselor/parent conferences regarding student's educational or social/emotional progress and future educational goals.
13. Consult and confer with parents, staff members, and students to facilitate student articulation between schools and grade levels.
14. Develop and assist with implementing the Pivot Network's school crisis intervention plans.

Qualifications:

1. Knowledge of intellectual, emotional, social, and physical development of adolescents
2. Knowledge of and ability to apply interpersonal communication techniques
3. Ability to understand and accept individual differences in children and parents
4. Ability to effectively communicate and maintain cooperative relationships with those contacted in the course of work
5. Pupil Personnel Services Credential

Curriculum Coordinator

Under the direction of the Program Director, the Curriculum Coordinator is responsible for the implementation and development of curriculum systems and policies. This position requires a great

understanding of state mandated curriculum.

Description of duties:

1. Guide the administrative team through the selection, development, implementation, and evaluation of curriculum and instruction.
2. Assign and oversee graders in all curriculum systems.
3. Serve as a curriculum liaison to Pivot administration and designated subject area committees.
4. Provide input into district policy and oversee compliance with policies.
5. Assists in keeping the community informed about the curriculum and instructional programs of the charter schools and student achievement.
6. Designs and implements feedback from staff, parent, student, and community members regarding curriculum and instruction and overall program.
7. Reports at least monthly to the Executive Director and Program Director and annually to the Board regarding the curriculum and staff development needs of their schools.
8. Works with Program Directors in the improvement of individual staff competencies.
9. Frequently visits each Pivot school to observe instruction and to encourage, guide, and support staff.
10. Implement professional development programs and activities to train and support teachers using the curriculum systems.
11. Develop and implement district curriculum initiatives including differentiated instruction, project-based learning, and offline learning.
12. Investigate grant opportunities and prepare grant applications.

Qualifications:

1. Problem solving skills, attention to detail, and the ability to prioritize work
2. Ability to manage multiple differing tasks at once
3. Exceptional knowledge of state mandated curriculum
4. California Teaching Credential

Systems and Accountability Coordinator

Under the direction of the Chief Business Officer, the Systems and Accountability Coordinator is responsible for school curriculum systems and accounts in alignment with state mandated requirements. This position requires a great understanding of state mandated curriculum.

Description of duties:

1. Responsible for the set-up and maintenance of curriculum systems and accounts.
2. Responsible for developing, editing, and refining courses in all curriculum systems.
3. Implements state mandated curriculum requirements, including:
 - a. Align curriculum with Content Standards

- b. Investigate and acquire appropriate and varied resources for implementation of Pivot-wide curriculum TK – 12
- c. Develop curriculum and activities for offline learning
- d. Assure curriculum compliance with applicable state and federal regulations
- 4. Assign and oversee graders in all curriculum systems.
- 5. Provide input into district policy and oversee compliance with policies.
- 6. Oversees the district’s state testing program, including analysis of test results.
- 7. Serves as primary Dashboard coordinator and supports schools in improving school performance on Dashboard indicators.
- 8. Ensures all data tabulated in Dashboard is being collected properly.
- 9. Assumes responsibility for design and implementation of a local system of assessment tied to Dashboard indicators.
- 10. Assists in keeping the community informed about the curriculum and instructional programs of the charter schools and student achievement.
- 11. Reports at least monthly to the Executive Director and Program Director and annually to the Board regarding the curriculum and staff development needs of their schools.
- 4.12. Investigate grant opportunities and prepare grant applications.

Qualifications:

- 1. Problem solving skills, attention to detail, and the ability to prioritize work
- 2. Ability to manage multiple differing tasks at once
- 3. Exceptional knowledge of state mandated curriculum
- 4. California Teaching Credential

Site Administrator

Under the direction of the Program Director, the Site Administrator is responsible for daily operations of the Resource Center and serves as the on-site Administrator. This position requires excellent decision-making skills and the ability to handle many tasks at once.

Description of duties:

- 1. Bring the local team together and ensure positive school culture of staff, students and parents.
- 2. Work with Program Director to develop site schedules reflecting required workshops aligned with data analysis, flex time as well as responsive to student need.
- 3. Ensure all local staff receive adequate communication about site level operations.
- 4. Work with Program Director and local staff on development, implementation, and evaluation of Fun Fridays, Field Trips, Genius Hours, Community Service Opportunities, Internships, Pathways and Collaboration Courses as well as implementation of 4 Cs in general.
- 5. Work with site coordinator to decide school supply needs, and ensure Amazon wish list is being properly managed and updated.
- 6. Work with Regional or Program Director to ensure safe & efficient operations of facility.

7. Lead individual site meetings, community relations, and outreach.
8. Lead and supervise planning and implementation of special events such as open houses and back to school nights.
9. Serve as liaison between the site and appropriate administrative staff in determining programmatic needs.
10. Responsible for making sure questions that arise locally are communicated to administrators before making local decisions.
11. Clearly communicate in a timely fashion upcoming plans for local site events to leadership team and ensure google calendars are updated accordingly.
12. Not responsible for intervening in personnel grievances or disputes, setting policies & school district relationships.
13. Is not responsible for determining intervention or withdrawal criteria and decisions, but should provide guidance to ECs on strategies to try with struggling students.
14. Serves as bottom line decision maker on matters of discipline where discrepancies arise, in conjunction with Program Director.
15. Serve as a resource to staff regarding student management issues.
16. Ensure implementation of the crisis management plan and school safety requirements.
17. Develop site schedule with input from Program or Regional Director on allocation of teacher time on site.
18. Facilitate required testing and assessment.
19. Ensure field trips are occurring monthly and in accordance with all applicable policies.
20. Ensure schoolwide discipline policies are enforced consistently.
21. Implement mentor teacher program.
22. Works with Systems and Accountability Coordinator to develop site specific plan to address areas of deficiency based on data analysis.
23. Develop and Implement Site Based Student Orientation Programs several times a year.
24. Ensure compliant lottery process.

Qualifications:

1. Significant technological prowess and the ability to juggle many tasks at once.
2. Knowledge of and ability to apply interpersonal communication techniques.
3. Skills to manage personnel and programs, communicate effectively, problem solve.
4. Ability to understand and accept individual differences in children and parents.
5. California Teaching Credential

Site Coordinator

Under the supervision of the Director of Operations, the Site Coordinator is responsible for student enrollment, maintenance of student files, and a variety of duties to assist in the daily operations of the resource center. This position requires organization and the ability to handle many tasks at once.

Description of duties:

1. The Site Coordinator is the first point of contact for families interested in enrolling their students in Pivot Charter School. They deliver information to the families and answer questions regarding the Pivot Program including giving tours to interested families.
2. Promotes and maintains a positive and effective school climate by ensuring that all interactions with staff, students, parents, and the public at large are prompt, efficient, helpful and friendly.
3. In charge of making sure the Student Registration Packet is complete with all of the documents that are legally required to enroll a student in a CA public School.
4. Responsible for maintaining and updating all student demographic information and start dates in the system.
5. Are trained to watch for issues such as custody, immunizations, Special Education, 504, age, discipline and location to our school for enrollment and pull in the appropriate staff to assist in these areas.
6. Responsible for maintaining and updating student enrollment files and cumulative files including entering student registration information into the Student Information System.
7. Supervises the maintenance of student records, including assessment results, test scores, discipline citations, medical reports and records, and other documents.
8. Help in general up-keep of the Resource Center cleanliness and pulls in support from the
9. Site Admin on repairs and improvements.
10. Processes all mail and is responsible for mailing student report cards and transcript requests.
11. Responsible for auditing all teacher compliance files and sending information to Director of Operations, Site Administrator, Program Director, Curriculum Coordinator, and Executive Director.
12. Sends weekly updates on enrollment, resource center and projects to Director of
13. Operations, Program Director and Executive Director.
14. Works with Marketing when necessary to answer questions or help plan events.
15. Facilitates staff in planning and setting up events and field trips.
16. Is primary on phones for resource center. Answering and directing phone calls/questions.
17. Develops, implements and monitors work practices, systems, and methods that are effective and consistent with school standards, policies, and procedures.
18. Responsible for inventory-receives, and distributes/stores classroom, school office and workroom materials and supplies; maintains ongoing inventory; processes packing slips.

Qualifications:

1. Organization, attention to detail, and problem solving skills
2. Written and verbal communications skills
3. Proficiency in Microsoft Office and other software programs
4. Knowledge of clerical and administrative procedures and systems such as filing and record keeping

Education Specialist

The Pivot Charter School Education Specialist job requires immense amounts of flexibility and organizational skills. Under the direction of the Director of Special Education, the Education Specialist will be responsible for providing direct services to students and other activities of the Special Education Department; provide leadership and supervision to all school personnel as it relates to special education.

Description of duties:

1. Provide instruction to students with special needs and identified learning disabilities in a resource specialist type program.
2. Tutor individual and small groups of students, reinforcing language and reading concepts and academic needs as specified in the IEP.
3. Administer and score individual and group tests and standardized achievement tests.
4. Assist in conducting IEP meetings.
5. Communicate and coordinate special needs evaluation and testing with speech teacher, psychologist, and other service providers.
6. Communicate with parents regarding individual student progress and conduct.
7. Maintain progress records and record progress toward IEP goals.
8. Ensure all students are receiving services commensurate with their IEPs and making ongoing progress toward meeting goals as outlined in their IEPs
9. Monitor the Individual Education Plan (IEP) and process.
10. Coordinate the selection of alternative curriculum for special education students that is aligned with the Charter School's core curriculum.
11. Assist in coordinating special education services with private and other agencies
12. Implement and maintain an integrated student data base of special education
13. students and their IEPs in appropriate systems in a timely and compliant manner
14. Support teachers in implementing Special Education programs and services.
15. Facilitate the development and implementation of action plans intended to accomplish specific goals and objectives related to special education.
16. Work collaboratively with the Director of Special Education and Executive
17. Director to meet school goals and ensure alignment of programs, services, and operations of special education.
18. Direct and coordinate other special projects and duties as assigned by the Director of
19. Special Education.

Qualifications:

1. Significant technological prowess and the ability to juggle many tasks at once.
2. Knowledge of and ability to implement Special Education law and policy
3. Ability to understand and accept individual differences in children and parents.
4. California Special Education Teaching Credential

Educational Coordinator

The Pivot Educational Coordinator job requires immense amounts of flexibility and organizational

skills. The role of the teacher at Pivot Charter School is to monitor student progress online daily, provide feedback, encouragement and support to students, provide academic support in their areas of expertise on site for students needing help and produce accurate, timely and compliant documentation of independent study attendance. Teachers do not necessarily provide direct instruction to a “class” of students on a daily basis but are on site every day. The teacher, called an Educational Coordinator, counsels, mentors, provides oversight and direction and provides whatever support it takes to help students succeed in their academic endeavors. This position requires significant technological prowess and the ability to juggle many tasks at once.

Description of duties:

1. Maintains accurate and up-to-date documentation of student learning for their independent study program, student attendance and student progress.
2. Compiles student learning files and electronically documents all required educational data for independent study program as prescribed by the Director.
3. Oversees student work, attendance and completion rates and makes recommendations for program changes accordingly.
4. Teaches and guides in accordance with the abilities and achievements of the pupils assigned to him or her, and in conformance with the charter school's' philosophy, goals and objectives as expressed in the adopted courses of study in independent study.
5. Improves each student's ability to read, write, compute, speak, and problem solve; monitor and document this progress through a variety of assessment techniques.
6. Performs accurate and timely accounting of student activities, i.e., master agreements, course contracts, portfolios, learning logs, grade reports, attendance reports, contact logs, and other documents deemed necessary for compliance.
7. Demonstrates evidence of team building, collaboration, creative problem solving, flexibility, conflict resolution, cultural sensitivity, and genuine care for each student.
8. Maintains a professional demeanor and high expectations in his or her meetings/interactions that is conducive to learning, and works cooperatively with administrators and colleagues in attempting to resolve problems.
9. Identifies and attempts to meet special needs of pupils, and initiates referrals to special programs as necessary.
10. Communicates frequently with pupils and parents regarding the educational and social progress of pupils.
11. Prepares formal progress reports and provides other information appropriate for inclusion in the cumulative records of the pupils assigned to his/her student list.
12. Ensures a high level of student attendance and work product completion.
13. Full time teachers serve a caseload of 25-40 independent study students. (Maintaining a schoolwide ratio of 25:1 FTE to ADA)
14. Supervises extracurricular activities as directed including Fun Fridays and field trips.
15. Serves, as requested, on school and organization-wide committees and project teams.
16. Is on site 40 hours a week providing direct instruction in small groups and classes as well as learning lab supervision.
17. Participates in marketing promotional events each semester outside of the regular school day.

18. Attends and participates in required in-services training activities and works with Directors in planning his/her own in-service program.

Qualifications:

1. Significant technological prowess and the ability to juggle many tasks at once.
2. Knowledge of and ability to apply interpersonal communication techniques.
3. Ability to understand and accept individual differences in children and parents.
4. California Teaching Credential

School Nurse

The Charter School must abide by the laws and regulations that pertain to immunizations in the California public schools and other health regulations. It is essential to keep accurate records of the student's immunizations and health issues.

Description of duties:

1. Assess student immunization status and ensure compliance with California law.
2. Maintain and update accurate student immunization records in the Student Information System and in a trackable Google spreadsheet.
4. Communicate with Enrollment Team to maintain current student records and follow up with Site Coordinators regarding student's missing vaccines.
5. Review student medical records to identify students with potential for classroom health emergencies as well as parent requests for medications on campus.
6. Recognize problems and impediments and report them to Administrative Staff.
7. Coordinate with Director of Operations regarding communication of Health & Safety requirements through enrollment process.
8. Communicate with and develop notices for parents/guardians regarding Health & Safety concerns.
9. Serve as a resource person to the Educational Coordinators and Administrative Staff on questions concerning Health & Safety.
10. Assist in the development of Health & Safety Policies.
11. Work to acquire Epi-Pens at all Pivot Charter School sites.
12. Additional duties and projects as assigned by the Program Director and Administrative Staff.

Qualifications:

1. Attention to detail, organization, and problem solving skills
2. Written and verbal communications skills
3. Time management skills and the ability to prioritize work
4. Prior knowledge in the medical field with the ability to read and understand medical terminology as it relates to health, safety, and immunizations

See **Appendix F** for a sample 360 evaluation tool.

VI. HEALTH AND SAFETY

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish ~~it~~[the charter school](#) with a criminal record summary as described in Section 44237. California Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, Pivot Charter School North Bay implements full health and safety policies and procedures and risk management policies in consultation with its insurance carriers and risk management experts. These policies shall be incorporated into Pivot Charter School North Bay's student and staff handbooks and shall be reviewed on an ongoing basis by the Executive Director and Board of Directors. Pivot Charter School North Bay shall ensure that staff are trained on the health and safety policies.

The following is a summary of the health and safety policies of Pivot Charter School:

Procedures for Background Checks

Employees and contractors of Pivot Charter School shall be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director of Pivot Charter School shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

The Charter School adheres to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325–120375 and Title 17, California Code of Regulations Sections 6000–6075. If required, all rising and enrolled students in grades 7-12 must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School adheres to Education Code Section 49423 regarding administration of medication in school.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Emergency Response

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood-borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Drug Free / Alcohol Free/ Smoke Free Environment

The Charter School maintains a drug, alcohol, and smoke free environment.

Facility Safety

Pivot Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Pivot Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Pivot Charter School shall conduct fire drills as required under Education Code Section

32001.

Vision/Hearing/Scoliosis

The Charter School adheres to Education Code Section 49450 *et seq.* as applicable to the grade levels served.

Diabetes

The Charter School shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Title IX Coordinator

The Charter School adheres to Education Code 221.5-231.5, collectively known as the Sex Equity in Education Act including that all persons, regardless of their gender should enjoy freedom from discrimination of any kind in the educational institution. These laws expand upon gender equity and Title IX laws. Additionally, the Charter School will comply with Education Code 221.61 and post the name and contact information of the Title IX Coordinator, rights of students, rights and responsibilities of the public school, information and weblinks to the Office for Equal Opportunity and US Dept. of Education's Office for Civil Rights, and a description on how to file a complaint on its website.

First-Aid and CPR Certified

The Charter School is committed to providing a safe environment for students and staff by providing annual CPR and First Aid Training for all certificated staff as recommended by Education Code 49413. Certifications are valid for two years, so staff attends as needed to stay current with certifications.

Administration of Epinephrine Auto-Injectors

The Charter School shall comply with Education Code Section 49414, as amended by SB 1266, requiring schools to provide emergency epinephrine auto-injectors to school nurses or trained personnel who have volunteered, and provides that school nurses or trained personnel who have

volunteered may use epinephrine auto-injectors to provide emergency aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction.

The Charter School stocks 2 adult Epi-pens and 2 junior Epi-pens in a well-marked room-temperature unlocked but secure location.

Head Lice

The Charter School has established protocols for identifying and responding to the occurrence of head lice on campus, as well as notification procedures and educational materials for families and staff.

Emergency Preparedness

The Charter School adheres to an Emergency Preparedness Handbook drafted for Pivot Charter School by Hytropy Reverse Disaster. This handbook includes, but is not limited to, the following responses: fire, flood, earthquake, terrorist threats, hostage situations, and medical emergencies.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent by Hytropy Reverse Disaster or other trained professionals. The Emergency Preparedness Handbook is quite extensive and will be provided upon request.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Pivot Charter School's discrimination and harassment policies.

VII. RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the [charter](#) school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

All students are welcome at Pivot Charter School North Bay regardless of their race or ethnicity. Pivot Charter School North Bay shall not discriminate on any of the bases listed in Education Code Section 220. The Charter School's program is designed to reverse the pattern of low socio-economic and highly ethnically diverse populations underperforming in traditional schools. As such, the Charter School has instituted a recruitment program designed to educate and inform potential students about its instructional program and to seek and recruit students who traditionally have been underserved and/or have underperformed in traditional school environments.

The recruitment program includes, but is not necessarily limited to:

- Advertising through Google ads.
- Advertising on social media sites as well as using the Pivot North Bay social media accounts such as Instagram, YouTube, and Facebook to create an online community.
- Developing promotional material, such as brochures and banners in Spanish and distributing them at farmers markets, community centers, churches, open houses, and with local vendors that serve students in the Santa Rosa community.
- Visiting community centers as well as parks and recreation facilities when educationally-related events are held.
- Attending and participating at local neighborhood events to promote the Charter School and meet prospective students.
- Developing partnerships with local racially and ethnically-affiliated community organizations as a source of referrals for prospective students.
- Organizing open house and school tour visits to offer opportunities for prospective students and families to learn more about the Charter School and its programs.
- Using teachers and staff to develop a teacher referral network from other schools for prospective students.

Specifically, Pivot North Bay works with the following organizations to promote the school and enrollment and support services of the school.

Girls and Boys Club of Santa Rosa

Los Cien

SAY

The Hispanic Chamber of Commerce

CAP Sonoma

The Violence Prevention Partnership

Graton Tribe

Pivot Charter School North Bay will maintain an accurate accounting of the racial and ethnic makeup of the Charter School on an ongoing basis.

VIII. STUDENT ADMISSION ~~REQUIREMENTS~~ POLICIES AND PROCEDURES

Governing Law: Admission ~~requirements, if applicable policies and procedures, consistent with subdivision (d).~~ Education Code Section 47605(b)(5)(H).

Pivot Charter School accepts all students who are residents of Sonoma County and adjacent counties pursuant to Education Code Section 51747.3, and shall not discriminate on the basis of any characteristic described in Education Code Section 220. The Charter School is a public TK-12 school and does not charge tuition. Pivot Charter School North Bay is committed to maintaining a diverse student population, utilizing outreach efforts to recruit students who traditionally have been underserved. No student shall be required to attend the Charter School, and alternative school choices are available at other schools within the District. Pivot Charter School North Bay shall comply with all laws establishing minimum and maximum age for public school attendance. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, except as required by Education Code Section 51747.3. Admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

All students who are interested in enrolling at Pivot Charter School North Bay are required to complete an application for admission. Applications are available online or at the resource center, and completed registration forms can be submitted online, through email, snail mail or in person at the resource center.

No specialized admission tests are required; however, tests may be administered after admission to determine the proper placement of students. All students who wish to enroll in the Charter School are admitted, unless the number of applications exceeds the number of seats available. An open enrollment period is held to determine the number of applications for admission.

If the number of applications exceeds the enrollment capacity by an enrollment deadline established by the Charter School Board, a public random drawing is held. Existing students of the Charter School have an automatic right to continued enrollment in the Charter School should they wish to do so and shall not be included in the public random drawing. Pivot Charter School North Bay grants admission preference in the public random drawing ~~as follows in this~~ to students in the following order of priority as follows:

1. Siblings of students ~~already admitted to or~~ attending Pivot Charter School North Bay
2. Children of Pivot Charter School North Bay employees
3. Residents of the District

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

There is no weighted priority assigned to these above listed admission preferences. ~~If there are students on the waitlist in each category,~~ The lottery shall draw names from pools of ballots

differentiated by grade level. Students from the first preference category (siblings) will be selected first. Then students from the second preference category (children of employees) will be selected and then children from the third category (residents of the District) will be selected. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference group until all available spaces are filled.

students from the first preference category will be selected first. Then students from the second preference category will be selected and then the third. If there are more students in each preference category than spaces available, a random drawing will be held from within each preference group.

AAt the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application to parents and form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

The following are lottery procedures policies that were sent to families, posted to the web site and implemented in the 2016-2017 school year for the lottery process at Pivot North Bay, which may be amended by the Charter School as necessary:

- Pivot Charter School North Bay We will maintain a waitlist. Students will be placed on the waitlist when we have received a completed enrollment packet including all required ancillary documents. Note: Drop slips and drop grades are not included in required documentation.
- Pivot Charter School North Bay We will conduct a random public lottery drawing at 2:00pm every Monday except for holidays. Note: This will only occur if spaces become available in the prior week.
- Pivot Charter School North Bay will announce upcoming drawings on our website:- www.pivotnorthbay.com.
- If there are openings, families on the waitlist will also be sent an email by 12:00 pm on Mondays notifying them that the lottery will take place. Note: Please make sure to keep your email up to date with Pivot Charter School North Bay and be checking it regularly.

- Families do not need to physically attend the lottery, however, you are welcome to come to the resource center at 2:00 pm on Mondays if we are holding a lottery drawing.
- To ensure confidentiality, Pivot Charter School North Bay will use the student's local ID number to draw students from the waitlist.
- After the public random drawing, families will be informed by 3:00 pm if their student's ID was chosen in the drawing. If you do not receive an email and phone call, you can assume your student's ID number was not chosen from the drawing.
- Pivot Charter School North Bay will only draw for the amount of spaces that became available the prior week.
- Families will have until the Wednesday immediately following the Monday drawing at 5:00 pm to inform the Admissions Coordinator they are accepting the enrollment spot, effective immediately.
- In order for a student to begin working in our school, we need withdrawal grades. There are no exceptions to this. Withdrawal grades must be submitted within one week of being awarded the enrollment spot from the lottery draw or the student will lose their enrollment space.
- If students do not want to enroll in Pivot Charter School right away and avail themselves of the lottery space they were granted, or if the Admissions Coordinator does not get a response from the family by the deadlines stipulated above, the enrollment space will be forfeited, the family will be removed from the waitlist (unless they inform the Admissions Coordinator of their desire to remain on the waitlist, in writing) and the school will conduct another drawing for the available space on the next Monday at 2:00 pm.

IX. FINANCIAL AUDIT

Governing Law: The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Pivot Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

X. SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).

Each student and his or her parent or guardian will be provided with a copy of the following discipline policies, including the Suspension and Expulsion Policy and Procedures in the Parent/Student Handbook and will be required to verify that they have reviewed and understand the policies by signing receipt of the Parent/ Student Handbook. All handbooks will be updated for all new laws in summer 2018 and will be promptly provided to the authorizer.

Suspension and Expulsion Policy and Procedures

The following Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary,

modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the charter school's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Parent/Student Handbook, which is given to each student via electronic delivery (and it is accessible on the school's web page) upon enrolling.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws, including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified above for suspensions longer than 10 days, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified above for suspensions longer than 10 days, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but

does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus; or
- during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses - Suspension

1. **Discretionary Suspension Offenses:** A student may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a pupil's own prescription products.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - (1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is

made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) ~~rights~~ by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities,

or privileges provided by the Charter School.

- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension,

but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference: Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, [in accordance with Education Code Section 47605\(b\)\(5\)\(J\)\(i\)](#). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians: At the time of suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the

suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. *Suspension Time Limits/Recommendation for Expulsion:* Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Enumerated Offenses – Expulsion

1. **Discretionary Expellable Offenses:** Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

- g) Stole or attempted to steal school property or private property, [which includes but is not limited to, electronic files and databases.](#)
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a pupil's own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, [which includes but is not limited to, electronic files and databases.](#)
- l) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, [which includes but is not limited to, electronic files and databases.](#) For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent

of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) ~~rights~~ by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with

his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv) , inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or

attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

E. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. Expulsion Procedures

As required by Education Code section 47605(b)(5)(J)(ii), sStudents recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules that relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the

pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there

are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

H. Special Procedures for the Consideration of Suspension and Expulsion of Students With Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the charter school, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

If the parent of a child with a disability disagrees with any decision regarding placement or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, they may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis

when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
 - b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
 - c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.
6. Interim Alternative Educational Setting
The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.
7. Procedures for Students Not Yet Eligible for Special Education Services
A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to charter school supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, if the parent has refused services, or if the student has been evaluated and determined to not be eligible.

I. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

J. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board, who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

K. Written Notice to Expel

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- a. Notice of the specific offense committed by the student
- b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

- a. The student's name
- b. The specific expellable offense committed by the student

L. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

M. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

N. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

O. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

P. Readmission

The decision to readmit a pupil or to admit a previously-expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with

the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

XI. EMPLOYEE RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or the federal social security. Education Code Section 47605(b)(5)(K).

Retirement

~~Eligible (.75 FTE) e~~Certificated employees who are deemed eligible under state law shall participate in the State Teachers' Retirement System ("STRS"), in which the employer and the employee each contribute the statutory amount. All other employees shall participate in the Federal Social Security Program. Other retirement programs have been made available to all employees, such as an elective employee contribution to a 403(b) plan. For employees not eligible for STRS, employer matching ~~may~~^{is} also ~~be~~ available for contributions to the 403(b) plan. The Executive Director and the Chief Business Officer shall be responsible for ensuring accurate and timely reporting to the retirement systems and ensuring that arrangements for retirement coverage are made for all employees.

Work Basis

Employee hours per week will be based upon individual employee work agreements. The standard work week for all staff is forty hours per week.

Benefits

Mandatory benefits such as workers' compensation, unemployment insurance, Medicare and social security (for non-STRS employees) as well as health, dental, vision, and related benefits are provided by Pivot Charter School North Bay as part of the total compensation package for each employee, determined as part of the individual work agreement.

XII. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student shall be required to attend Pivot Charter School. Students of the District are free to attend the existing District schools with available spaces rather than Pivot Charter School. Alternatively, students may wish to seek inter- or intra-district attendance alternatives in accordance with applicable District policy. Parents/guardians will be informed that no student shall be granted an automatic right to enrollment in any school or program of the District on the basis of that student's enrollment or application to Pivot Charter School North Bay.

XIII. EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of Roads Education Organization and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District will not be transferred to the Pivot Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

XIV. DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

~~The following policy mirrors that included in prior Memorandum of Understanding documents that Pivot Charter Schools have agreed to with other authorizers. This policy has also been approved in the past with authorizers around the state and at the level of the State Board of Education. Pivot Charter School is open to working with the District to develop a mutually agreeable Dispute Resolution Policy prior to commencing operations.~~

Internal Disputes

The Charter School has established complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. The Charter School will not, at any time, refer complaints to the District. If the District receives any complaints or reports about the Charter School, ~~not related to a possible violation of the charter or law or any topic that is within the purview of the District's oversight responsibilities,~~ the District will promptly refer the ~~complaints~~ to the Board or administrative staff of the Charter School for resolution ~~in accordance with the Charter School's complaint policies. District staff will instruct any Charter School stakeholders who attempt to lodge complaints about the Charter School with the District to direct all complaints to Charter School personnel. The District agrees not to intervene or become involved in any internal dispute unless the Board of Directors has requested the District to intervene in the dispute.~~

The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers and Charter School staff shall be provided with a copy of the Charter School's policies and internal dispute resolution process.

Disputes with the District

The staff and Board members of the Charter School agree to attempt to resolve all disputes between the District and the Charter School regarding this charter pursuant to the terms of this section. To the extent allowed by law, both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outline below as suggested by the District.

Pivot Charter School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, the Charter School staff, employees and Board members of Pivot Charter School and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Executive Director of the Charter School, or their respective designees. In the event that the District Board believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Executive Director and Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement or as mutually agreed upon. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

XV. CLOSURE PROTOCOL

Governing Law: The procedures to be used if the charter school closes. The procedure shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the Sonoma County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of the Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The

Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and, upon the dissolution of the non-profit public benefit corporation, Roads Education Organization, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon the Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the budget in **Appendix H**, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

XVI. MISCELLANEOUS CHARTER PROVISIONS

Budgets and Financial Reporting

Governing Law: The petitioner or petitioners also shall ~~also~~ be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. —Education Code Section 47605(g).

Attached, as **Appendix G, H, and I** please find the following documents:

- Budget narrative
- Budget, financial projections, start up costs, and cash flow for the first three years of operation
- Cash flow

Pivot Charter School North Bay shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33 as follows, and may provide additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of Pivot Charter School North Bay's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education, and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Pivot Charter School North Bay's receipts and expenditures for the preceding fiscal year.

Insurance

Pivot Charter School North Bay shall finance and maintain general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The District shall be named as an additional insured on all policies of Pivot Charter School North Bay.

Financial Management

Strong financial controls are at the heart of successful financial management. In addition to employing a Chief Business Officer who manages business and finance operations, Pivot Charter School North Bay shall contract with a business services company (EdTec Inc.) that has extensive experience in managing school finances. Their philosophy on financial controls includes four major tenets:

1. Controls work best if built-into the system, rather than applied to it after the fact;
2. Control derives from procedure, rather than intentions;
3. Separation of duties and responsibilities is critical to sound control; and
4. All control systems should have a “double-check.”

With these core tenets in mind, Pivot Charter School North Bay has adopted the following policies and controls, which ensure multiple different individuals review and approve transactions before they are completed:

Payroll: All new hires must be approved by the Board, including their contracts and compensation. The Director of Human Resources is responsible for submitting information for each payroll period. The business services company then processes the payroll information and makes any necessary changes before submitting to the Chief Business Officer and/or Executive Director for final written approval.

Contracts: All major contracts, or other obligations of the corporation totaling at least \$20,000, must be in writing and approved in advance by the Board.

Borrowing: All borrowing must be approved in advance by the Board.

Accounts Payable: All requests for payment must be made in writing (e.g., through invoice or Employee Reimbursement Request) with appropriate documentation. The Executive Director or Chief Business Officer must, in writing, verify complete receipt of all goods and services. Invoices, reimbursements, check requests, and other accounts payable documents are submitted by the Accounts Payable Clerk, and processed by the business services company. Payment for goods and services requires approval as follows:

- Payments under \$20,000 require approval from the Executive Director, Chief Business Officer, Board Chairman, or Board Treasurer.
- Payments of \$20,000 to \$30,000 require two approvals: Executive Director or Chief Business Officer, and Board Chairman or Board Treasurer.
- Payments of \$30,000 or more require two approvals from the following list of authorized persons: Executive Director, Board Chairman, Board Treasurer.
- Checks over \$20,000.00 and checks made out to an authorized signer require two signatures (drawn from the Executive Director, Board Chairman, and Board Treasurer).

Budget & Financial Statements: The back office business services contractor assists the Executive Director, Chief Business Officer, and Board of Directors in creating and monitoring the annual budget. The business services contractor also prepares monthly financial statements that show, at a minimum Year-to-Date information on: actual performance, the budget, and the variance of budget versus actuals. In addition, the statements will include a “rolling” revised forecast of end-of-year Revenues, Expenses and Net Surplus (or Deficit), informed by the actual Year-to-Date performance and updated assumptions (such as enrollment projections or funding rates.) This Forecast is intended to identify early if the Charter School is going off-track so that corrective action is possible while there is still time. The monthly financial report also contains a current monthly cash-flow forecast that clearly identifies any potential liquidity problems.

Assets: The Charter School “tags” all assets worth over \$1,000 and accounts for them annually as part of the audit.

Oversight: The Executive Director and Chief Business Officer of Pivot Charter School North Bay, in partnership with the Board of Directors, oversee the work of the selected business service company, which handles aspects of various business functions, including accounts payable/receivable, general accounting, payroll, and insurance and benefits administration.

Attendance Accounting & Principal Apportionment Reporting: Pivot Charter School uses the student information system School Pathways to track attendance and other statistics accurately and efficiently. The back office service provider assists the Charter School in setting up its attendance accounting systems, and the Executive Director and Chief Business Officer work closely with the service provider to ensure that all reporting is submitted accurately and in accordance with all applicable requirements and timelines.

Renewal or Amendment

The Board of Directors may request from the District governing Board a material revision or renewal of the charter at any time prior to expiration. The District’s governing Board agrees to hear and render a decision regarding material revision or renewal pursuant to the initial charter petition review timelines and processes as specified in the Education Code Sections 47607 and 47605, and applicable regulations.

Administrative Services

Governing Law: *The manner in which administrative services of the [charter](#) school are to be provided. —Education Code Section 47605(g).*

Pivot Charter School North Bay manages administrative services through a partnership between school personnel and EdTec, a successful back office business services company that assists the Executive Director, Chief Business Officer, and Board of Directors with business and finance operations of the Charter School. EdTec helps its client schools craft comprehensive, realistic budgets – including income statements, balance sheets, and cash flow statements - that stand the test of time and are based on solid revenue projections and expense assumptions.

Over the course of the year, EdTec works with school personnel to provide detailed monthly financial reports and analysis on the year-to-date budget and recommends budget revisions when appropriate to account for unforeseen changes in circumstances. School personnel and EdTec also closely monitor the Charter School's cash flow situation, and arrange for short-term cash flow financing when needed to meet financial obligations.

EdTec also keeps the books of its partner charter schools so financial information is readily accessible, accurate, and actionable by the Executive Director, Chief Business Officer and Board of Directors. EdTec assists school personnel in handling and tracking the financial transactions of the Charter School, ensuring that all funds are collected from the district, county, and state, and all bills are paid in a timely way. EdTec assists the Charter School with filing all required financial reports to the State, County, and District. They also work closely with the Charter School's auditor to ensure a fast, hassle-free audit process.

The District may charge for the actual costs of supervisory oversight of the Pivot Charter School North Bay Charter School pursuant to 47604.32 not to exceed one percent of the revenue of Pivot Charter School North Bay (as defined in Education Code Section 47613).

Facilities

Governing Law: The description of facilities to be used by the charter school shall specify where the [charter](#) school intends to locate. —Education Code Section 47605(g).



Pivot has flourished in three locations in Santa Rosa during the last 8 years. Pivot Charter School North Bay will operate within the geographic boundaries of the District, at 2999 Cleveland Ave, Suites A, B, D, E and F Santa Rosa. With projected demand for a Pivot program, Pivot Charter School North Bay may seek to expand, with the District's input, and establish a resource center in an adjacent county, in compliance with Education Code Section 47605.1(c). All resource centers, including the

Santa Rosa Resource Center, shall have Pivot's "model furniture" that is installed at every resource center, comprised of individual carrels that we allow the students to decorate and individualize. The current facility has the capacity to seat 120-130 students during any given program time.

Currently, we offer program time five mornings a week for three hours (for students in grades TK-12) and three afternoons a week for 2.5 hours for a completely different group of 6th through 12th grade students who need less structure or for whom the afternoon schedule works better. During "learning lab" program times, there are roughly 120 students and no fewer than 11 teachers present at teacher work stations, supporting the students, doing small group instruction workshops and fun activities. The facility includes several breakout rooms for small group instruction and a special

education building as well as a faculty room and conference rooms. The carrels and the low student to teacher ratio are conducive to the students completing their work efficiently.



The Charter School's Resource Center is designed to meet all applicable ADA requirements and E occupancy requirements of the City of Santa Rosa.

The Charter School's Resource Center complies with applicable health codes and inspection/safety requirements and shall be properly maintained.

The Charter School has developed a school safety plan which is kept on file at the resource center, and is available for review. The Charter School has worked with an outside contractor to inspect all facilities for school safety best practices and codes. The report was reviewed in 2016 and minor adjustments were made. Charter School staff shall be trained annually on the safety procedures outlined in the safety plan, and the Charter School shall conduct all required safety drills.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the [charter](#) school and upon the school district. —Education Code Section 47605(g).

Pivot Charter School North Bay agrees to permit the District to inspect and receive copies of all records relating to the operation of the Charter School, including financial, personnel, and pupil

records. Pivot Charter School North Bay shall promptly comply with all such reasonable written requests. The records of the Charter School are public records, and the Charter School shall comply with the California Public Records Act.

Pivot Charter School North Bay shall be operated by a California nonprofit public benefit corporation, Roads Education Organization. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. Pivot Charter School North Bay shall continue to work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of Pivot Charter School North Bay.

The corporate bylaws of Roads Education Organization shall provide for indemnification of the Roads Education Organization Board, officers, agents, and employees, and Pivot Charter School North Bay shall maintain general liability insurance, Board members' and officers' insurance, and fidelity bonding to secure against financial risks. Insurance amounts are determined by recommendation of Pivot Charter School North Bay's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of Pivot Charter School North Bay.

The Board of Directors shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Notices

All notices required or permitted by this petition shall be in writing and shall be either hand delivered, sent by electronic mail, sent by facsimile, sent by U.S. mail, postage prepaid, addresses as set forth on the signature page hereof. A notice shall be effective either when personally delivered, on the date set forth on the receipt of a facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

Term

The term of this charter shall be for five years beginning July 1, 2018 and expiring on June 30, 2023.