



# 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

## Signature Page for Teachers

We the undersigned believe that the attached charter for the creation of Pivot Charter School North Bay (the "Charter School") merits consideration and hereby petition the governing board of the Santa Rosa City Schools to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the Charter School.

### By the Lead Petitioner:

Jayna L. Gaskell  
Name

*Jayna L. Gaskell*

Signature

12/14/17  
Date

The petitioners recognize Jayna Gaskell as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the Santa Rosa City Schools governing board.

### By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Cathleen Petrick	<i>Cathleen Petrick</i>	12-13-17	Single Subject, English	415-902-2643
Ray Donke, Jr.	<i>Ray Donke, Jr.</i>	12-13-17	Math, High School	707-235-6282
Robert Firestone	<i>R. Firestone</i>	12-13-17	Intern-Ed Specialist	707-887-2765
John Halderman	<i>J. Halderman</i>	12-13-17	Single Subject <sup>Social</sup> Science	707-364-9802
Kristen Portras	<i>Kristen Portras</i>	12-13-17	Single Subject English	925-854-8757
Lila Henderson	<i>Lila Henderson</i>	12/13/17	Single subject Science	831-574-1724
JULIE SMITH	<i>Julie Smith</i>	12-13-17	Multiple Subject	510-334-5795
Johnathan Wright	<i>Johnathan Wright</i>	12/13/17	Single Sub. Eng & History	707-695-1162
Meghan Coffey	<i>Meghan Coffey</i>	12-13-17	Single Subject Biology	707-480-7908

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### By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Jennifer Clopton	<i>Jennifer Clopton</i>	12/13/2017	Single Subject English	707-318-2727
Heather McGuire	<i>Heather McGuire</i>	12/13/2017	Multiple Subjects	707-832-8819
Kareen Poulsen	<i>Kareen Poulsen</i>	12/13/2017	Single Subject Math	707-483-5683
John Violin	<i>John Violin</i>	12/13/2017	Single Subject Physical Education	707-494-8573
Kevin Palotti	<i>Kevin Palotti</i>	12/13/2017	Single Subject Social Science	760-670-8104
Stephanie Doucette	<i>Stephanie Doucette</i>	12/13/2017	Resource Education Specialist	707-280-5468
Ray Hammer	<i>Ray Hammer</i>	12/13/2017	multiple subject credential	707-889-6853
Julian Rooney	<i>Julian Rooney</i>	12/13/2017	Intern Multiple Subject	707-360-8008
Katrina Hammer	<i>Katrina Hammer</i>	12/13/2017	multiple subject	707-338-1346
Jennifer Cunha	<i>Jennifer Cunha</i>	12/13/2017	Multiple Subject	(707) 974-9146



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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:

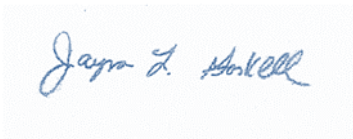
- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education 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 it will hold a public random drawing 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 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". The signature is written in a cursive, flowing style.

Jayna Gaskell  
Executive Director  
Pivot Charter Schools

12/18/17

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-12<sup>th</sup> 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.

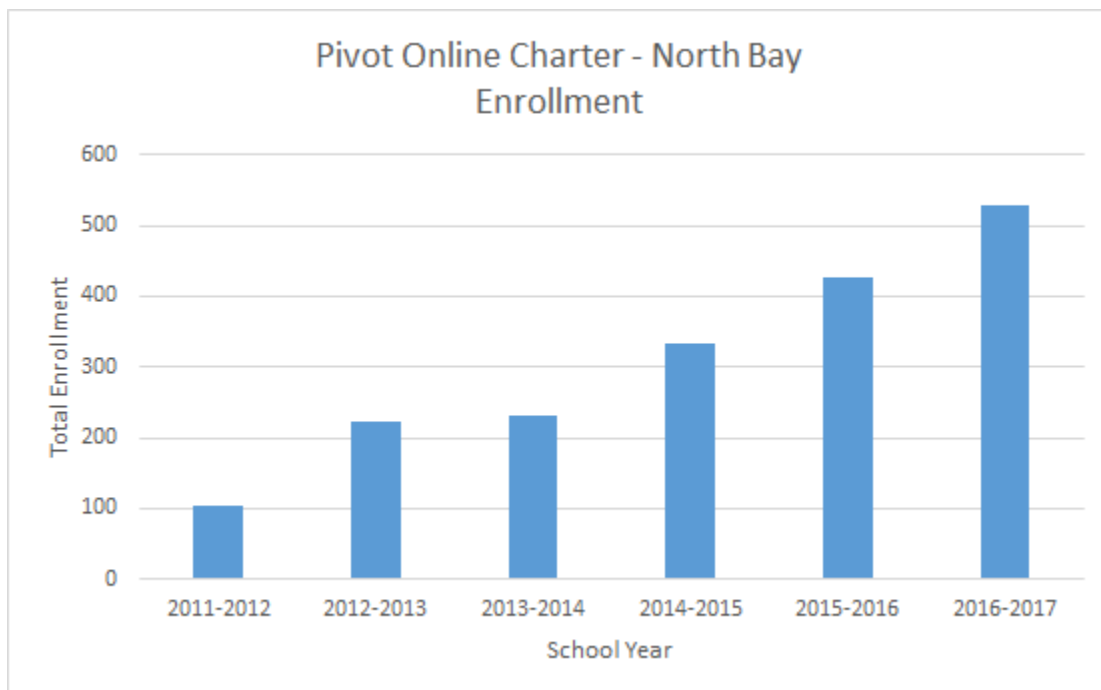


The Santa Rosa resource center program was such a success that Pivot Online Charter School expanded in the Spring of 2016. The other most significant change was the addition of grades K-5 in a homeschool-based, but resource center supplemented, program in the 2015-16 school year. Additionally, the change 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.

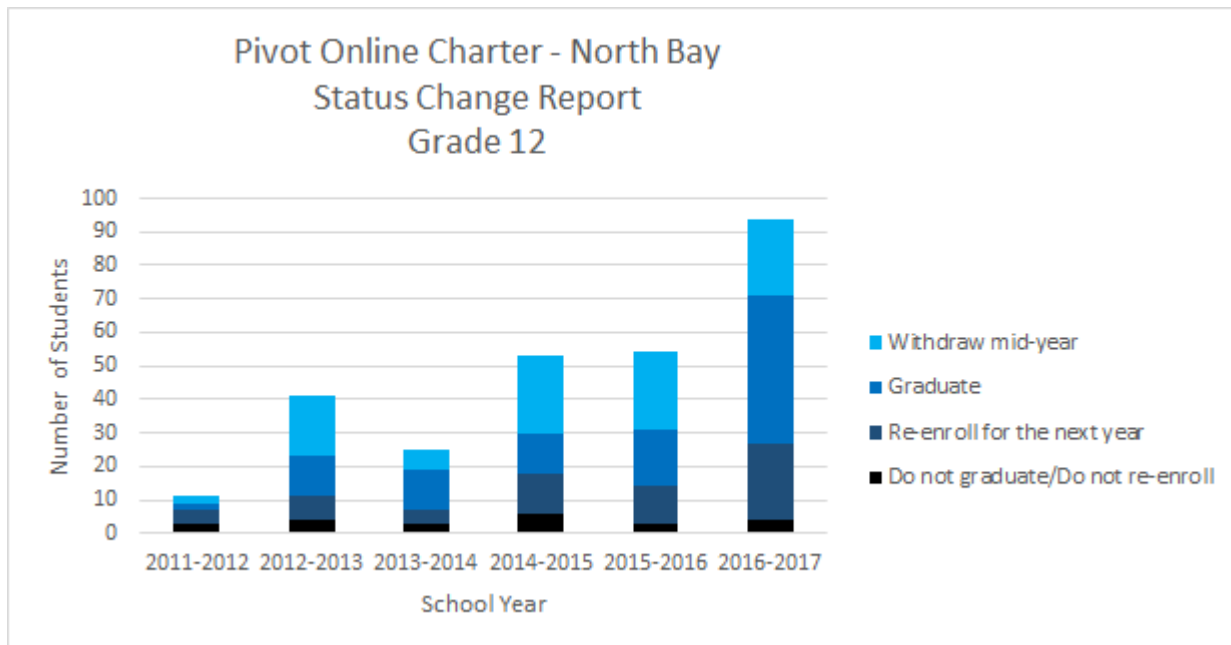
Throughout the last several years, the percentage of students that do not graduate and who also do not re-enroll in order to eventually graduate has been decreasing. Whereas these students would typically drop out, Pivot North Bay staff has been able to motivate and encourage more students to re-enroll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

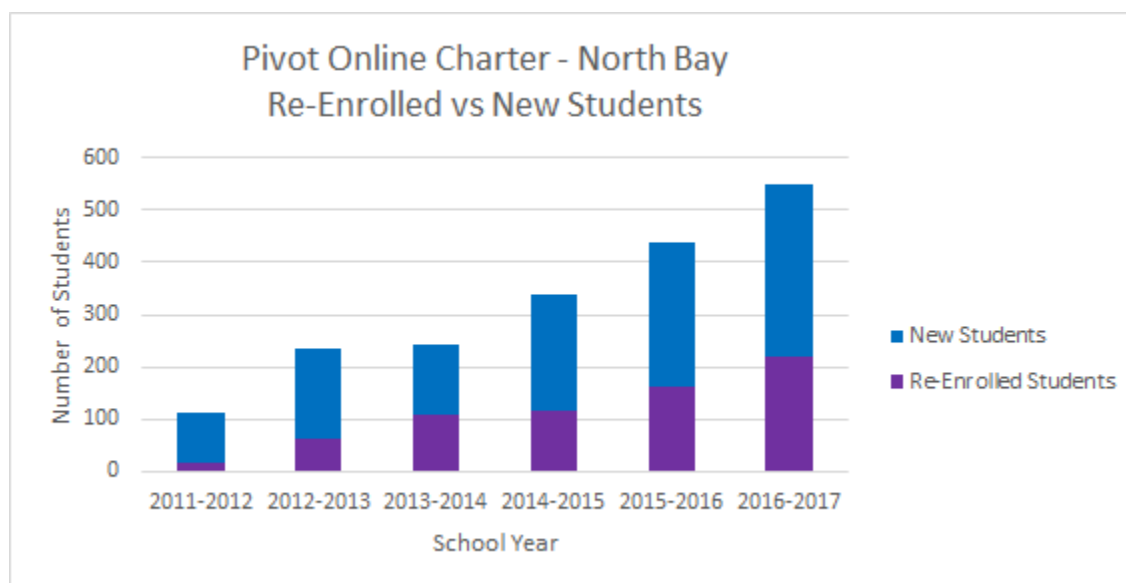
In anticipation of our next five years serving Santa Rosa and the surrounding communities as Pivot Charter School North Bay, we have invested in a strategic planning process to better define our priorities and action steps for the future. Through this process, we have defined core organizational goals, 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 to Pivot knowing they test low and feeling they cannot 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:**

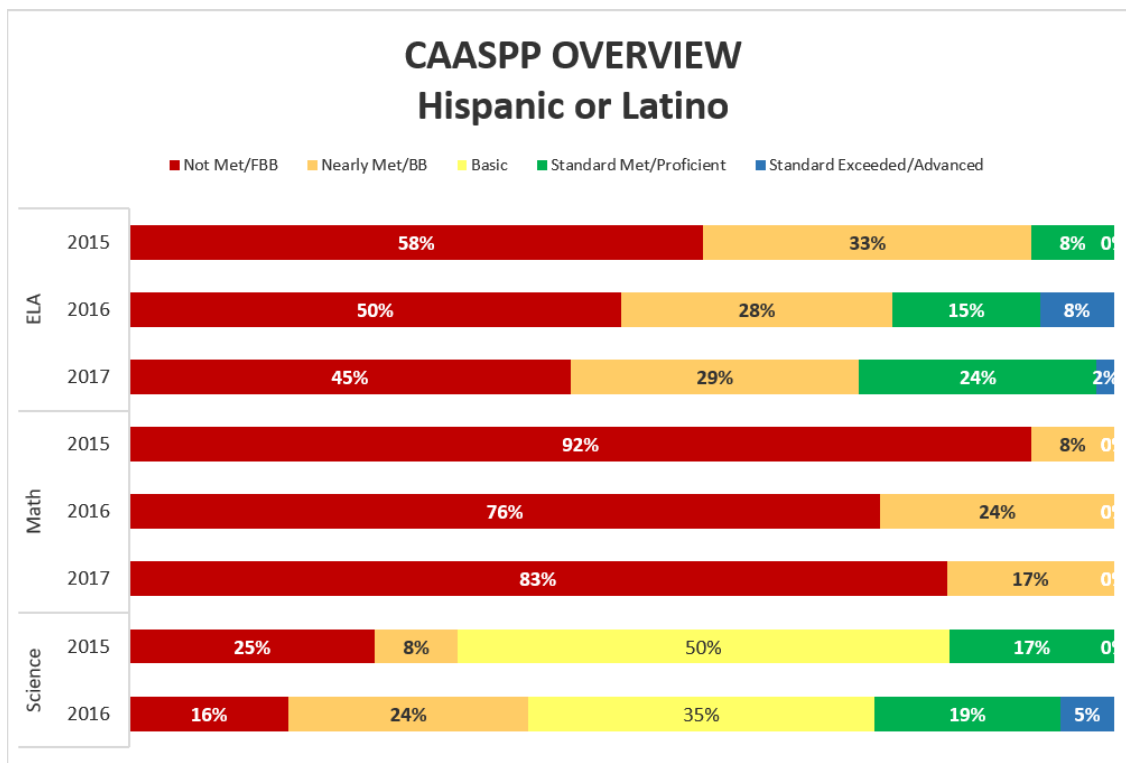
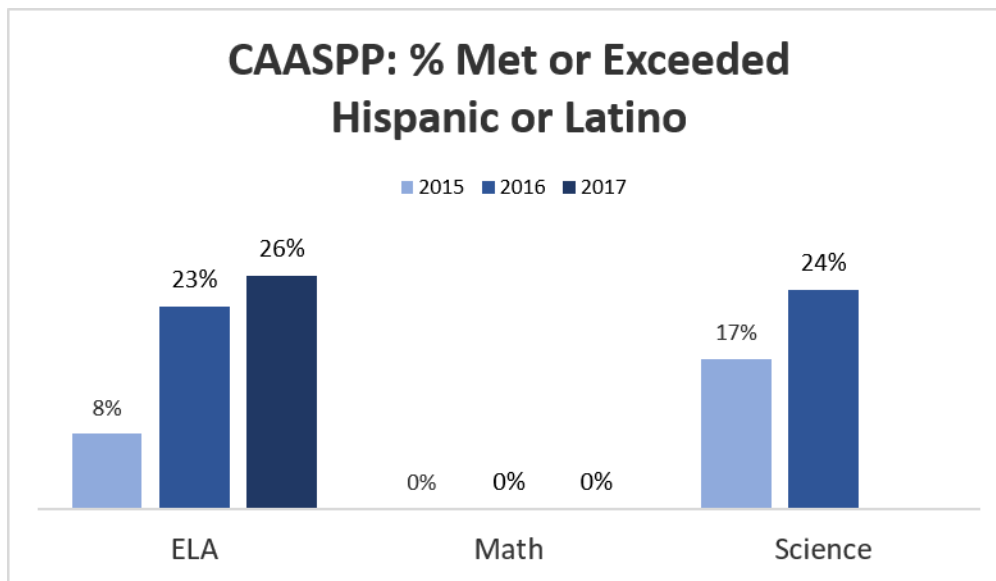
- Local schools, meaning those most students would otherwise have been likely to attend if not at Pivot
  - Schools in the Santa Rosa City Schools
- Demographically similar schools within the district where our resource center is located and our former authorizing District
- Other Independent Study Charter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

### **Performance Data of Subgroups (SBAC)**

\* NOTE: Not all student subgroups below meet the state definition of a “numerically significant subgroup” 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 definition of a numerically significant student subgroup per the Education Code. However, Pivot feels it is important to present all data for analysis and consideration.

## 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.



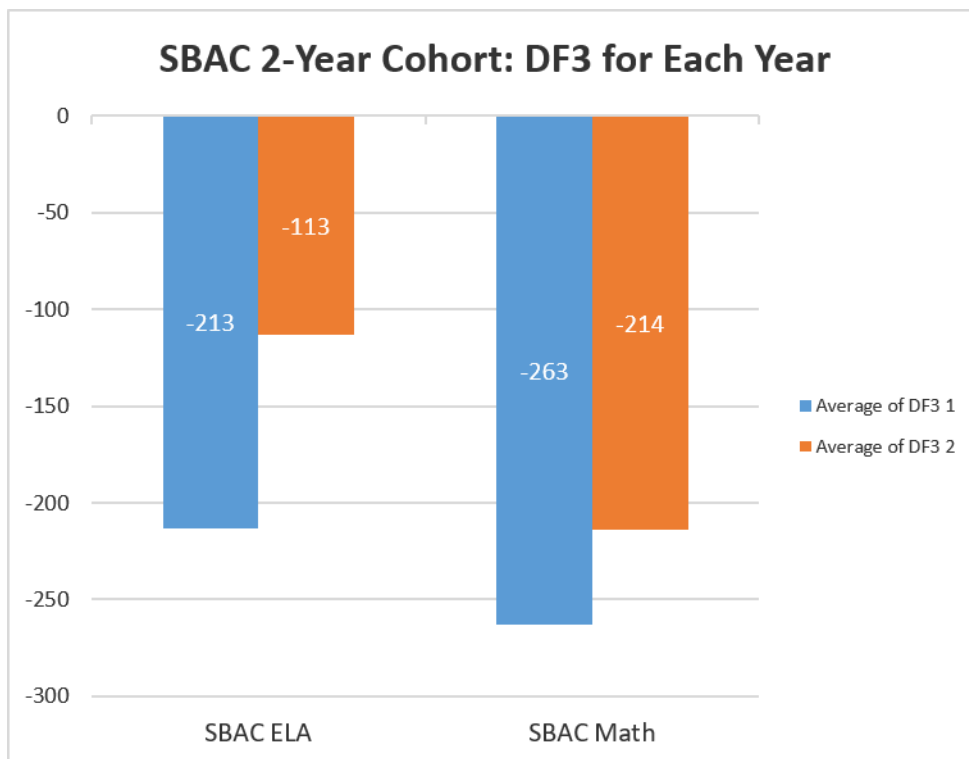
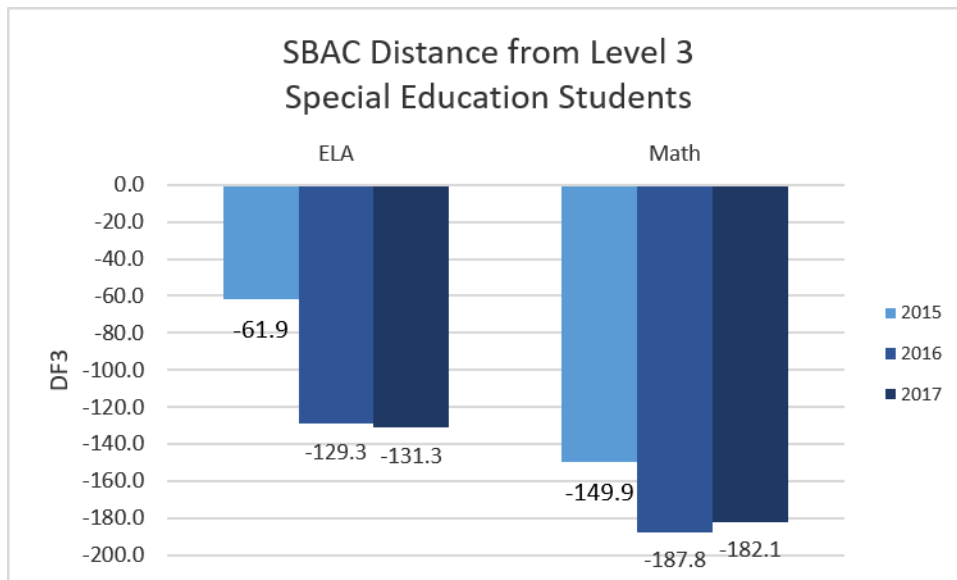
## Special Education Students

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



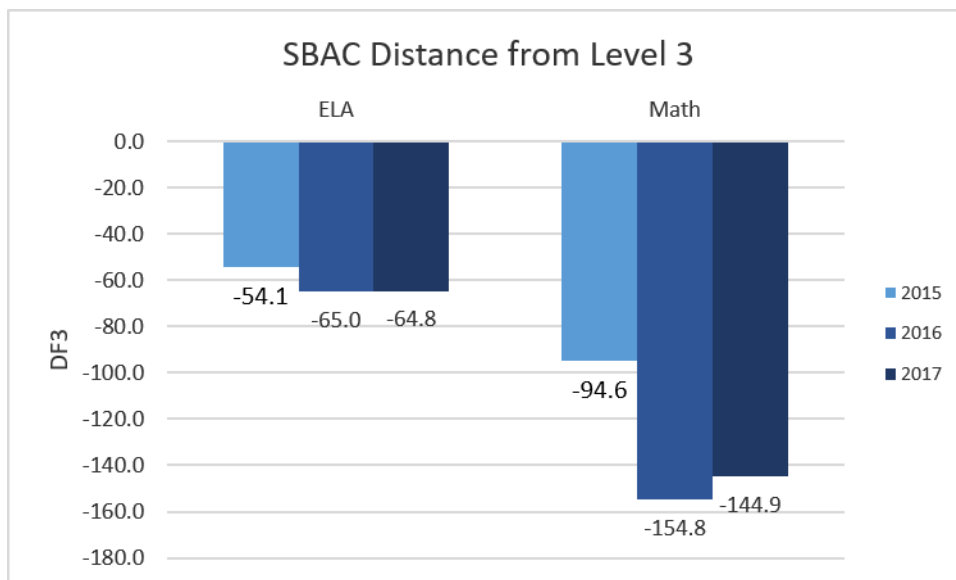


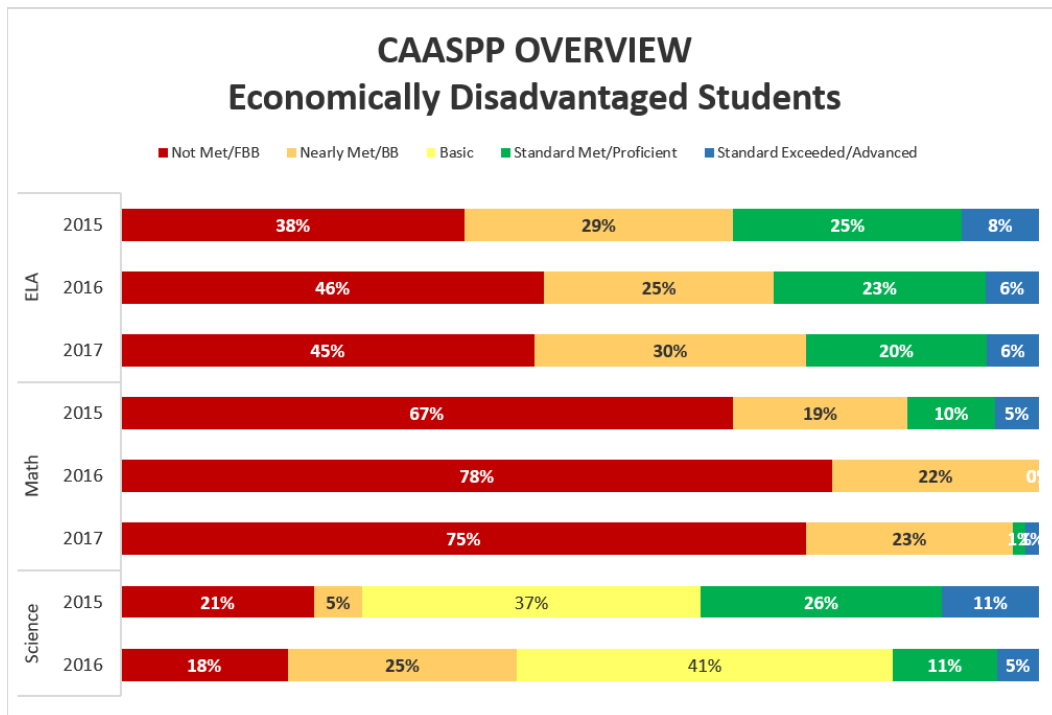
## Economically Disadvantaged Students

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



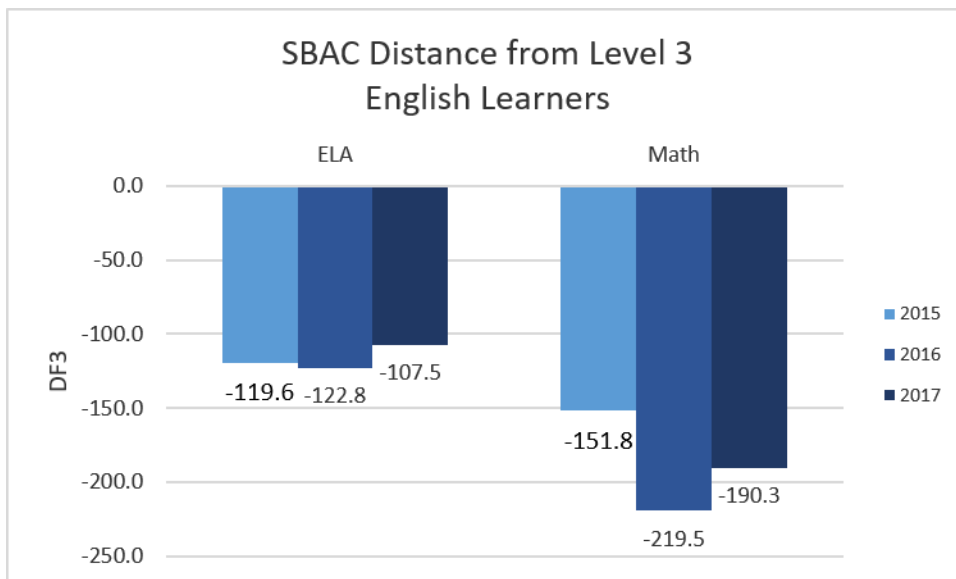


## English Learners

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).

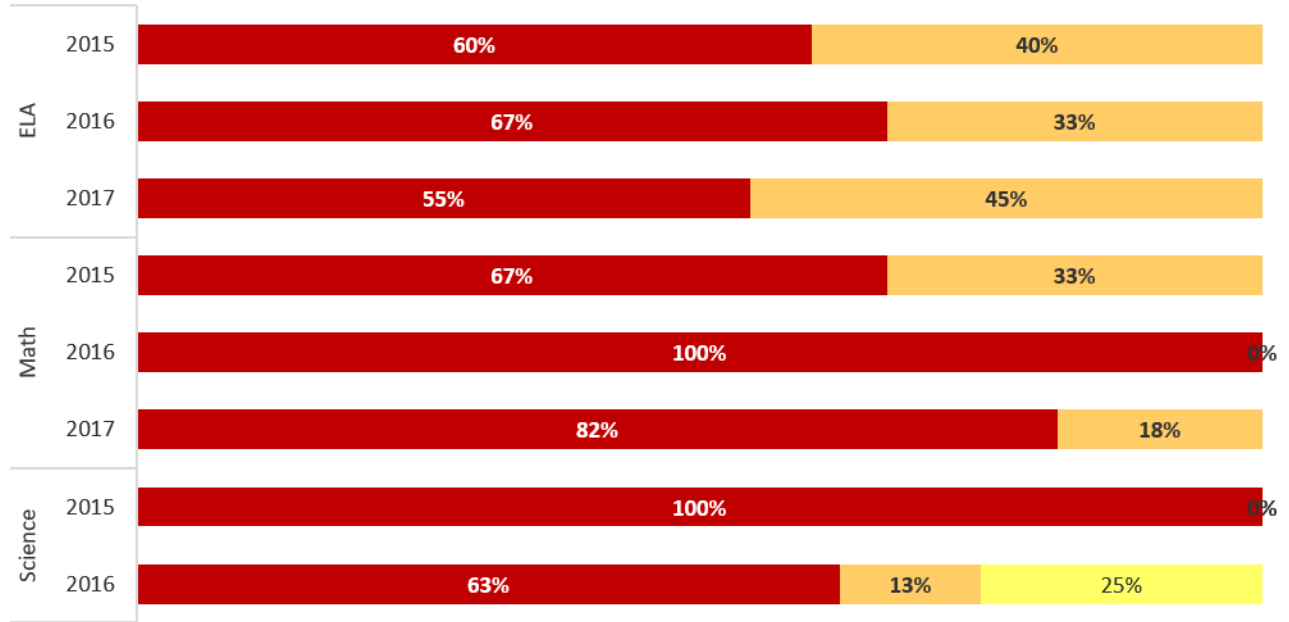
English Learners also demonstrated that they are getting closer to meeting the ELA and Math standards, on average, by getting closer to level 3 from 2016 to 2017. EL students increased their ELA scores by 15.3 points per student on average, as well as increased their Math scores by 29.2 points per student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

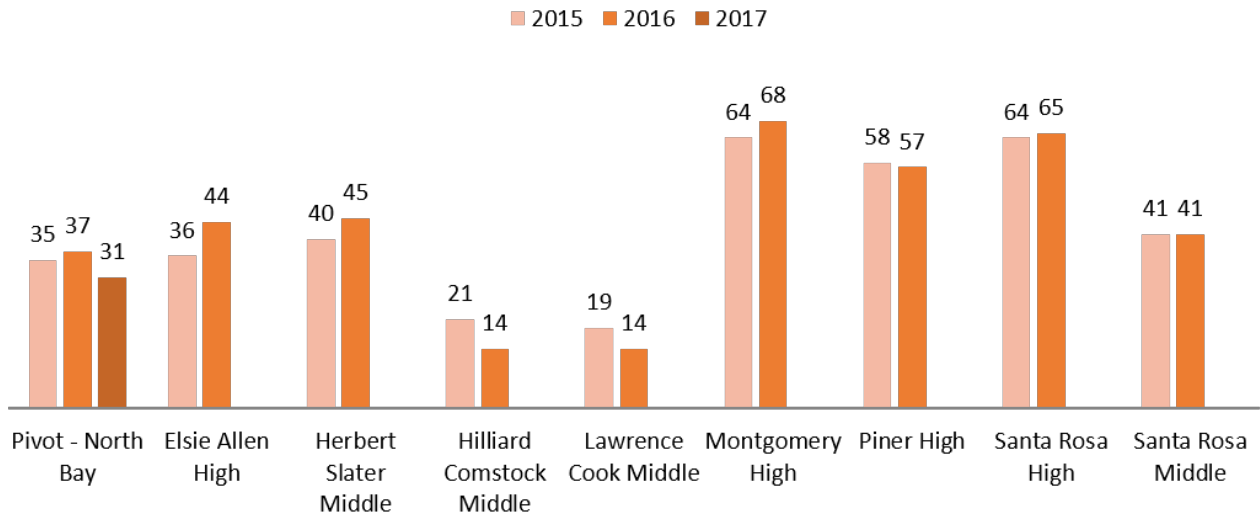
### **Local Schools (SBAC Comparisons)**

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.

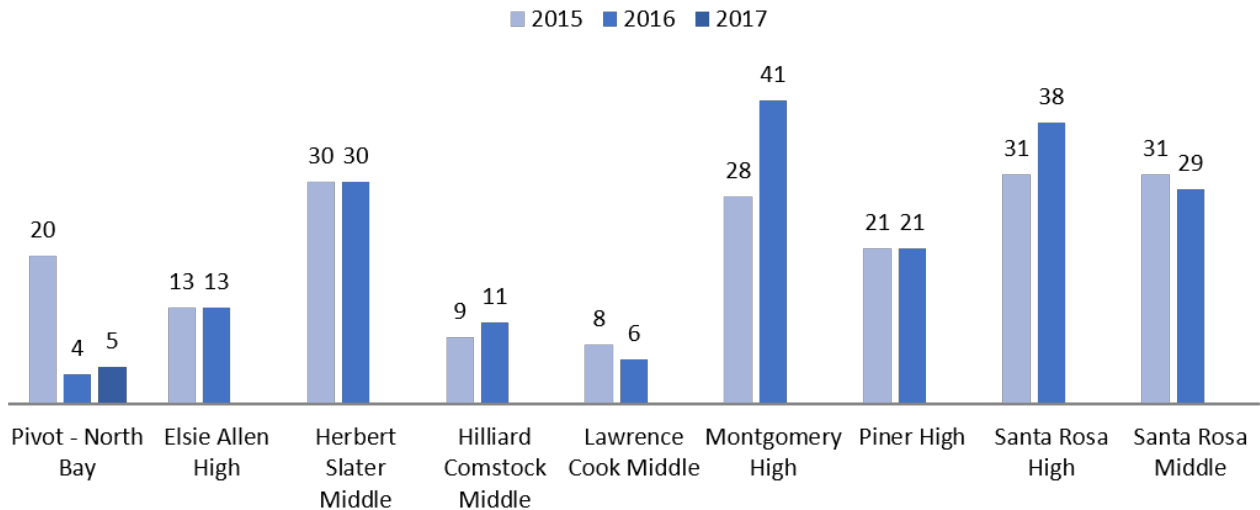


## SBAC ELA: % Met or Exceeded Local Comparison Schools



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



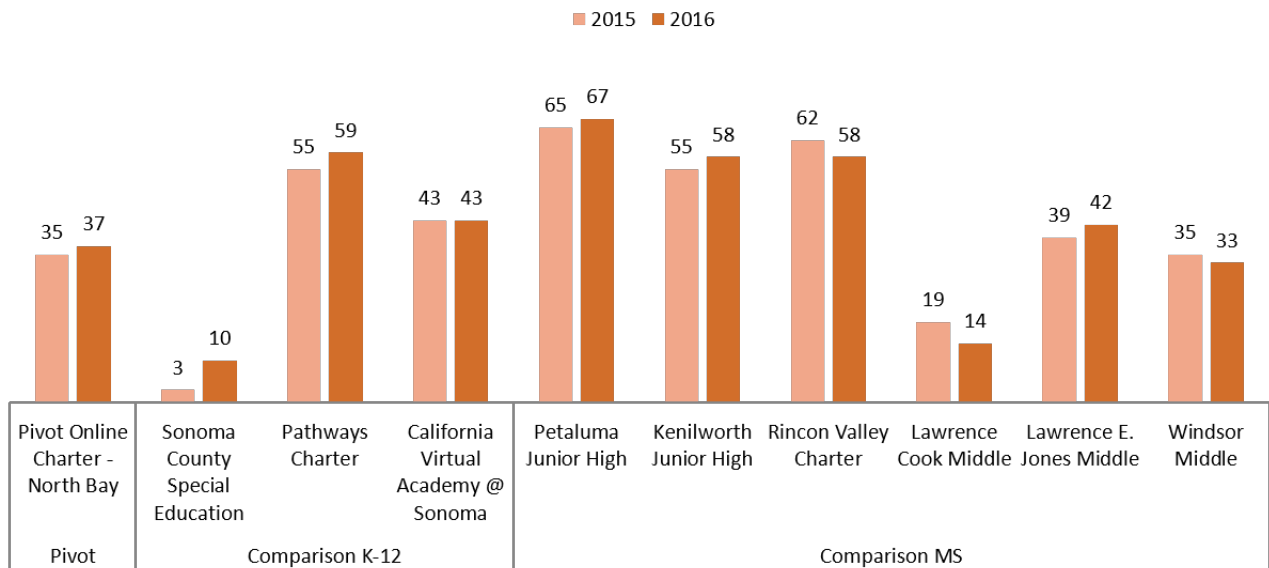
In Mathematics, Pivot North Bay is comparable to Hilliard Comstock Middle and Lawrence Cook Middle when the percentage of students who met or exceeded the standard is compared, but local comparison high schools outperformed Pivot North Bay in Mathematics. Mathematics scores were not as consistent as 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.

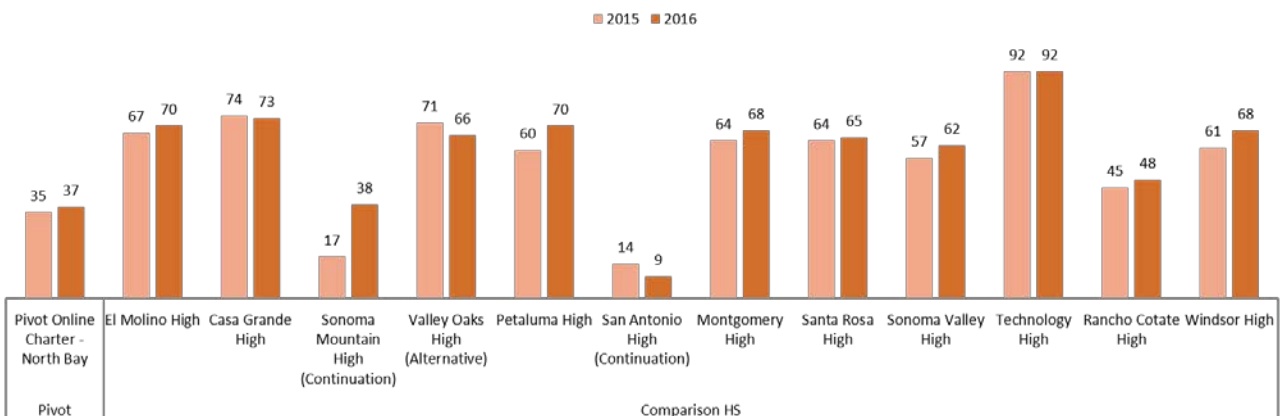
When compared to K-12 schools that are demographically similar, Pivot Online Charter – North Bay outperforms Sonoma County Special Education, is comparable to California Virtual Academy @ Sonoma, and is outperformed by Pathways Charter, (a charter targeting a different population than Pivot North Bay) 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.

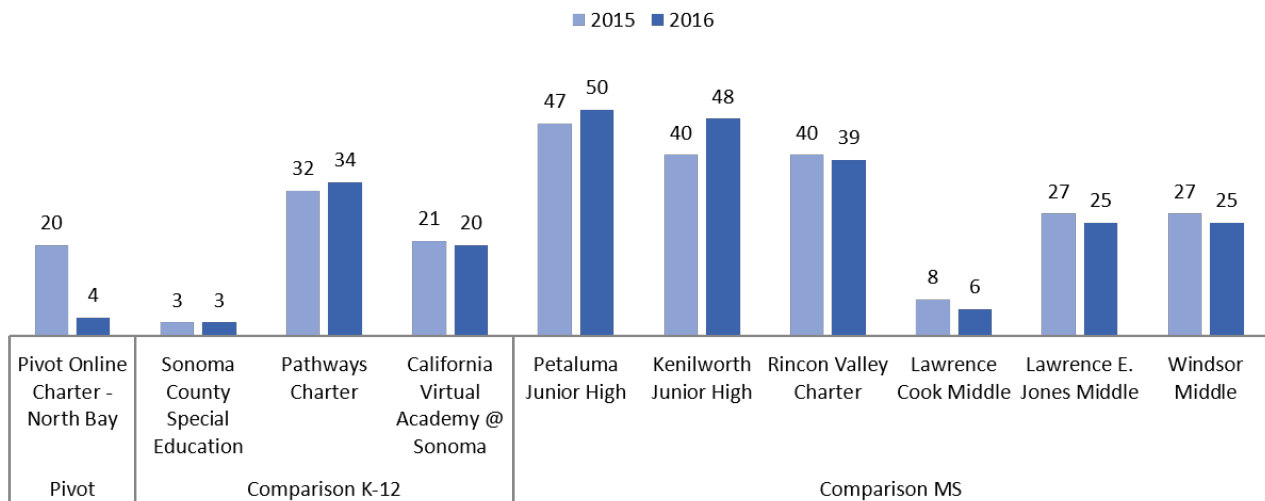
## SBAC ELA: % Met or Exceeded by School - High Schools



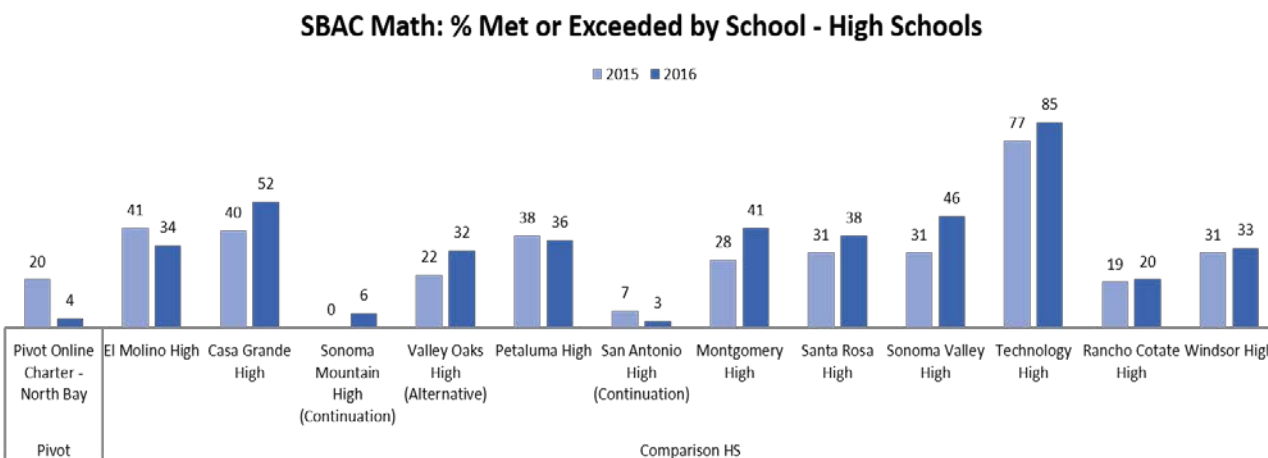
When compared to K-12 schools that are demographically similar in Mathematics, Pivot Online Charter – North Bay again outperforms Sonoma County Special Education, is comparable to

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



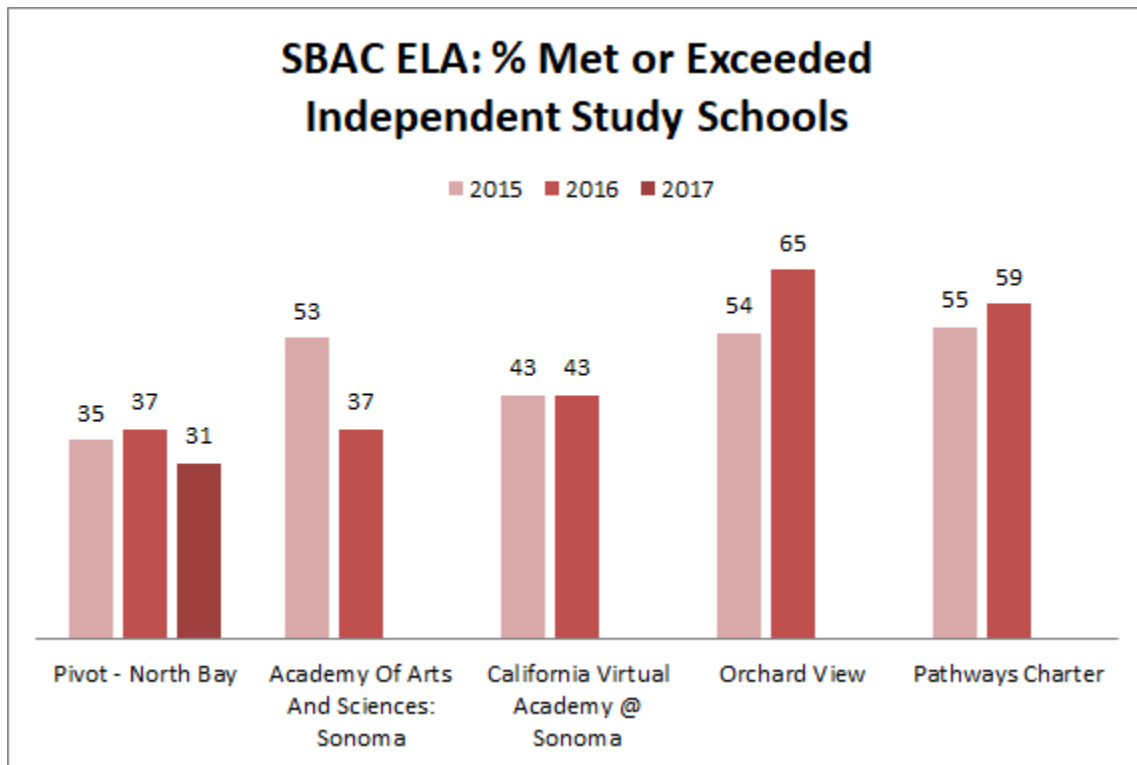
When compared to demographically similar high schools in Mathematics, Pivot Online Charter – North Bay again outperforms, on average, Sonoma Mountain High and San Antonio High, both continuation schools, when the percentage of students who met or exceeded the standard is compared. Pivot North Bay is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



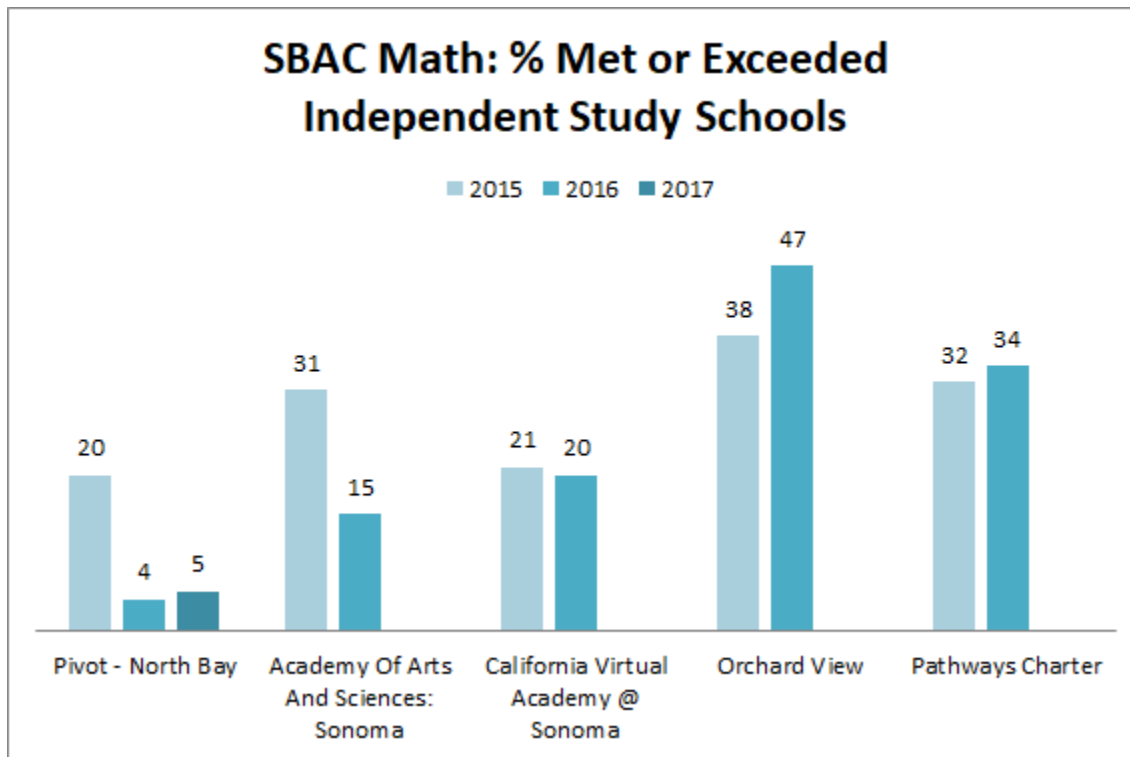
### Independent Study Schools (SBAC Comparisons)

Below are comparisons with local independent study charter schools (comparison school data not available for the 2017 year) in Sonoma County. When compared to other independent study schools in Sonoma County, Pivot Online Charter School is similar in scores for English Language Arts but low in scores for Mathematics.

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.

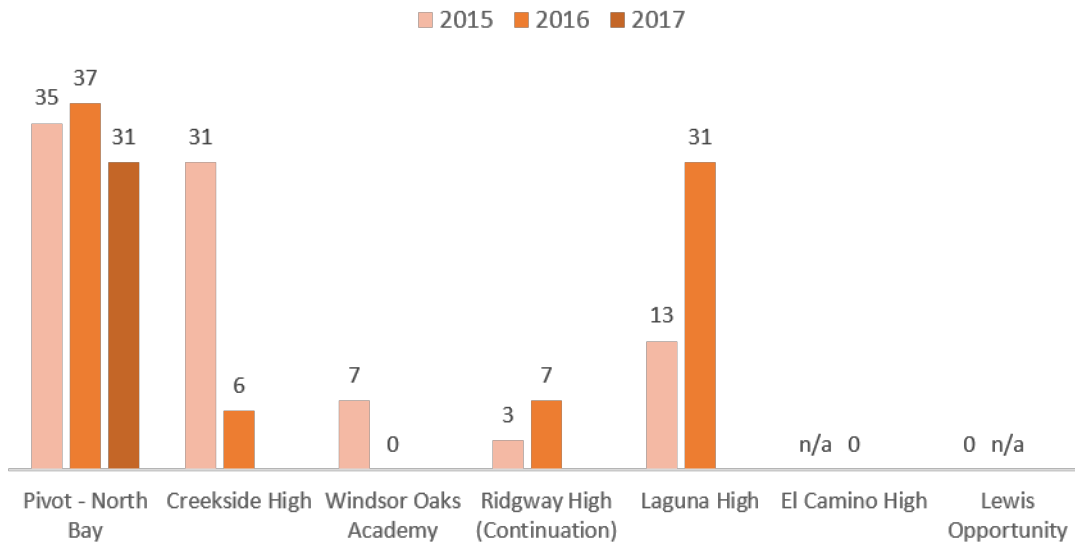


### Dashboard Alternative Schools Status

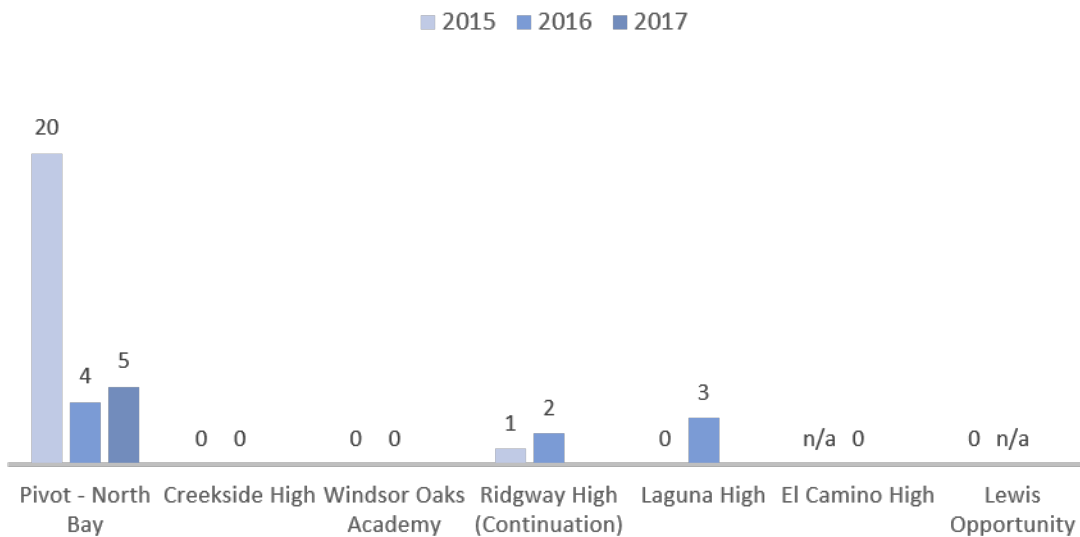
As mentioned earlier, Pivot Charter Schools serves a unique, at risk population. As such, Pivot Online Charter School is in the process of establishing eligibility to participate in the DASS program (formerly ASAM) for alternative schools that serve high-risk students. Below are comparisons for the 2014-2015 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

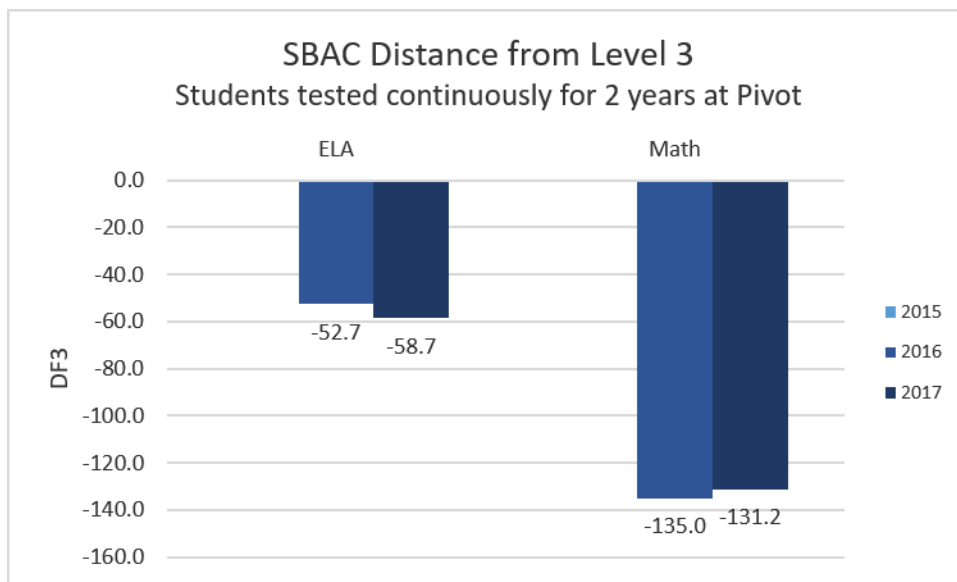




### **Students Tested at Pivot Online Charter School for Two Continuous Years**

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.

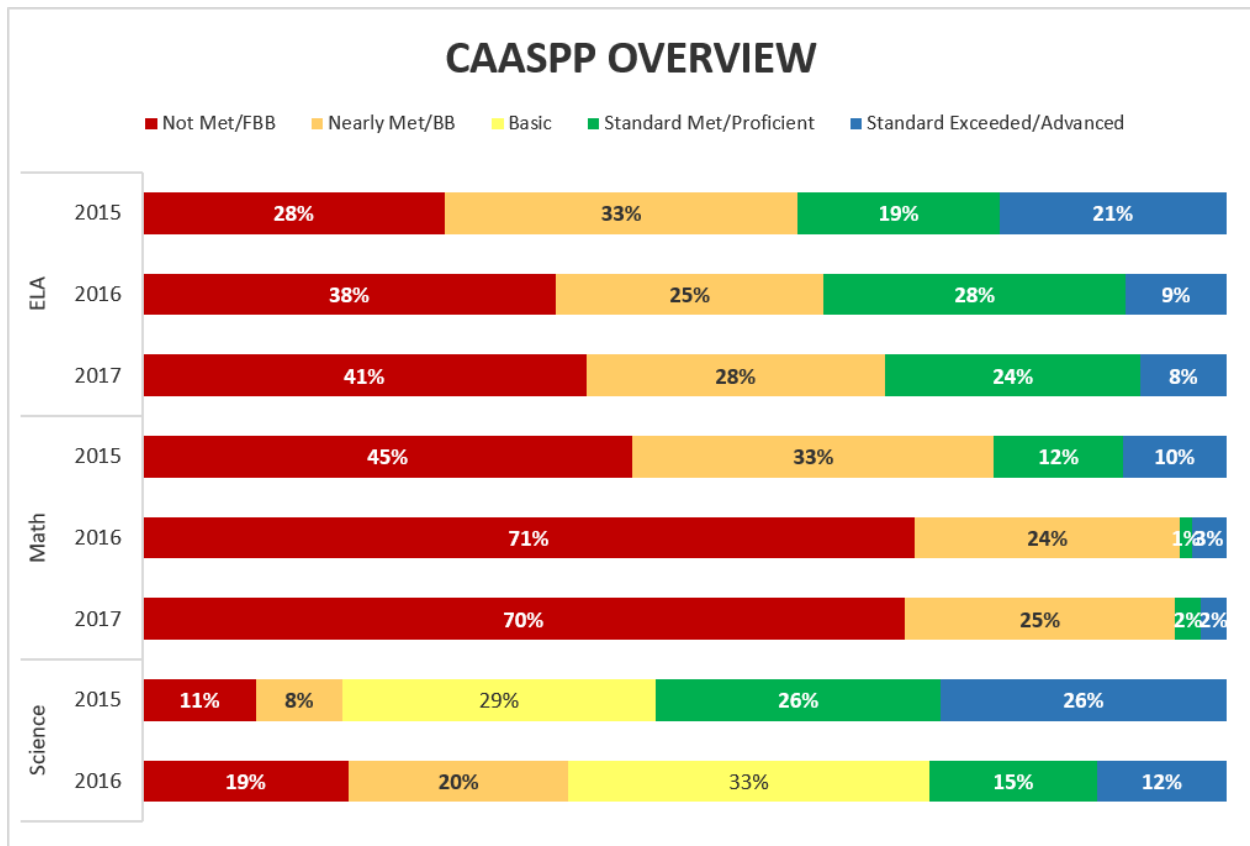
<b>Number of Students Tested for Two Continuous Years 2016-2017</b>	
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	2
Grade 7	7
Grade 8	10
Grade 10	13
Grade 11	36
<b>Total</b>	<b>68</b>



### **Overall CAASPP Analysis for Total Student Population**

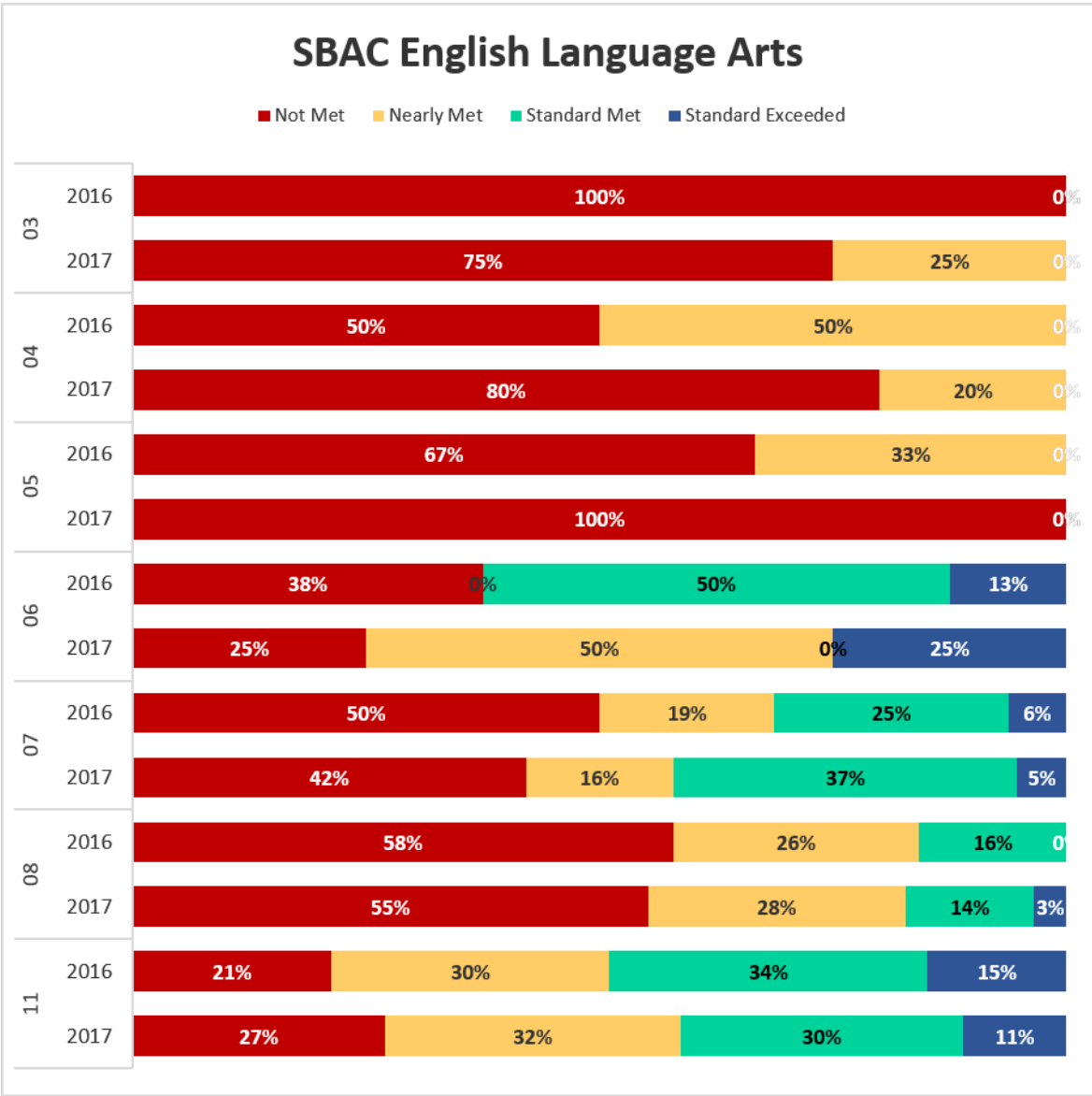
Comparison school data for the CAASPP testing for the 2016-2017 school year was available to individual schools only at the writing of this petition. Below is the analysis of student performance overall for the last three years (when available).

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.



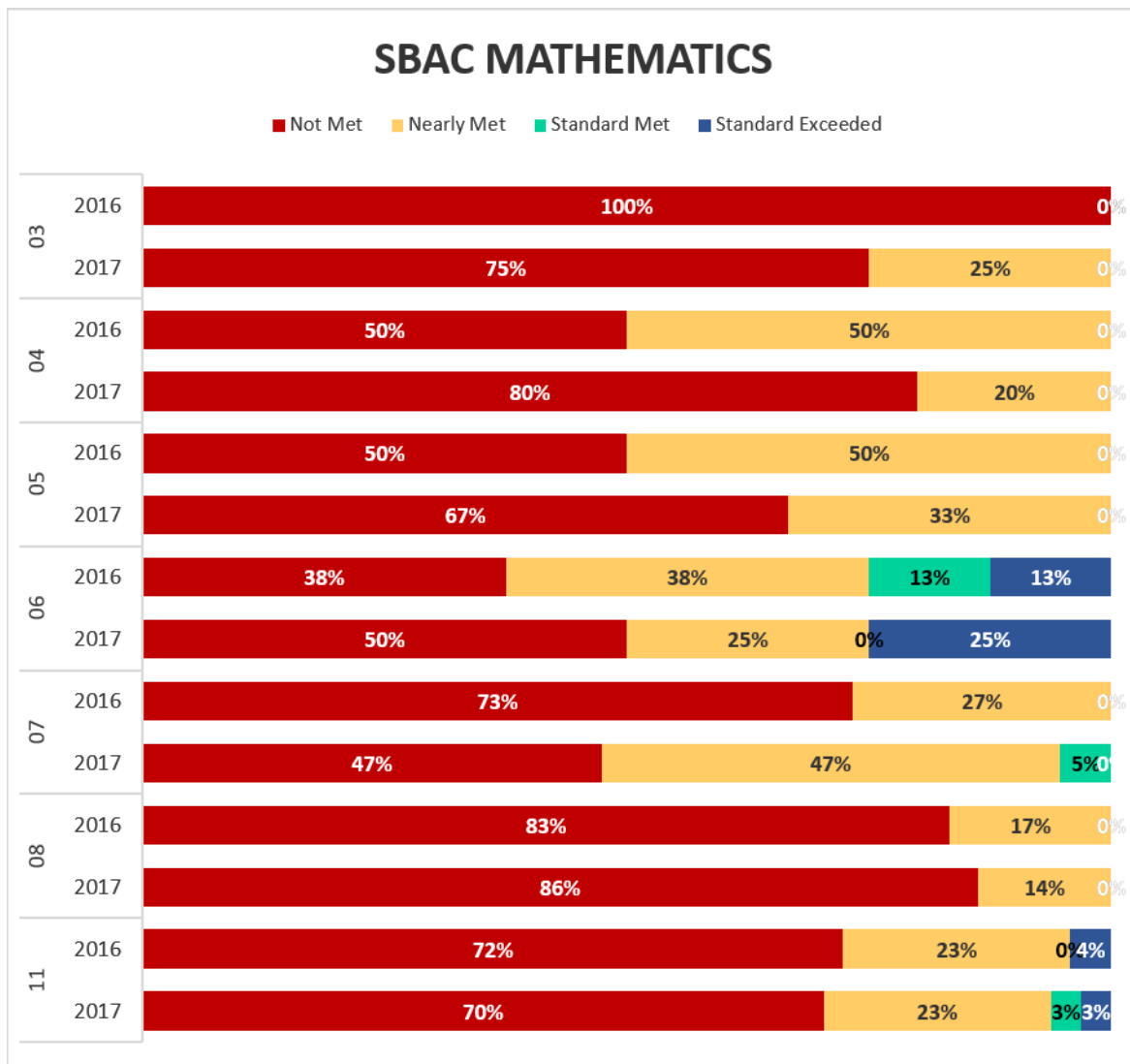
Analysis by grade level shows that the most growth in English Language Arts occurred in the middle school grades. Grade 6 showed a decrease in students that did not meet the standard (from 38% to 25%). Grade 7 showed both a decrease in students that did not meet the standard (from 50% to 42%) and an 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.

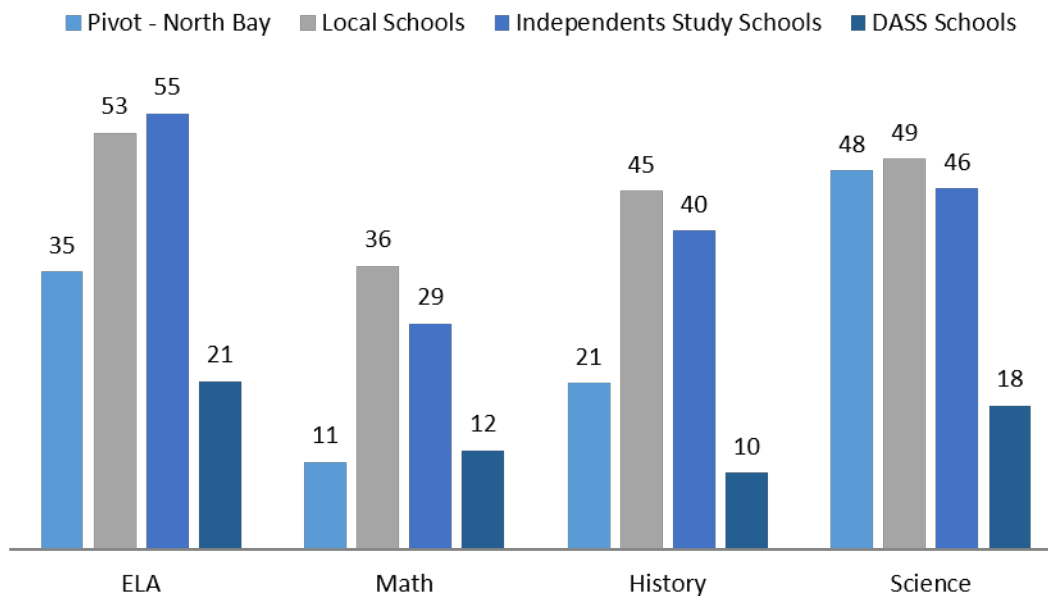


### Additional Past Test Score Analysis (CST Comparisons)

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.

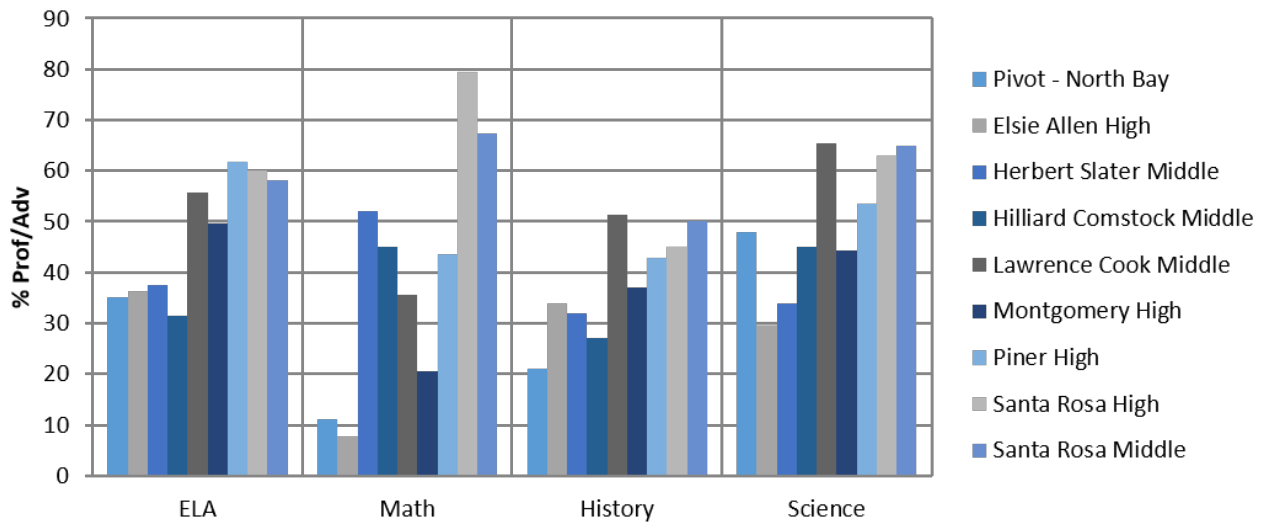
In the 2013 comparisons of the CST with local schools, independent study schools, and DASS schools, Pivot North Bay outperformed the DASS schools and fell below the scores for the local schools and independent study schools. This analysis is similar to that above of the SBAC comparisons. The students 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



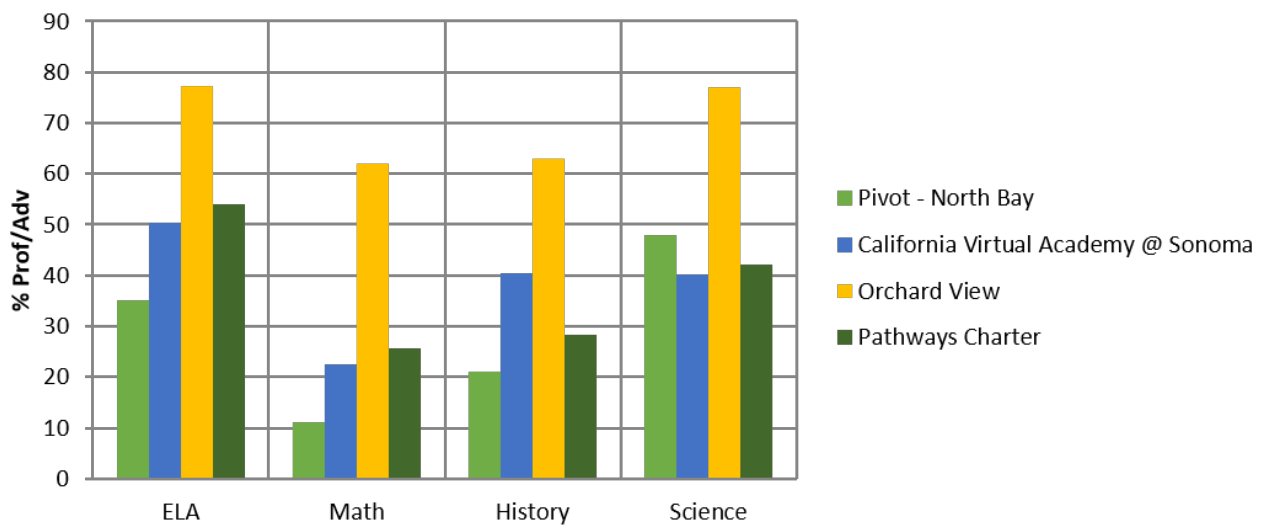
When compared to the individual local comparison schools, Pivot Online Charter – North Bay ranged widely in its comparisons. Pivot North Bay outperformed many of the local schools in Science, was comparable to many schools in English Language Arts, and underperformed in the areas of Mathematics and History.

### **CST Percent Proficient/Advanced: Local Comparison Schools - 2013**



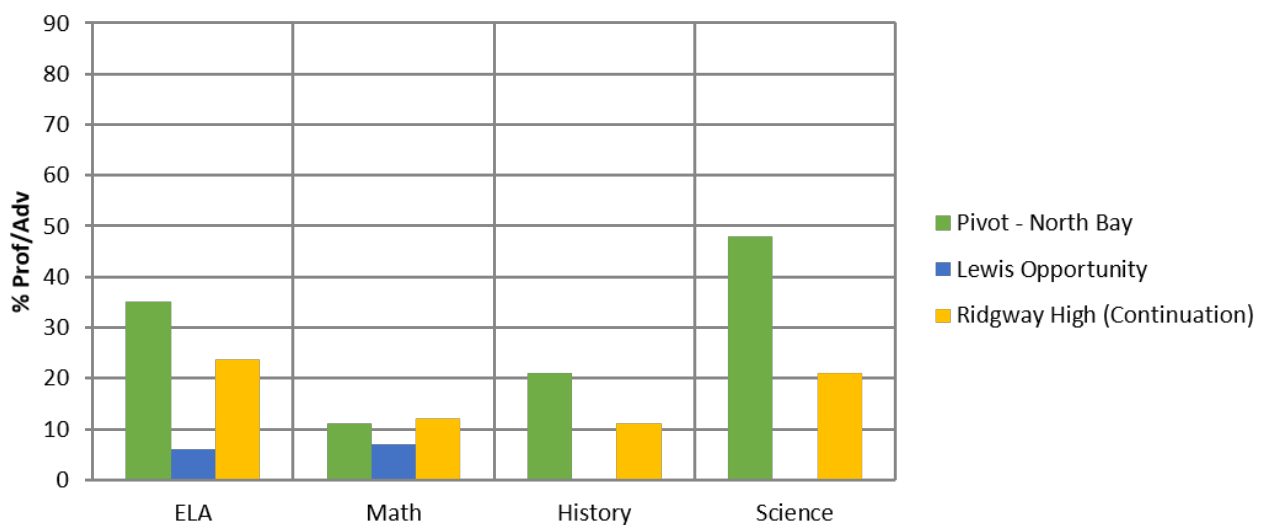
When compared to independent study schools in Sonoma County, Pivot Online Charter – North Bay again outperformed many of the schools in Science, and underperformed in the other subject areas when the percentage of students labeled as proficient or advanced were compared. As mentioned earlier, most of 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.

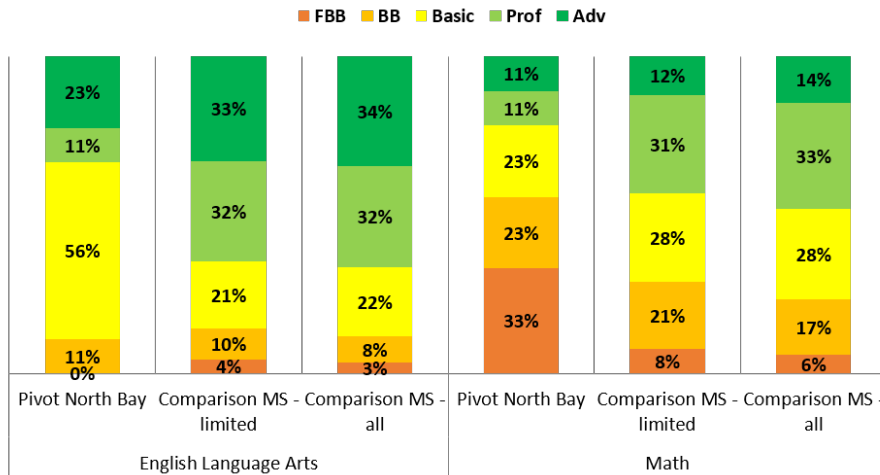
### CST Percent Proficient/Advanced: DASS Schools - 2013





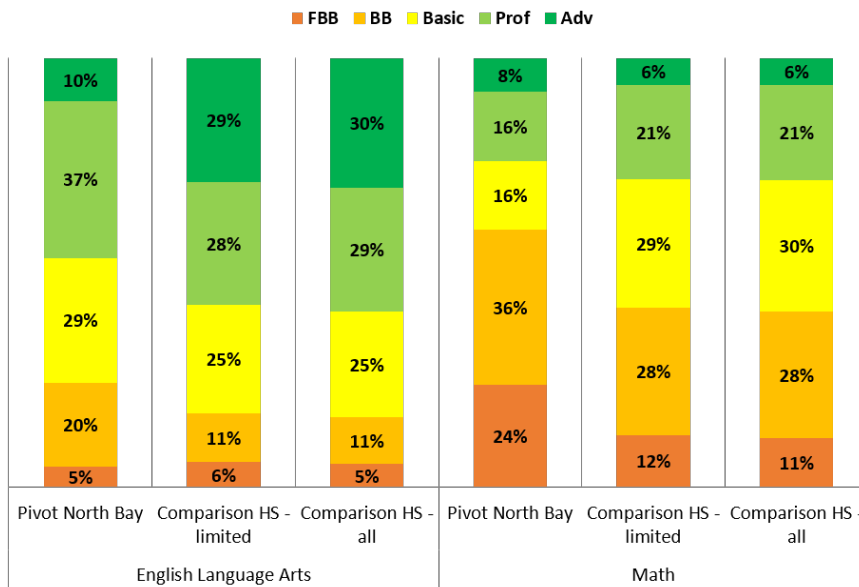
When CST scores for 2012 were compared to demographically similar schools at the time, the scores of the students in grade 6, 7, and 8 at Pivot North Bay were comparable to students from demographically similar middle schools in English Language Arts. Pivot North Bay, however, had more middle school 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		
<b>Parent Responses</b>		
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%
<b>Student Responses</b>		
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 21<sup>st</sup> 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%
<b>Santa Rosa High</b>	<b>167</b>	<b>43.5%</b>
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**

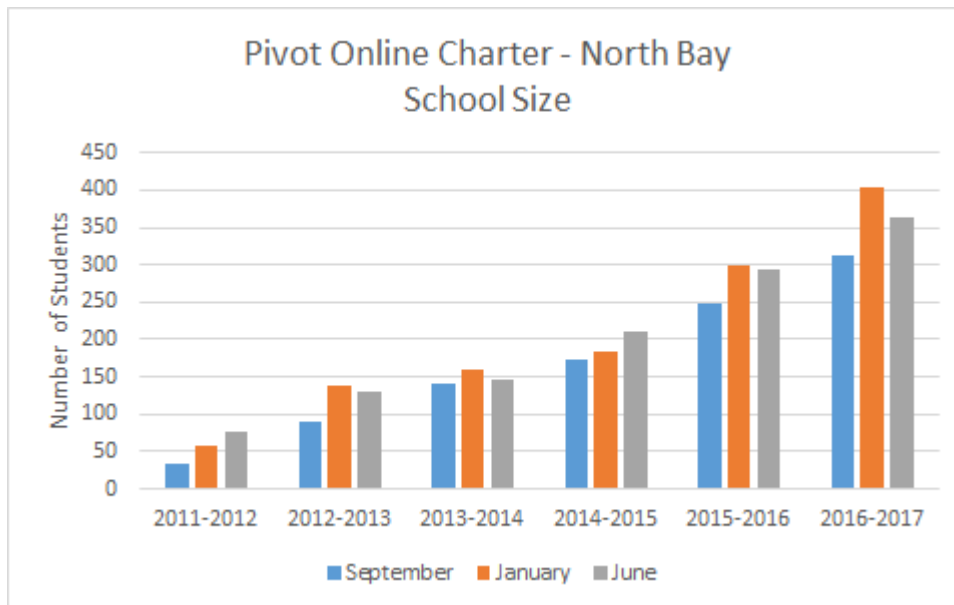
Students who are not well-suited for a traditional classroom setting or who have special scheduling needs benefit greatly from being allowed to progress at their own individual paces. Students who are shy or anxious and often get lost in the crowd because they are afraid to ask questions or provide input 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)**

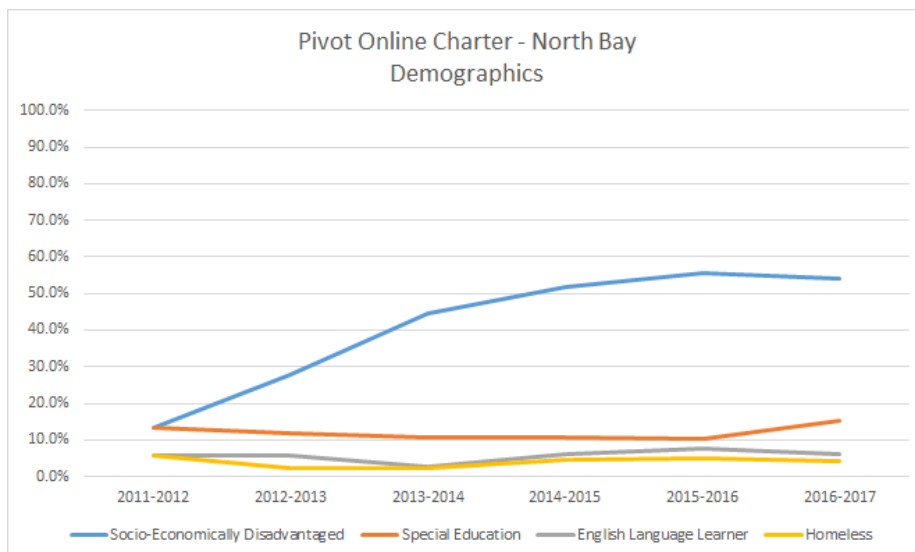
Those students who are quick learners can be given the flexibility to progress in a particular subject at a faster pace than the rest of a traditional class. Students who are accelerated and taking higher level courses at Pivot or college community courses can graduate, be accepted to a college, and/or 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%

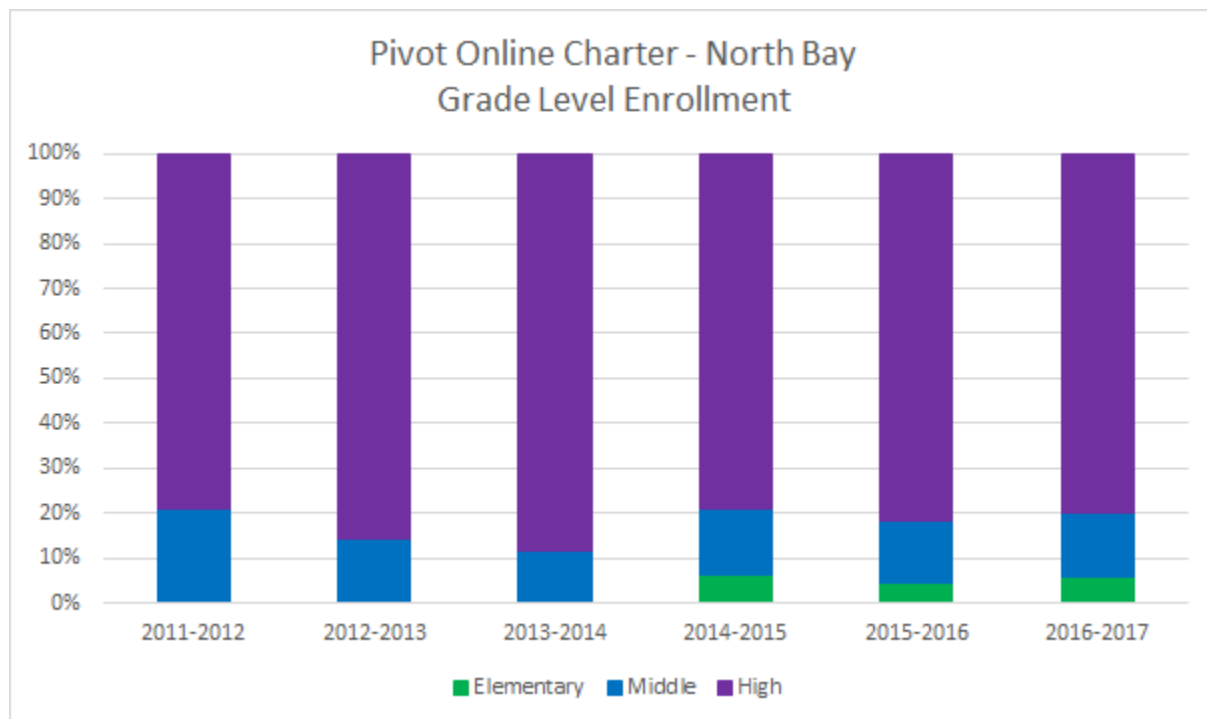
Pivot Online Charter School’s Hispanic population has remained at about one third of the total enrollment population, while the ratio of female to male students has remained steady at about 1:1.

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.

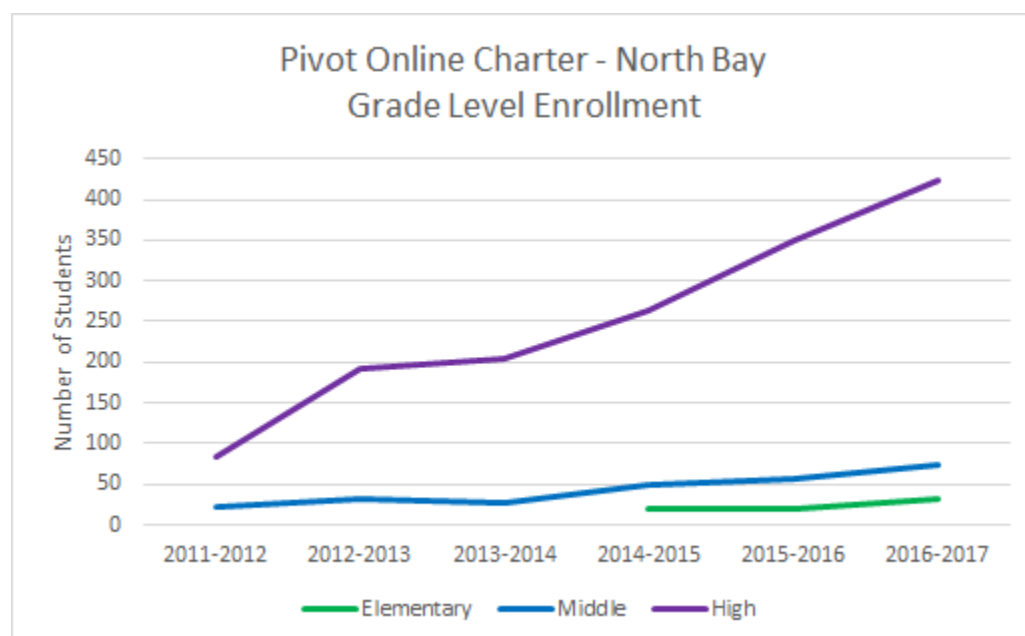
School Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
American Indian or Alaska Native	11.4%	10.8%	11.7%	8.7%	10.3%	10.8%
Asian	0%	0%	0%	0.9%	1.2%	0.6%
Black or African American	1.9%	4.9%	2.6%	6.6%	7.0%	5.7%
Cambodian	1.0%	0%	0%	0.3%	0.2%	0%
Chinese	0%	0%	0.4%	0%	0.2%	0.2%
Declined 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.

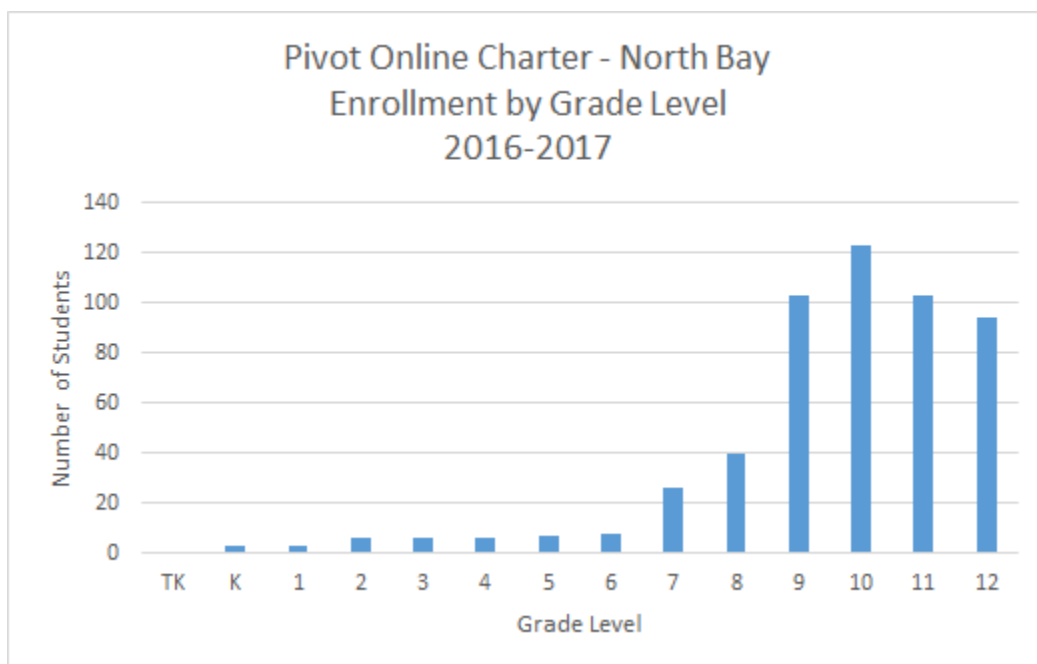


School Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Elementary				21 (6%)	20 (5%)	32 (6%)
Middle	22 (21%)	32 (14%)	27 (12%)	49 (15%)	58 (14%)	74 (14%)
High	83 (79%)	191 (86%)	204 (88%)	263 (79%)	349 (82%)	423 (80%)



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%)

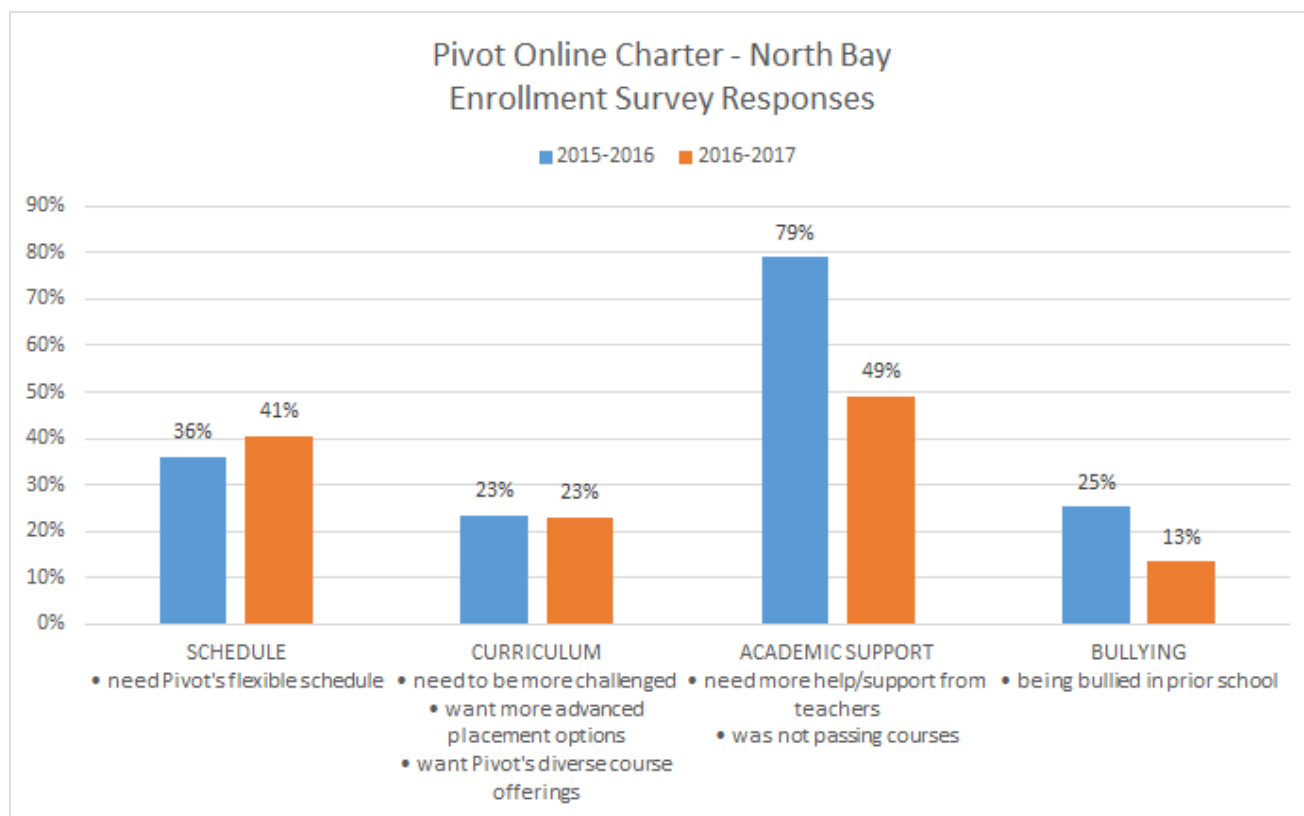




### **Why Students Come to Pivot**

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.



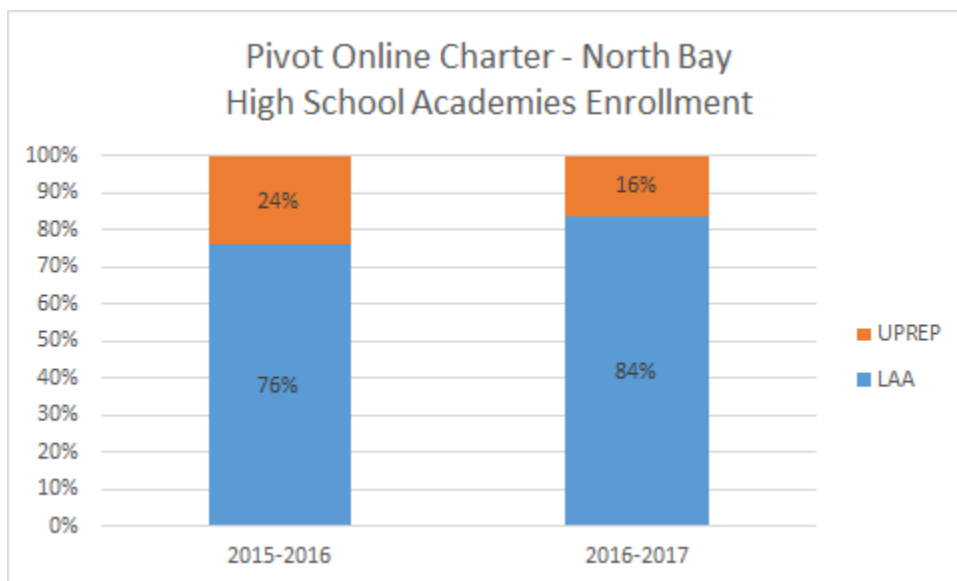


## High School Academies

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 21<sup>st</sup> 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 21<sup>st</sup> 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
<b>Total</b>	<b>460</b>	<b>460</b>	<b>460</b>	<b>460</b>	<b>460</b>

## 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. Pivot’s 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. 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.

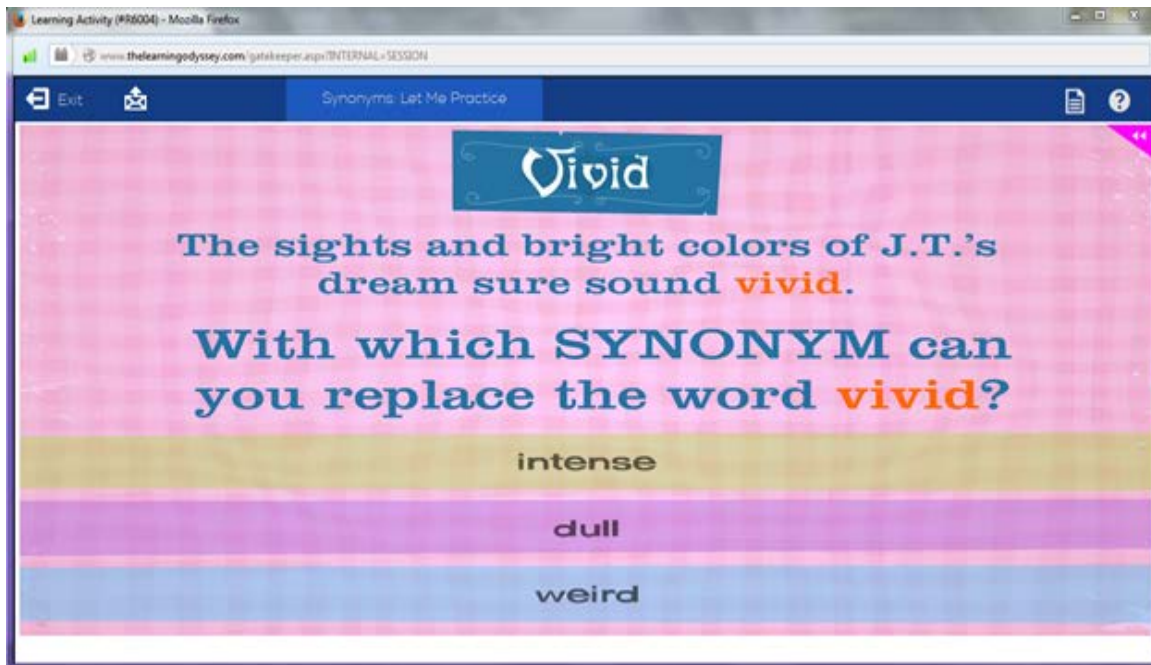
## Compass Learning

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-8<sup>th</sup> grade. Classes 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.

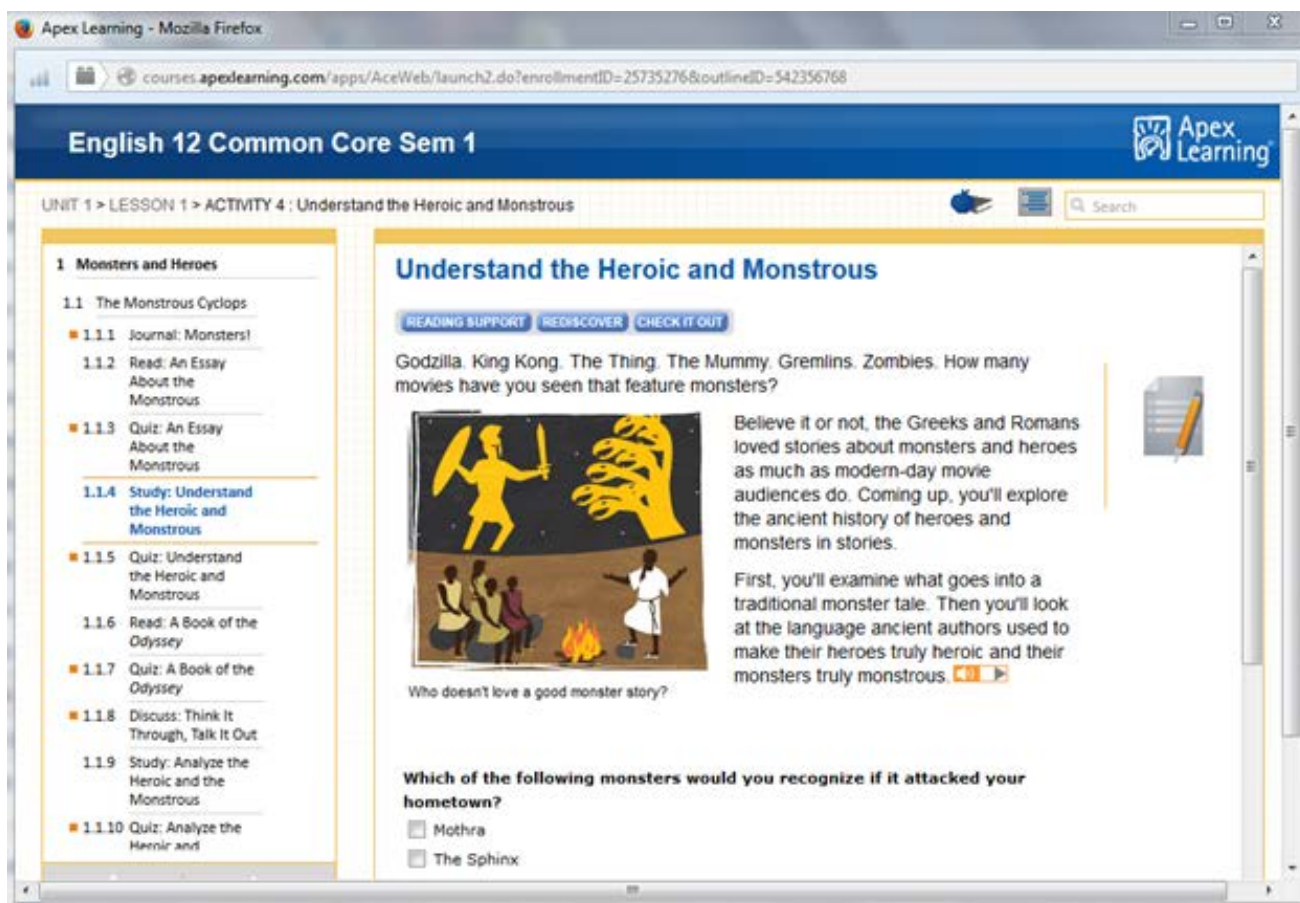
- *A spiraled curriculum* ensures that important skills and concepts are reintroduced throughout different levels with increasing difficulty to ensure mastery and retention.
- *Technology and active learning lessons* address the wide variety of learning modalities—visual, auditory, tactile, and kinesthetic—that 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:



*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.

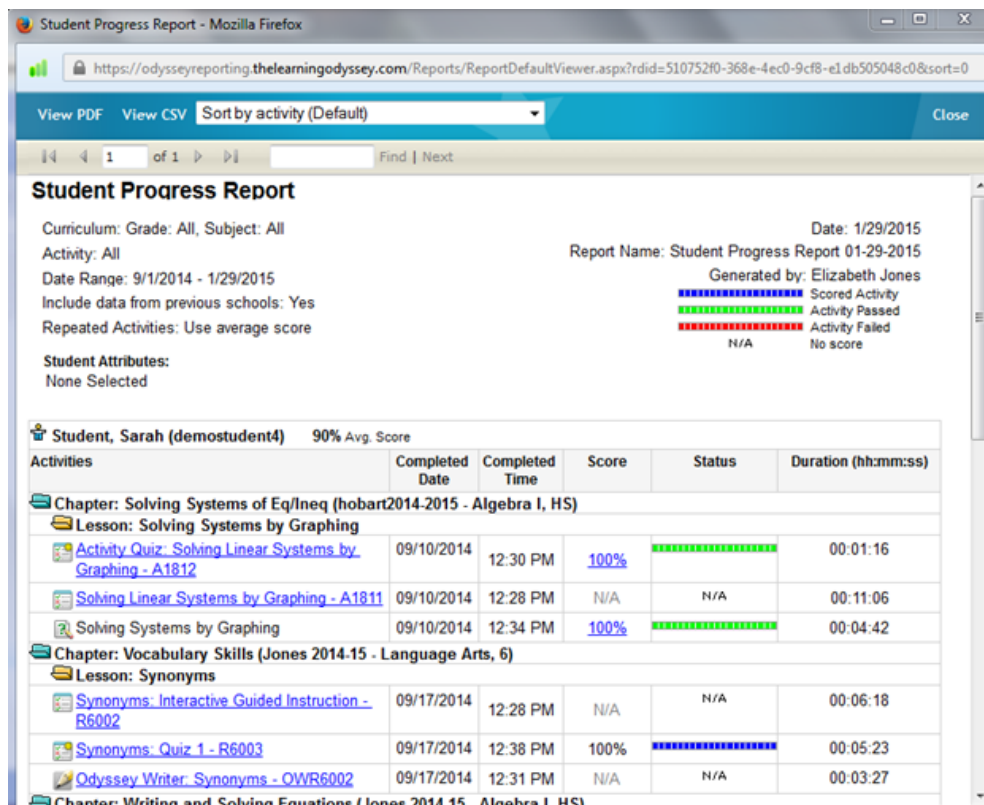
- II. **Flexible Scheduling:** The nation's schools are failing to meet the needs of many students who do not fit a traditional model. Students who have to raise their own children, support their families or themselves, or who are engaged in schedule-limiting activities, want and need to receive a high 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.





*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.

<b>State Mandated Requirements* (EC 51225.3) for High School Graduation</b>	<b>Liberal Arts Academy</b>	<b>UPREP Academy</b>
<b>English</b> Three years 30	<b>English</b> Four years 40	<b>English</b> Four years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking 40
<b>Math</b> Two years, including Algebra I beginning in 2003-04, (EC 51224.5) 20	<b>Math</b> Two years including Algebra I and other 20	<b>Math</b> 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
<b>Science</b> Two years, including biological and physical sciences 20	<b>Science</b> One Year Physical Science - One Year Life or Biological 20	<b>Science</b> 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
<b>History</b> 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	<b>History</b> 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	<b>History</b> 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
<b>Technology/Computers</b> n/a	<b>Tech</b> One year 10	<b>Tech</b> One year 10
<b>PE</b> Two years 20	<b>PE</b> Two years 20	<b>PE</b> Two years 20
<b>Community Service</b> n/a	<b>Community Service</b> 5 credits a year = 20 total	<b>Community Service</b> 5 credits a year = 20 total
<b>Foreign Language</b> One year of either visual and performing arts, foreign language, or career technical education* <b>OR</b>	<b>VAPA</b> One year of either visual and performing arts, foreign language, or career technical education. 20	<b>Foreign Language</b> Two years of the same language other than English or equivalent to the second-level of high school instruction. 20
<b>VAPA</b> One year of either visual and performing arts, foreign language, or career technical education*	<b>VAPA</b> One year of either visual and performing arts, foreign language, or career technical education* (10)	<b>VAPA</b> One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art. 10
<b>Electives</b> n/a	<b>Electives</b> 30 credits	<b>Electives</b> 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
<b>130</b>	<b>210</b>	<b>210</b>

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

**Afternoon Program:**

Tuesday, Thursday  
and Friday

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

Pivot North Bay also offers an afternoon program for a completely DIFFERENT set of 6<sup>th</sup> through 12<sup>th</sup> 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 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 (RTI<sup>2</sup>) 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 6<sup>th</sup> grade math, the student may be placed in a support course or tutorial that re-teaches material the student missed in their 6<sup>th</sup> 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 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 discusses 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 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 met all 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.

Pivot North Bay currently has three Education Specialists who oversee 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 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.

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

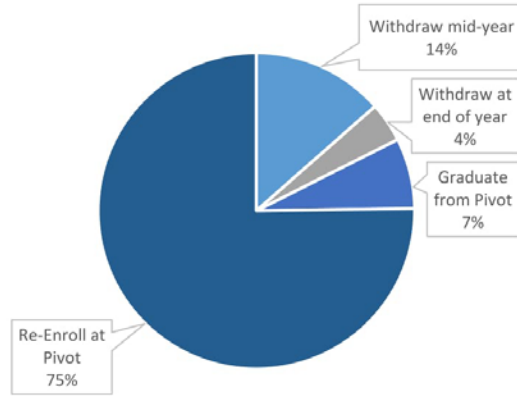
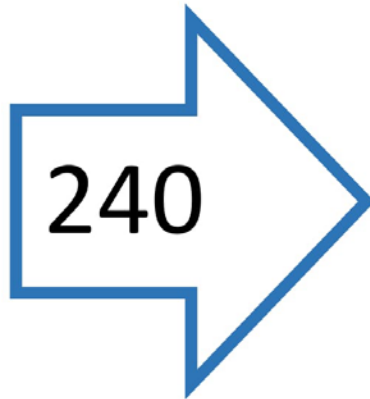
High school students are required to complete a UC A-G approved course of study in order to graduate from the UPREP academy. Students in the Liberal Arts Academy also take UC A-G approved courses, but have more flexibility in choosing some non A-G courses to fulfill graduation requirements.

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

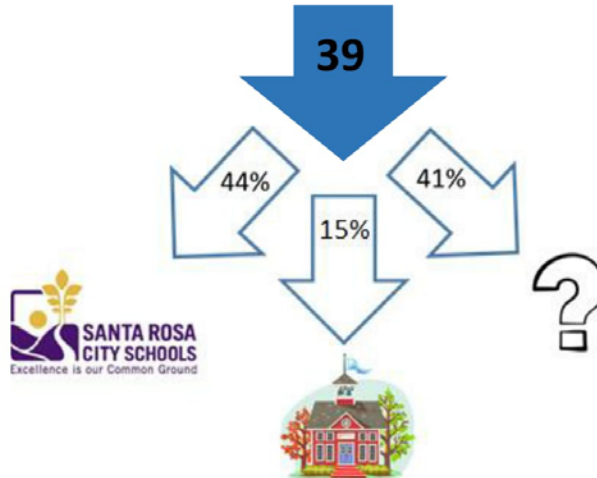


240 students enrolled at Pivot North Bay from a Santa Rosa City School (Santa Rosa Elementary or Santa Rosa High) during the 2016-2017 school year. This represents 44.7% of Pivot North Bay's total enrollment for that year.

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 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 the I-Ready program is completely aligned to the SBAC tests and is considered

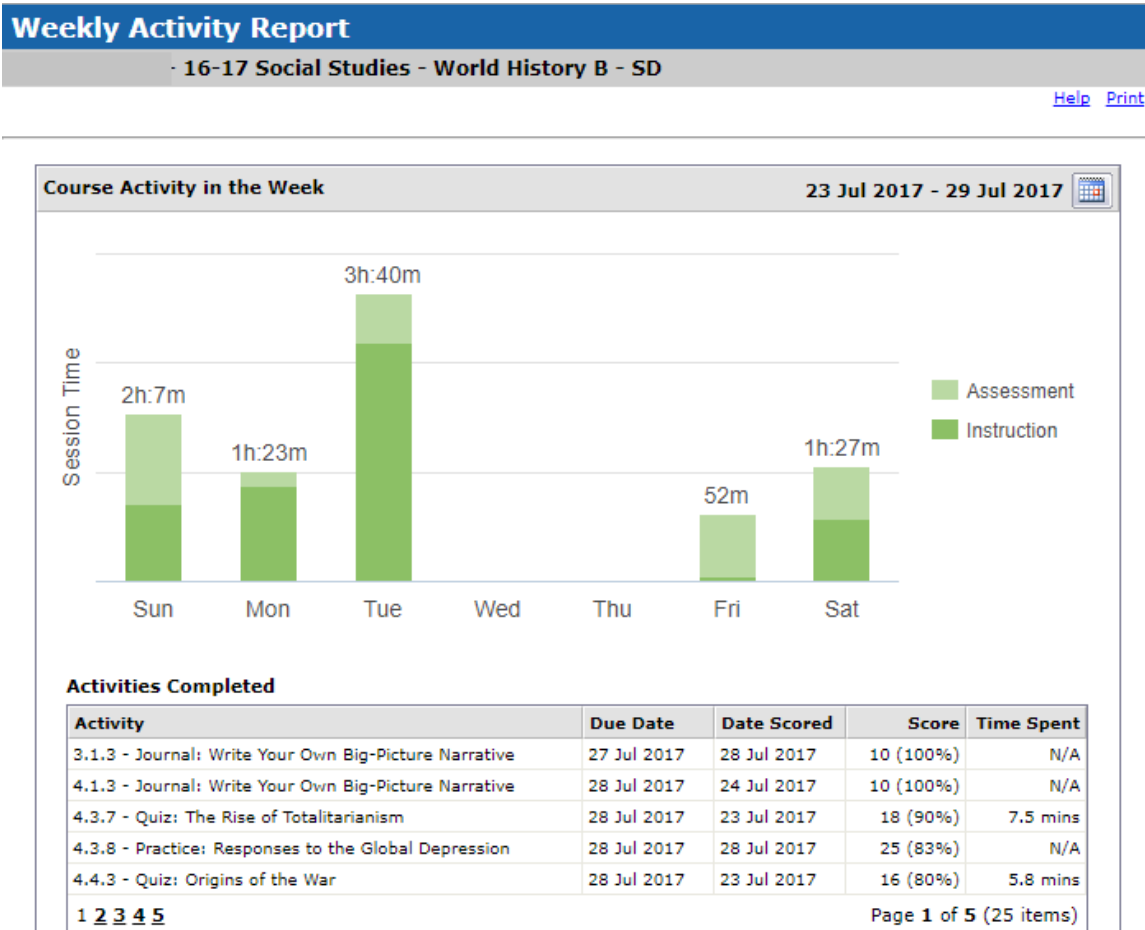
far superior to other products used for similar purposes by Pivot North Bay such as Study Island.

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.

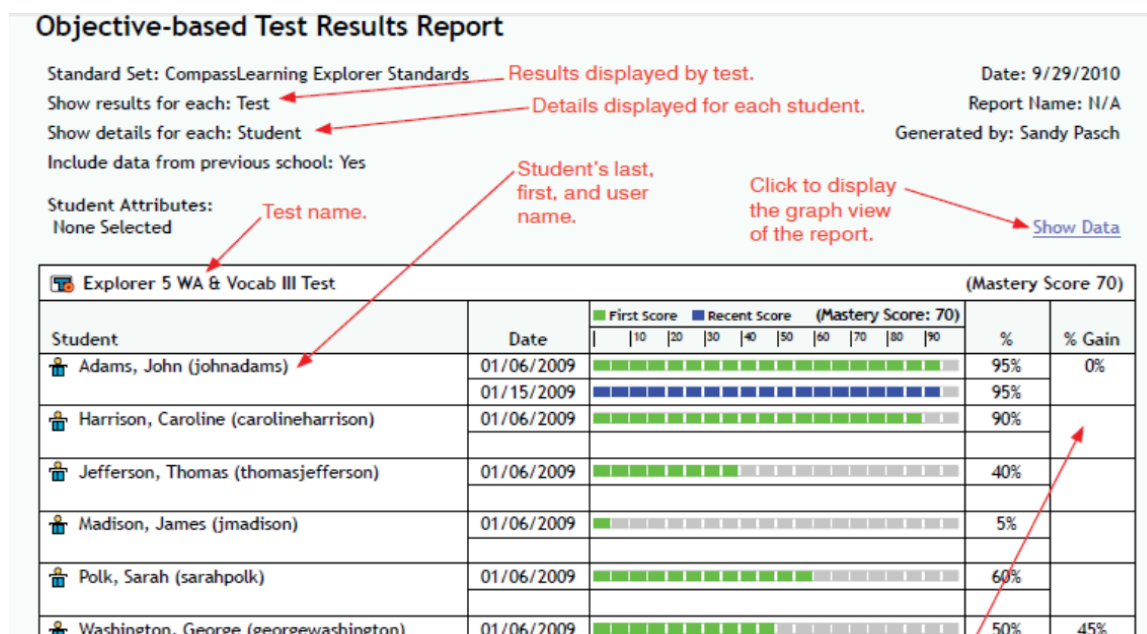
Pivot Charter School North Bay teachers and administrators are able to run reports that show daily activity and cumulative progress for each student in the core and the elective curriculum as well as the CTE courses. Educators can also view any communication records concerning their students. These records 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.



*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.

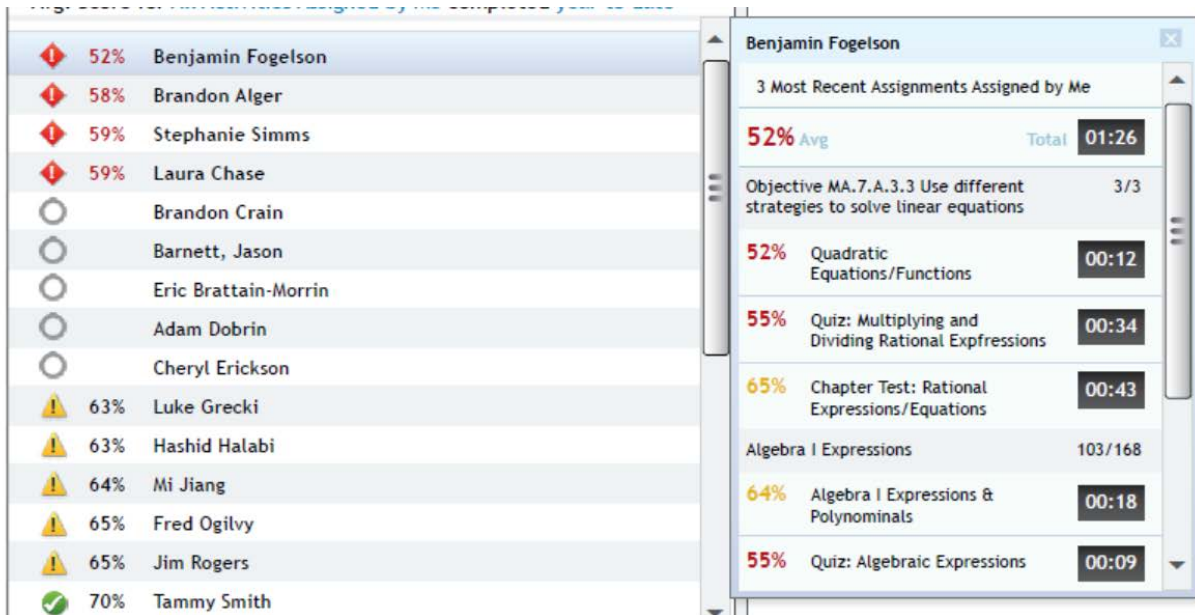
Students are graded on weekly assignments, papers, end-of-chapter tests, and final exams for most of the courses. Reporting and posting of graded assignments and tests is immediate and can be accessed online by parents, teachers, counselors, administrators and students. Students and parents receive written 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

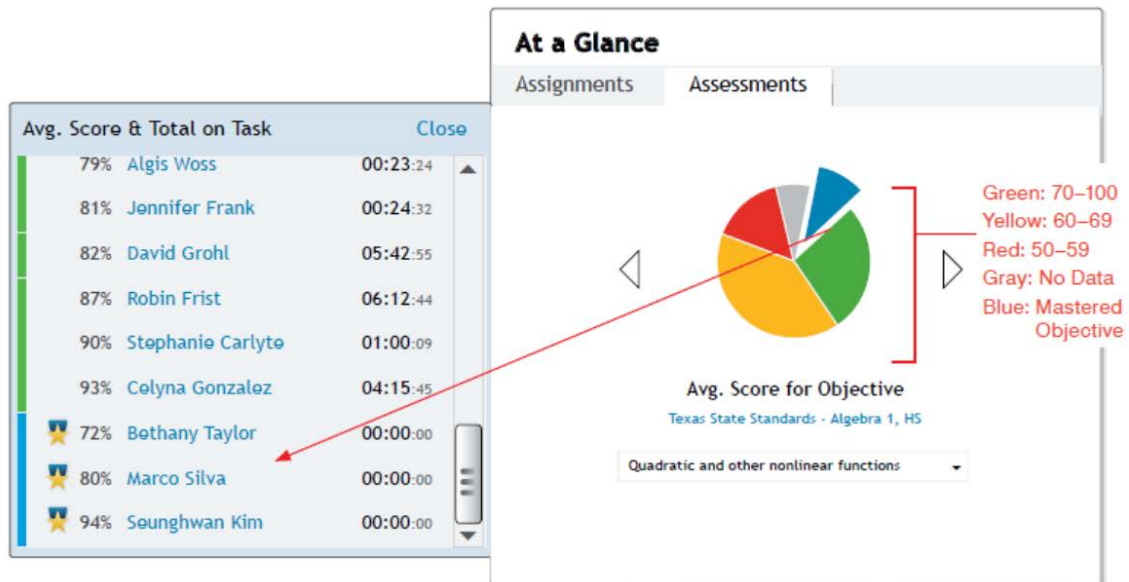
determining which small group instruction to create and maintain, who needs tutoring, who is able to enroll in college classes, etc. Proficiency levels on the standards will drive these individual student instructional decisions.

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. 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, parents 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. 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 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

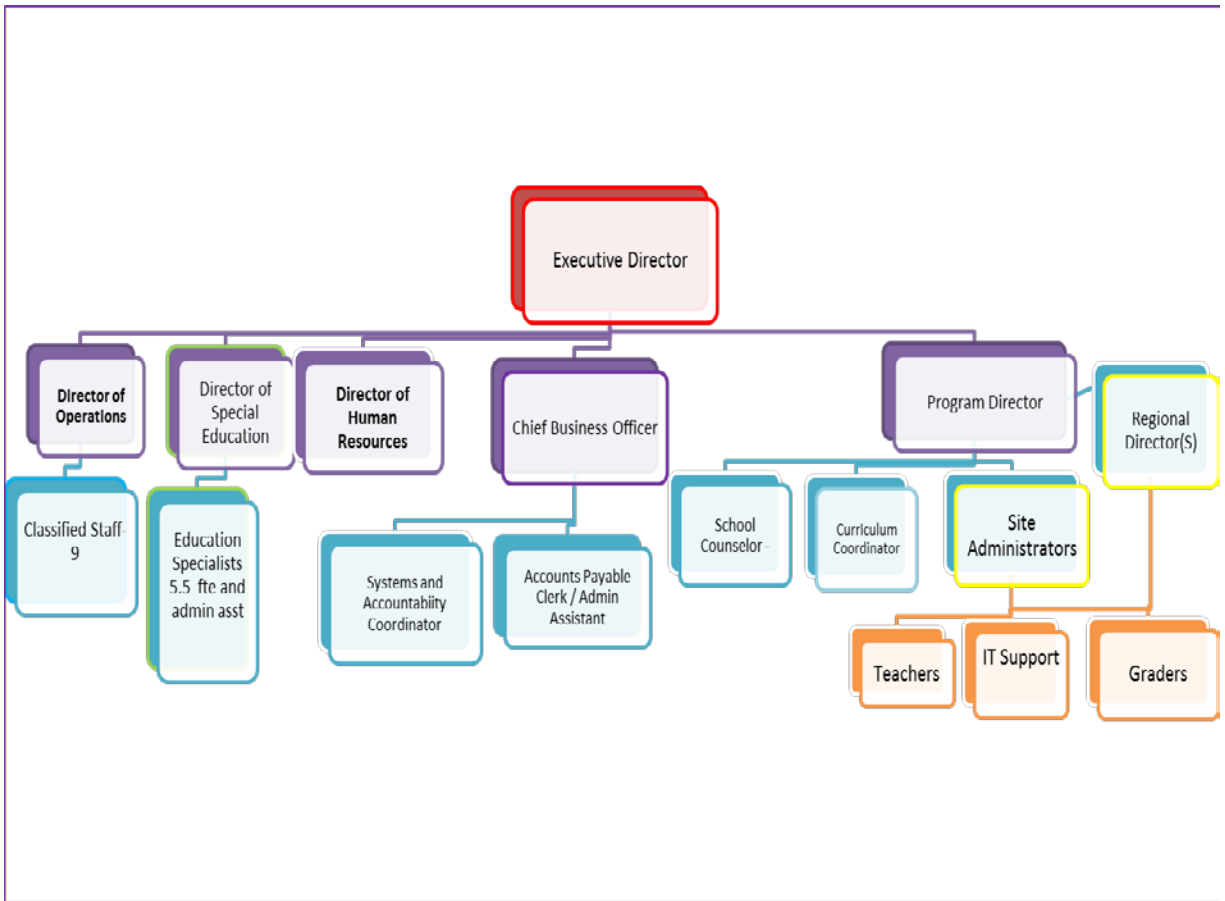
The general public, including parents, is given notice of each Board meeting in accordance with the Brown Act and is encouraged to contribute and participate. Parents participate in school improvement through expressing their opinions on the annual school satisfaction survey as well as and working with 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.
- 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.
3. Communicate with Enrollment Team to maintain current student records and follow up with Site Coordinators regarding student's missing vaccines.
4. Review student medical records to identify students with potential for classroom health emergencies as well as parent requests for medications on campus.
5. Recognize problems and impediments and report them to Administrative Staff.
6. Coordinate with Director of Operations regarding communication of Health & Safety requirements through enrollment process.
7. Communicate with and develop notices for parents/guardians regarding Health & Safety concerns.
8. Serve as a resource person to the Educational Coordinators and Administrative Staff on questions concerning Health & Safety.
9. Assist in the development of Health & Safety Policies.
10. Work to acquire Epi-Pens at all Pivot Charter School sites.
11. 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 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 7<sup>th</sup> 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 POLICIES AND PROCEDURES**

*Governing Law: Admission 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 to students in the following order of priority:

1. Siblings of students 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 the above listed admission preferences. 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.

At 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 to parents 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 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 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 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](http://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) 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) 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), students 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**

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 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).*

### **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.

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 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 6<sup>th</sup> through 12<sup>th</sup> 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.



## APPENDICES

**Appendix A** – El Dorado SELPA memo

**Appendix B** - Pupil outcomes summary and LCAPs

**Appendix C** - Roads Articles of Incorporation and amended Articles of Incorporation

**Appendix D** – Bylaws

**Appendix E** - Conflict of Interest Code

**Appendix F** -Sample 360 evaluation

**Appendix G** – Budget Narrative

**Appendix H** - Budget

**Appendix I** – Cash flow

**Appendix J** - Personnel Manual

**Appendix K** – Student Parent Handbook

**Appendix L** – Letter of Support from Patricia Law – Sonoma County Office of Education

**Appendix M** – Letter from Western Association of Schools and Colleges

**Appendix N** – Instructional Minutes Calculations

**Appendix O** – School Calendar

# Appendix A



**Ed Manansala Ed.D.**  
County Superintendent of  
Schools  
El Dorado County  
Office of Education

**David M. Toston**  
Associate Superintendent  
El Dorado County  
SELPA/Charter SELPA

July 13, 2017

Jayna Gaskell  
Executive Director  
ROADS Education  
2550 Lakewest Drive, Suite 30  
Chico, CA 95928-8419

Re: Pivot Charter Schools

Dear Ms. Gaskell,

The Pivot Charter Schools, which include Pivot San Diego, Pivot North Valley, Pivot Riverside County II and Pivot Online Charter North Bay, have been a partner in the El Dorado Charter SELPA since 2016. Pivot Charter Schools have at all times been a member in good standing and have demonstrated the commitment and capacity to function as an LEA for special education services.

Pursuant to our Local Plan, we prioritize the admission of new schools operated by a current member of our SELPA. Accordingly, based on the aforementioned good standing, Pivot Charter Schools, has met the approval criteria and has been approved for membership within the El Dorado Charter SELPA, pending authorization of their charter petition.

Respectfully Submitted,

David M. Toston  
Associate Superintendent

DMT:kc

# Appendix B

## Measureable Pupil Outcomes/Goals

(Tied to LCAP)

<b>Pivot Charter School North Bay Goal #1</b>	
<b>GOAL</b>	All students will be provided an appropriate, safe, and caring learning environment where students and parents feel supported, and students are comfortable engaging in their academic programs and school activities.
<b>STATE PRIORITIES ADDRESSED</b>	1, 3, 5, 6, 7
<b>PUPIL GROUPS/SUBGROUPS ADDRESSED</b>	All students, Socioeconomically Disadvantaged students
<b>MEASURABLE OUTCOMES</b>	<ul style="list-style-type: none"> <li>• 100% of core/college prep teachers hold valid credentials</li> <li>• Enrollment numbers: 460 students enrolled</li> <li>• Retention percentage: 70%</li> <li>• Attendance rates: 80% ADA</li> <li>• Attendance at site based programs and activities: 75% of students attend at least one program or activity</li> <li>• Parent surveys: 90% of those returning surveys report somewhat or very satisfied with Pivot</li> <li>• Student surveys: 75% of those returning surveys report they somewhat agree or agree being prepared for their future</li> </ul>
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>• Ensure sufficient access to courses by implementing high-quality online curriculum that is standards aligned, includes comprehensive courses for each grade level, and student work is evaluated by qualified California teachers holding valid California credentials.</li> <li>• Computers will be loaned to students who do not have the ability to arrange access to one for their school work.</li> <li>• Bus passes will be made available to socioeconomically disadvantaged students to ensure they have access to program offerings at the resource center(s).</li> <li>• Staff will receive training in site safety and will conduct regular drills with students at the resource center(s).</li> <li>• Staff professional development addressing the social-emotional well-being of students will be conducted. Sessions will cover topics such as youth suicide prevention, homelessness, adolescent development, and bullying.</li> <li>• Parent involvement will be promoted by publishing regular school newsletters, holding events such as open houses and barbecues, and conducting parent surveys online.</li> <li>• School climate will be evaluated by conducting student surveys online.</li> </ul>

<b>Pivot Charter School North Bay Goal #2</b>	
<b>GOAL</b>	Pivot Charter School will increase the number of students who complete high school as college and/or career ready.
<b>STATE PRIORITIES ADDRESSED</b>	2, 4, 7, 8
<b>PUPIL GROUPS/SUBGROUPS ADDRESSED</b>	All students, Socioeconomically Disadvantaged students
<b>MEASURABLE OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Enrollment in Pivot Academies will be 80% in Liberal Arts Academy and 20% in university Prep Academy</li> <li>• Concurrent enrollment at local community &amp; junior colleges (CC/JC) will be 10%</li> <li>• Enrollment in Advanced Placement (AP) courses will be 5%</li> <li>• Enrollment in Career Technical Education (CTE) courses, CTE pathways, and internships will be 35%</li> <li>• Participation in College &amp; Career workshops/events will be 15%</li> </ul>
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>• Assign and maintain College &amp; Career Counselor(s) to educate students, families, and staff about Pivot Academies and options for students after high school; to promote enrollment in AP courses and CTE courses; to promote concurrent enrollment in local CC/JC courses; and to promote participation in college &amp; career workshops and events.</li> <li>• Assist socioeconomically disadvantaged students with costs associated with SAT, ACT, and AP tests.</li> </ul>

<b>Pivot Charter School North Bay Goal #3</b>	
<b>GOAL</b>	Pivot Charter School will increase student performance on grade-level appropriate academic standards.
<b>STATE PRIORITIES ADDRESSED</b>	1, 2, 4, 7, 8
<b>PUPIL GROUPS/SUBGROUPS ADDRESSED</b>	<p>All students, Students with Disabilities*, English Learners*</p> <p><i>*These pupil subgroups are not currently numerically significant, but are addressed nonetheless.</i></p>

<b>MEASURABLE OUTCOMES</b>	<ul style="list-style-type: none"> <li>• Pass rate and final grade data for courses completed will be 80%</li> <li>• CELDT/ELPAC scores and percentage of English Learners meeting requirements for reclassification will be 5%</li> <li>• CAASPP and other standardized testing scores will improve the DF3 in ELA 10 points and improve the DF3 in Math 10 points</li> <li>• Graduation rate (as measured by Pivot) will increase 5%</li> <li>• Parent surveys will demonstrate 75% satisfaction with the curriculum</li> <li>• Student surveys will demonstrate 85% agree or strongly agree that they push themselves academically at Pivot</li> </ul>
<b>ACTIONS TO ACHIEVE GOAL</b>	<ul style="list-style-type: none"> <li>• Curricula utilized by Pivot will be standards aligned, and will include courses and supports for English Learners to gain academic content knowledge and English language proficiency, and for students with special needs.</li> <li>• Staff will participate in training to improve implementation of online curricula, with special attention to ensuring maximum student learning, academic integrity and utilizing courses and supports for English Learners and students with special needs.</li> <li>• Staff will be trained to implement educational planning strategies for students who come to Pivot Charter School with credit deficiencies that result in them not being on track to graduate in the traditional four year time frame.</li> <li>• Assign and maintain Intervention Coordinator(s) who will assist teachers with collaborative intervention plans for students who are not demonstrating sufficient academic progress or engagement.</li> <li>• Survey students and their parents regarding their scholastic efforts and Pivot Charter School's academic programs, and use their feedback to improve programs.</li> </ul>

	State Priorities Addressed							
	1	2	3	4	5	6	7	8
Goal 1	X		X		X	X	X	
Goal 2		X		X			X	X
Goal 3	X	X		X			X	X

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name Pivot Online Charter - North Bay

Contact Name and Title Elizabeth Jones  
Director of Curriculum & Fiscal Services

Email and Phone ejones@pivotcharter.org  
530-433-9141

## 2017-20 Plan Summary

### THE STORY

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

Pivot Charter School serves a wide variety of students in grades TK-12 who are seeking alternatives to traditional public school. As an independent study charter school with site based student programs available at a resource center, Pivot Charter School meets the needs of students who benefit from a more flexible school schedule, the ability to complete school work from home or elsewhere, a small supportive learning environment, high levels of teacher oversight, small group instruction/tutoring, strong positive role model presence, and/or alternative course pacing/blocking. School staff have worked extensively to develop relationships in the community and to seek out populations that may benefit from what Pivot Charter School offers. For example, school staff have reached out to local schools and districts to establish relationships that may assist traditional schools in identifying students who are in need of a different environment like Pivot Charter School. Some of the student populations best served by Pivot Charter School include:

- Students who travel frequently due to professional sports, acting, or family situations
- Students who are credit deficient or who need to retake courses
- Students with health issues, including physical as well as mental concerns (such as anxiety)
- Students who are parents or caring for young children
- Students in need of advanced/accelerated course work
- Students who have been bullied or feel lost in the crowd in a large traditional school environment

At Pivot Charter School, every student is assigned an Educational Coordinator who works closely with the family to establish plans and maintain constant communication regarding course of study, pacing of courses, attendance at site based programs, grades and report cards, intervention strategies if needed, etc. Some students may work with the same teacher for their entire educational trajectory, which allows teachers to develop strong and effective relationships with students and families. Educational Coordinators are partners in education; they work with the family every step of the way to establish goals and facilitate progress.

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

- 80% of students were enrolled in grades 9-12
- 39% of students identified themselves as Hispanic
- 54% of students were considered socioeconomically disadvantaged



- 15% of students qualified for special education
- 6% of students were English Learners
- 5% of students did not live in permanent housing and were considered foster or homeless youth

## LCAP HIGHLIGHTS

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

Pivot Charter School has made significant advancement in increasing college counseling services and providing resources to improve the college readiness of its students. Increasing participation in site based programs has been a significant focus as well, and we plan to provide additional resources to promote equal access for all Pivot Charter School students, with a focus on increasing access to site based programs for unduplicated pupils.

This past year's data collection and input from stakeholders has significantly shaped this year's LCAP and plans for the 2017-18 school year and beyond. Some of the decisions made in response to data collection and stakeholder input include:

- The previous Goal 1 has been split into two goals starting in 2017-18. Goal 1 will continue to address basic services, course access, school climate, and student/parent engagement, but the student academic achievement piece has been broken out into a new goal (Goal 3). Goal 3 was created to place greater emphasis on student academic achievement and to address it separately from other factors. This was done in response to standardized testing scores and input from stakeholders regarding curriculum.
- A major component of the new Goal 3 is a wide scale curriculum review. Pivot Charter School plans to establish a new curriculum plan for grades TK-8 starting with the 2018-19 school year.
- The College Counseling Team referred to in Goal 2 will be changed to the College and Career Counseling Team in order to increase efforts around career readiness and career technical education.

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

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

## GREATEST PROGRESS

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

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **GREATEST NEEDS**

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

Another area of need is student academic achievement, especially in elementary and middle school. Standardized testing data indicates that many students are not achieving mastery of grade level appropriate content standards. Because of this, Pivot Charter School will focus on providing more support in language arts and mathematics, as well as thoroughly investigating its curricula and educational programs with an aim to replace and revise that which is deemed insufficient.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## PERFORMANCE GAPS

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

## INCREASED OR IMPROVED SERVICES

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

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

Low-income students who cannot afford to purchase or maintain a computer will be permitted to check out a school computer to use for the duration of the school year. Upon request, local low-income students with transportation issues will also be provided bus passes to ensure they have equal access to site based programs at the resource center. Socioeconomically disadvantaged students are also eligible to have Pivot cover the cost of exams related to college preparedness and applications, such as the SAT, ACT, and AP exams.

## BUDGET SUMMARY

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

### DESCRIPTION

### AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$3,512,961.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,667,193.38

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

Several General Fund Budget Expenditures are not included within the LCAP budget because they do not fall into the actions and services specified for the LCAP goals. Some examples of these include:

- Salaries for certain personnel such as graders, classified staff, and some administrators
- Employee benefits
- Utilities and maintenance for facilities
- Office supplies
- Insurance

\$3,390,884.00

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 1

All students will be provided a safe caring environment that provides a rigorous academic program with a focus on 21st Century Skills.

State and/or Local Priorities Addressed by this goal:

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

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

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

### ACTUAL

- We do not have 2016-17 annual data on grades and pass rate yet, but the data from 2014-15 to 2015-16 was compared. The pass rate was comparable between the two years, decreasing by 1% for 2015-16 (a statistically insignificant amount). Distribution of letter grades was very similar from 2014-15 to 2015-16, with all variations within 4%.
- Since the school accountability systems have changed, it was not possible to obtain API or AYP scores.
- CELDT scores were collected. The average overall score for students who took the 2016-17 CELDT was Intermediate. 17% of students who took the CELDT met the criteria to be Reclassified as Fluent English Proficient (RFEP).
- We do not have 2016-17 SBAC data yet, but the data from 2015-16 was analyzed. SBAC scores showed that of the students who completed SBAC testing in 2015-16, 37% met or exceeded the standards in ELA, and 4% met or exceeded the standards in Mathematics. These results will drive much of the student achievement plans for the 2017-18 LCAP.
- 98% of parents surveyed whose students attended the resource center said they felt their students were safe at the resource center.
- 85% of parents surveyed said they were "very satisfied" with the Pivot Charter School program.
- 69% of students surveyed said they felt Pivot was preparing them well for their future.

ACTIONS / SERVICES

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

Action	1	
Actions/Services	<p><b>PLANNED</b></p> <p>Continue Curriculum Contracts - We will use our three curriculum programs to facilitate our two Pivot Charter School Academies called University Prep and Liberal Arts Academy. We will also be expanding our CTE course options this year. Our Apex curriculum will continue to provide a rigorous College Prep curriculum that is A-G approved. Apex courses have a variety of levels of opt-in supports across multiple curricular pathways. Programs include:</p> <p>General Studies — Cover the same college preparatory standards across three pathways:</p> <p>Literacy Advantage — Subject-area courses with extensive literacy supports.</p> <p>Core — Subject-area courses with opt-in scaffolding to support student success.</p> <p>Honors — Subject-area courses with opportunities to extend knowledge</p> <p>Foundations — Develop foundational skills and strategies in math, science, reading, and writing.</p> <p>AP — Authorized by the College Board, courses meet higher-education expectations and prepare students to demonstrate achievement through success on the AP exams.</p> <p>Compass Learning Curriculum is used for Elementary and Middle School Students. Compass curriculum makes learning fun. There are engaging graphics and the curriculum delivers real-time data to differentiate instruction and practice for students working above, at, or below grade level. Compass helps pinpoint and close skill and concept gaps and moves students forward academically with:</p> <p>Explicit instruction</p> <p>Supported practice</p> <p>Independent practice</p>	<p><b>ACTUAL</b></p> <p>The three main curriculum programs were used as planned throughout the school year. The Pivot Charter School Academies, as well as related policies and procedures, were refined to enable students/families to make better-informed decisions about which academy to join. Several students/families switched academies after reviewing the details with staff.</p> <p>Apex Learning's alternative course options for struggling learners, such as Literacy Advantage courses, were utilized more effectively in 2016-17. New Liberal Arts versions of courses were also created by Pivot staff to ensure that students in the Liberal Arts Academy had access to core courses tailored to their needs and goals.</p> <p>Pivot Charter School transitioned Compass Learning content for TK-8 students to a different learning management system (LMS) for improved implementation and customization. This solved several problems regarding gradebooks and written assignment submission. This new LMS also afforded Pivot the opportunity to begin creating courses of our own, such as a second semester of Financial Literacy for high school students who struggle with math.</p> <p>CTE and elective course offerings through Edmentum were expanded for the 2016-17 school year. Several new course options were added such as:</p> <p>Culinary Arts</p> <p>Digital &amp; Interactive Media</p> <p>Gothic Literature</p> <p>Introduction to Forensic Science</p> <p>Professional Photography</p>

Expenditures	<p>Ongoing formative assessment</p> <p>Edmentum Curriculum- is primarily used for interesting and fun Electives and CTE courses. Some of the courses offered are:          Audio/Video Production          Introduction to Social Media          Principles of Engineering &amp; Technology          Principles of Agriculture Food &amp; Natural Resources</p>	
	<p><b>BUDGETED</b>          39,573.06 5000-5999: Services And Other Operating Expenditures          39,573.06</p>	<p><b>ESTIMATED ACTUAL</b>          60,378.00 5000-5999: Services And Other Operating Expenditures          60,378.00</p>
Action	2	
Actions/Services	<p><b>PLANNED</b>          Educational Coordinators - we will continue to hire teachers as we need them in Highly Qualified areas to provide individualized support for our students.</p>	
	<p><b>BUDGETED</b>          654,894.03 1000-1999: Certificated Personnel Salaries 654,894.03</p>	<p><b>ACTUAL</b>          Enrollment at Pivot Charter School North Bay continued to increase throughout the 2016-17 school year. More teachers were hired to accommodate the increase in students. Eventually, enrollment reached the maximum that could be effectively sustained by staff, so a cap on enrollment was enforced. Lotteries were held weekly to admit new students based on available spaces.</p> <p><b>ESTIMATED ACTUAL</b>          690,037.00 1000-1999: Certificated Personnel Salaries 690,037.00</p>
Action	3	
Actions/Services	<p><b>PLANNED</b>          Professional Development- we will continue to provide professional development for teachers and staff in many areas so Pivot Charter School students are provided a well rounded education with a caring and supportive staff.</p>	
		<p><b>ACTUAL</b>          Several staff members attended workshops and conferences during the 2016-17 school year. We also hired some independent contractors to conduct professional development for all teachers at our resource center. Some of the topics covered in professional development meetings and conferences include: Next Generation Science Standards, writing and submitting courses for UC A-G approval, development of the adolescent brain, strategies for preventing student escalations and de-escalating situations when they arise, mandated reporting and child abuse/neglect, and strategies for building positive relationships with students.</p>

## Expenditures

## BUDGETED

1,681.85 5000-5999: Services And Other Operating Expenditures 1,681.85

## ESTIMATED ACTUAL

7,380.00 5000-5999: Services And Other Operating Expenditures 7,380.00

## Action

4

## Actions/Services

## PLANNED

Pivot Charter School Campus (Rent)-We will continue to have our facility available as a resource for students to be provided individualized support through one on one tutoring, workshops and classes.

## ACTUAL

Pivot Charter School North Bay added approximately 4,000 square feet of space to its resource center in Santa Rosa, CA for the 2016-17 school year. This was due to an increasing demand for site based programs. So many students wanted to attend the resource center that we had to expand significantly. The new suites enabled us to further separate students by age and developmental level. The resource center currently has separate suites for elementary, middle, and high school students. Each area has a main learning lab room as well as "pull out" rooms where students participate in workshops, small group instruction, project based learning activities, clubs, and special education services.

## Expenditures

## BUDGETED

169,111.51 5000-5999: Services And Other Operating Expenditures 169,111.51

## ESTIMATED ACTUAL

168,249.00 5000-5999: Services And Other Operating Expenditures 168,249.00

## Action

5

## Actions/Services

## PLANNED

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

## ACTUAL

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

## Expenditures

## BUDGETED

41,980.00 4000-4999: Books And Supplies 41,980.00

## ESTIMATED ACTUAL

43,950.00 4000-4999: Books And Supplies 43,950.00

## Action

6

## Actions/Services

## PLANNED

Student Information Software- we will continue to expand our use of Student Information Software run reports and collect data on our students to better serve them.

## ACTUAL

Pivot Charter School continued the use of the same Student Information Software. This software has seen several upgrades and improvements in recent years, and new bridges to other important reporting systems are being developed. As these new reports and bridges are launched, Pivot has been able to increase efficiency in reporting as well

Expenditures	<p>BUDGETED</p> <p>18,825.47 5800: Professional/Consulting Services And Operating Expenditures 18,825.47</p>	<p>as tracking of student details and progress. The Student Information Software is the platform used to maintain all student demographic information, report cards and transcripts, enrollment information, and to report information to the state.</p> <p>ESTIMATED ACTUAL</p> <p>22,938.00 5800: Professional/Consulting Services And Operating Expenditures 22,938.00</p>
<p>Action</p> <p>7</p> <p>Actions/Services</p>	<p>PLANNED</p> <p>Special Education- we will continue to expand in staff and materials to better serve our population of students who are in need of special education services.</p> <p>BUDGETED</p> <p>146,967.20 146,967.20</p>	<p>ACTUAL</p> <p>Due to the increase in enrollment of students with special needs, the special education staff was expanded for the 2016-17 school year and additional materials were purchased. It was a successful year for serving and supporting students with special needs.</p> <p>ESTIMATED ACTUAL</p> <p>156,481.00 156,481.00</p>
<p>Action</p> <p>8</p> <p>Actions/Services</p>	<p>PLANNED</p> <p>Intervention Specialist- we will continue with an Intervention Specialist position to help support students who are struggling. The intervention specialist targets issues students are having and comes up with alternative plans to achieve student success.</p> <p>BUDGETED</p> <p>18,000.00 1000-1999: Certificated Personnel Salaries 18,000.00</p>	<p>ACTUAL</p> <p>The Intervention Specialist monitored and assisted in all steps of the intervention process to ensure proper implementation, compliance, and appropriateness of plans. When students' struggles are evident in low grades, low amount of work, high rate of absence, or lack of communication, the intervention specialist works extensively with staff to ensure students receive the support they need. Individual student cases were discussed with staff to come up with creative solutions targeted to address each struggling student's issues.</p> <p>ESTIMATED ACTUAL</p> <p>17,187.50 1000-1999: Certificated Personnel Salaries 17,187.50</p>
<p>Action</p> <p>9</p> <p>Actions/Services</p>	<p>PLANNED</p> <p>English Learner Services (CELDT Materials Included)- We will continue to serve our English Learners with curriculum that</p>	<p>ACTUAL</p> <p>In addition to administering the CELDT to English Learners, we started using a new English language assessment from Let's Go Learn called the Diagnostic Online Reading</p>



has many features to accommodate student learning when English is not the primary language spoken.

Assessment (DORA) to further assist in monitoring English Learner progress. Staff were also trained to more effectively utilize Apex Learning's Literacy Advantage versions of courses for English Learners. Several English Learners also participated regularly in literacy development activities through site based reading and writing workshops, or through online reading skills development through a Lexia Learning reading program.

#### Expenditures

**BUDGETED**  
16,959.88 16,959.88

**ESTIMATED ACTUAL**  
16,959.88 16,959.88

### ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Actions/services were implemented successfully. All actions/services were completed and implemented as planned.

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

Actions/services were effective in maintaining student performance on course completion and grades, as well as increasing the number of English Learners who were reclassified. Survey responses were generally favorable. SBAC test scores and some aspects of student/parent survey responses were not as favorable as we had hoped. Goal 1, as well as the associated actions/services will be altered beginning in 2017-18 as a result. See section below regarding changes to the goal/outcomes/metrics/actions/services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Most differences are due to costs associated with higher enrollment. Due to the increased size of the Pivot North Bay site as well as the increased number of students attending site based programs, additional professional development was needed. There were also several teachers participating in professional development in order to clear their credentials, and Pivot helps cover those costs.

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

Starting with the 2017-18 school year, this goal will be split into two goals. The aim is to separate student performance and achievement from school climate, engagement, basic services, and access to instructional programs. Goal 1 will continue to include school climate, engagement, basic services, and access to instructional programs. The student performance and achievement component will be addressed in Goal 3 of this year's LCAP.

# Annual Update

LCAP Year Reviewed: 2016-17

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

## Goal 2

Pivot will increase number of students who complete high school as college ready.

State and/or Local Priorities Addressed by this goal:

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

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

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

#### ACTUAL

Data was gathered on students enrolled in Pivot Academies to determine the extent to which students take college preparatory courses. 16% of Pivot North Bay high school students are enrolled in the UPREP Academy, which is a UC aligned academy. These students complete a comprehensive program of UC a-g approved college preparatory courses. The 84% of Pivot North Bay high school students not enrolled in the UPREP Academy are enrolled in the Liberal Arts Academy. These students also take college preparatory courses, but have more flexibility to take some non-college preparatory courses, as well as college preparatory courses that are not necessarily UC a-g aligned.

Approximately 3% of high school students were concurrently enrolled in community/junior college courses during the 2016-17 school year.

Less than 1% of Pivot North Bay high school students attempted AP courses in the 2016-17 school year.

### ACTIONS / SERVICES

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

## Action

1

## Actions/Services

## PLANNED

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

## ACTUAL

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

## Expenditures

## BUDGETED

30,916.00 30,916.00

## ESTIMATED ACTUAL

32,466.45 32,466.45

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The actions/services were implemented as planned.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures were very close to Budgeted Expenditures. Slightly more was spent due to an increase in enrollment that was larger than expected.

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

For the 2017-18 school year and beyond, this goal will be changed to also include career readiness. New metrics, such as enrollment in Career Technical Education courses, and associated actions/services will be added.

# Stakeholder Engagement

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

### Involvement Process for LCAP:

Board Meetings - we have four regularly scheduled Pivot Charter School Board Meetings a year. In attendance are our Governing Board, Executive Director, our Back Office Company, Administrative Staff and Pivot Charter School Teachers. Families and members of the community are always welcome to attend as well.

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

Pivot Charter School staff have a close relationship with students and parents and frequently ask for their input on the program. Parents are encouraged to meet with teachers once a week to check on their student's progress and how the program is working for them. Several family meetings such as Back to School Night and Open Houses are also held throughout the year, and parents are encouraged to express their thoughts on Pivot Charter School programs at these events.

Pivot Charter School Parents are surveyed throughout the year on why they decided to enroll their student Pivot, why they are leaving Pivot if they are withdrawing their student from the program and they are also sent a detailed survey on the specifics of our program and how they feel about it.

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

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

### Annual Update:

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

November 12th, 2016

January 27th and 28th, 2017

March 25th, 2017

June 9th, 2017

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

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

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

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

Student Surveys- In May of 2017 Student Surveys were sent out to ask how Pivot Charter School Students felt about the Pivot Charter School program and what their student experience has been like at Pivot.

Withdrawal Surveys- If a Pivot Charter School student left our program to attend elsewhere, we sent them a withdrawal survey to gain information on how they felt about our program and why they might be leaving.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

#### Impact on LCAP:

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

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

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

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

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

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

College and Career readiness continue to be a priority.

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

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

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

#### Annual Update:

The information that we have gathered from stakeholder meetings and surveys has helped us to refine our goals for next year and to focus on the following:

- Continuing to expand our curriculum offerings for students with unique needs, and as intervention for students who are struggling and may need more help.
- Developing a new plan for how to approach standardized testing was a high priority, and staff worked hard to address critical areas of need regarding student attendance, participation, and effort in standardized testing. This will continue to be an area of focus for 2017-18 and beyond.
- An overall need to focus on pupil outcomes and student academic performance in an isolated way, apart from basic services and school climate, was identified. This led us to divide our previous Goal 1 into two goals starting with the 2017-18 LCAP. Student academic achievement has been removed from Goal 1 and addressed in a new Goal 3.
- Overall, students and parents reported that they were satisfied with the curriculum that Pivot Charter School uses, but there were some concerns expressed regarding the curriculum used for grades TK-8. Teachers have also expressed concerns, and so TK-8 curriculum revision will be a major component of Pivot Charter School's goals for 2017-18 through 2019-20.
- Generate interest in career and college planning and provide additional pathways to college/career readiness. Our College Counseling Team met with students more frequently and advised on a wider range of topics this year. We will continue to expand the College Counseling Team's role in assisting students with college and career planning.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

☐ New ☒ Modified ☐ Unchanged

### Goal 1

All students will be provided an appropriate, safe, and caring learning environment where students and parents feel supported, and students are comfortable engaging in their academic programs and school activities.

#### State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8  
COE ☐ 9 ☐ 10  
LOCAL

#### Identified Need

Engage students in site based programs and activities at the resource center(s).  
Increase enrollment and retention of students.  
Improve Pivot Charter School Student's overall happiness with the school, including their feeling safe and supported.  
Increase Pivot Charter School Parent and EC (Teacher) Communication.  
Ensure Pivot Charter School Parents feel satisfied overall with the Pivot Charter School Program.  
Ensure Pivot Charter School Students feel Pivot Charter School is preparing them for the future.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li>Enrollment numbers</li> <li>Retention percentage</li> <li>Attendance at site based programs and activities</li> <li>Parent surveys</li> <li>Student surveys</li> </ul>	<ul style="list-style-type: none"> <li>Enrollment at 2016-17 P2 was 386</li> <li>Retention: 61% of eligible students were retained from 2015-16 to 2016-17</li> <li>98% of parents surveyed whose students attended the resource center said they felt their student was safe at the resource center</li> </ul>	<ul style="list-style-type: none"> <li>Increase enrollment</li> <li>Increase retention percentage</li> <li>Gather data on percentage of students who attend site based programs and activities</li> <li>Maintain the percentage of parents who say they feel their student is safe at the resource center</li> </ul>	<ul style="list-style-type: none"> <li>Increase enrollment</li> <li>Increase retention percentage</li> <li>Increase the percentage of students who attend site based programs and activities</li> <li>Maintain the percentage of parents who say they feel their student is safe at the resource center</li> </ul>	<ul style="list-style-type: none"> <li>Increase enrollment</li> <li>Increase retention percentage</li> <li>Increase the percentage of students who attend site based programs and activities</li> <li>Maintain the percentage of parents who say they feel their student is safe at the resource center</li> </ul>

- 85% of parents surveyed said they were very satisfied with Pivot Charter School
- 84% of students said that Pivot Charter School is a welcoming and friendly place
- 74% of students said that Pivot Charter School teachers/staff are sensitive to their needs

- Maintain or increase the percentage of parents who say they are very satisfied with Pivot Charter School
- Increase the percentage of students who say that Pivot is a welcoming and friendly place
- Increase the percentage of students who say that Pivot teachers/staff are sensitive to their needs.

- Maintain or increase the percentage of parents who say they are very satisfied with Pivot Charter School
- Increase the percentage of students who say that Pivot is a welcoming and friendly place
- Increase the percentage of students who say that Pivot teachers/staff are sensitive to their needs.

- Maintain or increase the percentage of parents who say they are very satisfied with Pivot Charter School
- Increase the percentage of students who say that Pivot is a welcoming and friendly place
- Increase the percentage of students who say that Pivot teachers/staff are sensitive to their needs.

### PLANNED ACTIONS / SERVICES

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

#### Action 1

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

### ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☒ Modified ☐ Unchanged

2019-20

☐ New ☐ Modified ☐ Unchanged



THIS ACTION WILL BE MOVED TO GOAL 3  
BEGINNING IN 2017-18

Continue Curriculum Contracts - We will use our three curriculum programs to facilitate our two Pivot Charter School Academies called University Prep and Liberal Arts Academy. We will also be expanding our CTE course options this year.

Our Apex curriculum will continue to provide a rigorous College Prep curriculum that is A-G approved. Apex courses have a variety of levels of opt-in supports across multiple curricular pathways. Programs include:

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

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

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

Honors — Subject-area courses with opportunities to extend knowledge

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

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

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

Explicit instruction

Supported practice

Independent practice

Ongoing formative assessment

Edmentum Curriculum- is primarily used for interesting and fun Electives and CTE courses. Some of the courses offered are:

Audio/Video Production

Introduction to Social Media

Principles of Engineering & Technology

Principles of Agriculture Food & Natural Resources

**BUDGETED EXPENDITURES****2017-18****2018-19****2019-20**Action **2**

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

Students to be Served

All



Students with Disabilities



[Specific Student Group(s)]

Location(s)

All Schools



Specific Schools:



Specific Grade spans:

OR

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

Students to be Served

English Learners



Foster Youth



Low Income

Scope of Services

LEA-wide



Schoolwide

OR



Limited to Unduplicated Student Group(s)

Location(s)

All Schools



Specific Schools:



Specific Grade spans:

**ACTIONS/SERVICES****2017-18****2018-19****2019-20**

New



Modified



Unchanged



New



Modified



Unchanged



New



Modified



Unchanged

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

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

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

**BUDGETED EXPENDITURES****2017-18****2018-19****2019-20**

Amount

\$1,008,860.97

Amount

\$1,049,215.00

Amount

\$1,091,184.00

Budget Reference	1000-1999: Certificated Personnel Salaries \$1,008,860.97	Budget Reference	1000-1999: Certificated Personnel Salaries \$1,049,215.00	Budget Reference	1000-1999: Certificated Personnel Salaries \$1,091,184.00
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### Action 3

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

### ACTIONS/SERVICES

#### 2017-18

☐ New ☒ Modified ☐ Unchanged

Professional Development- we will continue to provide professional development for teachers and staff in many areas so Pivot Charter School students are provided a well rounded education with a caring and supportive staff.

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

#### 2018-19

☐ New ☒ Modified ☐ Unchanged

Professional Development- we will continue to provide professional development for teachers and staff in many areas so Pivot Charter School students are provided a well rounded education with a caring and supportive staff.

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

#### 2019-20

☐ New ☐ Modified ☐ Unchanged

Professional Development- we will continue to provide professional development for teachers and staff in many areas so Pivot Charter School students are provided a well rounded education with a caring and supportive staff.

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

### BUDGETED EXPENDITURES

**2017-18**

Amount \$7,918.00

Budget Reference 5000-5999: Services And Other Operating Expenditures \$7,918.00

**2018-19**

Amount \$7,791.00

Budget Reference 5000-5999: Services And Other Operating Expenditures \$7,791.00

**2019-20**

Amount \$7,975.00

Budget Reference 5000-5999: Services And Other Operating Expenditures \$7,975.00

## Action 4

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

## ACTIONS/SERVICES

**2017-18**

☐ New ☐ Modified ☐ Unchanged

Pivot Charter School Campus (Rent)-We will continue to have our facility available as a resource for students to be provided individualized support through one on one tutoring, workshops and classes.

**2018-19**

☐ New ☐ Modified ☐ Unchanged

Pivot Charter School Campus (Rent)-We will continue to have our facility available as a resource for students to be provided individualized support through one on one tutoring, workshops and classes.

**2019-20**

☐ New ☐ Modified ☐ Unchanged

Pivot Charter School Campus (Rent)-We will continue to have our facility available as a resource for students to be provided individualized support through one on one tutoring, workshops and classes.

## BUDGETED EXPENDITURES

**2017-18**

Amount \$173,296.00

**2018-19**

Amount \$178,495.00

**2019-20**

Amount \$183,850.00

Budget  
Reference5000-5999: Services And Other  
Operating Expenditures  
\$173,296.00Budget  
Reference5000-5999: Services And Other Operating  
Expenditures  
\$178,495.00Budget  
Reference5000-5999: Services And Other  
Operating Expenditures  
\$183,850.00Action **5**

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

[Students to be Served](#)☒ All ☐ Students with Disabilities ☐ [\[Specific Student Group\(s\)\]](#)[Location\(s\)](#)☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

[Students to be Served](#)☐ English Learners ☐ Foster Youth ☐ Low Income[Scope of Services](#)☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)[Location\(s\)](#)☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:[ACTIONS/SERVICES](#)**2017-18**☐ New ☐ Modified ☐ Unchanged

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

**2018-19**☐ New ☐ Modified ☐ Unchanged

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

**2019-20**☐ New ☐ Modified ☐ Unchanged

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

[BUDGETED EXPENDITURES](#)**2017-18**

Amount

\$82,698.00

**2018-19**

Amount

\$83,332.00

**2019-20**

Amount

\$80,777.00

Budget Reference	4000-4999: Books And Supplies \$82,698.00
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Budget Reference	4000-4999: Books And Supplies \$83,332.00
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Budget Reference	4000-4999: Books And Supplies \$80,777.00
------------------	--

## Action 6

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

## ACTIONS/SERVICES

### 2017-18

☐ New ☐ Modified ☐ Unchanged

Student Information Software- we will continue to expand our use of Student Information Software run reports and collect data on our students to better serve them.

### 2018-19

☐ New ☐ Modified ☐ Unchanged

Student Information Software- we will continue to expand our use of Student Information Software run reports and collect data on our students to better serve them.

### 2019-20

☐ New ☐ Modified ☐ Unchanged

Student Information Software- we will continue to expand our use of Student Information Software run reports and collect data on our students to better serve them.

## BUDGETED EXPENDITURES

### 2017-18

Amount	\$27,600.00
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures \$27,600.00

### 2018-19

Amount	\$27,600.00
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures \$27,600.00

### 2019-20

Amount	\$27,192.00
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures \$27,192.00

Action **7**

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

Students to be Served

☐ All ☐ Students with Disabilities ☒ [Specific Student Group(s)] Special Education

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

☐ New ☒ Modified ☐ Unchanged

THIS ACTION WILL BE MOVED TO GOAL 3  
BEGINNING IN 2017-18

Special Education- we will continue to expand in staff and materials to better serve our population of students who are in need of special education services.

**2018-19**

☐ New ☒ Modified ☐ Unchanged

**2019-20**

☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Action **8**

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <a href="#">[Specific Student Group(s)]</a>
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

**[ACTIONS/SERVICES](#)****2017-18**
☐ New
☒ Modified
☐ Unchanged

THIS ACTION WILL BE MOVED TO GOAL 3 BEGINNING IN 2017-18

Intervention Specialist- we will continue with an Intervention Specialist position to help support students who are struggling. The intervention specialist targets issues students are having and comes up with alternative plans to achieve student success.

**2018-19**
☐ New
☒ Modified
☐ Unchanged
**2019-20**
☐ New
☐ Modified
☐ Unchanged
**[BUDGETED EXPENDITURES](#)****2017-18****2018-19****2019-20**Action **9**

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <a href="#">[Specific Student Group(s)]</a>
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<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:
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OR

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide         OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

### ACTIONS/SERVICES

2017-18

☐ New
 ☒ Modified
 ☐ Unchanged

THIS ACTION WILL BE MOVED TO GOAL 3  
BEGINNING IN 2017-18

English Learner Services (CELDT Materials Included)-  
We will continue to serve our English Learners with  
curriculum that has many features to accommodate  
student learning when English is not the primary  
language spoken.

2018-19

☐ New
 ☒ Modified
 ☐ Unchanged

2019-20

☐ New
 ☐ Modified
 ☐ Unchanged

### BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Action **10**

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

[Students to be Served](#)
☐ English Learners
 ☐ Foster Youth
 ☒ Low Income
[Scope of Services](#)
☐ LEA-wide
 ☐ Schoolwide
 OR
 ☐ Limited to Unduplicated Student Group(s)
[Location\(s\)](#)
☐ All Schools
 ☐ Specific Schools:
 ☐ Specific Grade spans:
**[ACTIONS/SERVICES](#)****2017-18**
☒ New
 ☐ Modified
 ☐ Unchanged

Bus Passes - Pivot will provide bus passes to socioeconomically disadvantaged students to ensure they have equal access to site based programs at the resource center.

**2018-19**
☐ New
 ☐ Modified
 ☐ Unchanged

Bus Passes - Pivot will provide bus passes to socioeconomically disadvantaged students to ensure they have equal access to site based programs at the resource center.

**2019-20**
☐ New
 ☐ Modified
 ☐ Unchanged

Bus Passes - Pivot will provide bus passes to socioeconomically disadvantaged students to ensure they have equal access to site based programs at the resource center.

**[BUDGETED EXPENDITURES](#)****2017-18**

Amount \$7,000.00

Budget Reference \$7,000.00

**2018-19**

Amount \$7,250.00

Budget Reference \$7,250.00

**2019-20**

Amount \$7,500.00

Budget Reference \$7,500.00

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

☐ New ☒ Modified ☐ Unchanged

## Goal 2

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8  
 COE ☐ 9 ☐ 10  
 LOCAL

[Identified Need](#)

Increase student awareness of, exploration in, and preparation for college and careers.

## EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li>Enrollment in Pivot Academies</li> <li>Enrollment in college preparatory courses</li> <li>Concurrent enrollment at local community &amp; junior colleges (CC/JC)</li> <li>Enrollment in AP courses</li> <li>Enrollment in Career Technical Education (CTE) courses, CTE pathways, and internships</li> <li>Participation in College &amp; Career workshops/events</li> </ul>	<ul style="list-style-type: none"> <li>16% of high school students enrolled in UPREP Academy</li> <li>84% of high school students enrolled in Liberal Arts Academy</li> <li>3% of high school students concurrently enrolled at CC/JC</li> <li>&lt;1% of high school students attempted AP courses</li> <li>29% of high school students signed up for at least one CTE course</li> <li>8% of high school students participated in college &amp; career workshops and counseling</li> </ul>	<ul style="list-style-type: none"> <li>Increase enrollment in UPREP Academy and students taking College Preparatory Courses</li> <li>Increase concurrent enrollment in local CC/JC courses</li> <li>Increase enrollment in AP courses, CTE courses</li> <li>Increase participation in college &amp; career workshops/events</li> </ul>	<ul style="list-style-type: none"> <li>Increase enrollment in UPREP Academy and students taking College Preparatory Courses</li> <li>Increase concurrent enrollment in local CC/JC courses</li> <li>Increase enrollment in AP courses</li> <li>Establish CTE pathways &amp; internships</li> <li>Increase participation in college &amp; career workshops/events</li> </ul>	<ul style="list-style-type: none"> <li>Increase enrollment in UPREP Academy and students taking College Preparatory Courses</li> <li>Increase concurrent enrollment in local CC/JC courses</li> <li>Increase enrollment in AP courses</li> <li>Increase enrollment in CTE pathways &amp; internships</li> <li>Increase participation in college &amp; career workshops/events</li> </ul>

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

**ACTIONS/SERVICES****2017-18**

☐ New ☒ Modified ☐ Unchanged

The College Counselor Team will become the College & Career Counselor Team. They will promote concurrent enrollment in local CC/JC courses, AP courses, CTE courses, and participation in college & career workshops/events.

**2018-19**

☐ New ☒ Modified ☐ Unchanged

The College & Career Counselor Team will promote concurrent enrollment in local CC/JC courses, AP courses, CTE courses, and participation in college & career workshops/events. New CTE pathways and internships will be established.

**2019-20**

☐ New ☒ Modified ☐ Unchanged

The College & Career Counselor Team will promote concurrent enrollment in local CC/JC courses, AP courses, CTE courses, CTE pathways, internships, and participation in college & career workshops/events.

**BUDGETED EXPENDITURES****2017-18**

Amount	\$32,659.39
Budget Reference	\$32,659.39

**2018-19**

Amount	\$33,885.71
Budget Reference	\$33,885.71

**2019-20**

Amount	\$35,161.29
Budget Reference	\$35,161.29

Action **2**

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

Students to be Served
☐ All
     
 ☐ Students with Disabilities
     
 ☐ [Specific Student Group(s)]
Location(s)
☐ All Schools
     
 ☐ Specific Schools:
     
 ☐ Specific Grade spans:

OR

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

Students to be Served
☐ English Learners
     
 ☐ Foster Youth
     
 ☒ Low Income
Scope of Services
☐ LEA-wide
     
 ☐ Schoolwide
     
 OR
     
☐ Limited to Unduplicated Student Group(s)
Location(s)
☐ All Schools
     
 ☐ Specific Schools:
     
 ☐ Specific Grade spans:
ACTIONS/SERVICES**2017-18**
☒ New
     
☐ Modified
     
☐ Unchanged

Test Fees - In order to increase access to college education, Pivot will cover the cost of test fees for socioeconomically disadvantaged students who request assistance in paying for the SAT, ACT, or AP tests.

**2018-19**
☐ New
     
☐ Modified
     
☐ Unchanged

Test Fees - In order to increase access to college education, Pivot will cover the cost of test fees for socioeconomically disadvantaged students who request assistance in paying for the SAT, ACT, or AP tests.

**2019-20**
☐ New
     
☐ Modified
     
☐ Unchanged

Test Fees - In order to increase access to college education, Pivot will cover the cost of test fees for socioeconomically disadvantaged students who request assistance in paying for the SAT, ACT, or AP tests.

BUDGETED EXPENDITURES**2017-18**

Amount \$1,000.00

Budget Reference \$1,000.00

**2018-19**

Amount \$1,000.00

Budget Reference \$1,000.00

**2019-20**

Amount \$1,000.00

Budget Reference \$1,000.00

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

☒ New ☒ Modified ☐ Unchanged

### Goal 3

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8  
 COE ☐ 9 ☐ 10  
 LOCAL

[Identified Need](#)

Provide access to courses that are rigorous, engaging, and aligned with appropriate grade level content standards  
 Increase the pass rate and amount of students obtaining a final course grade of C or better in ELA, mathematics, science, and social science  
 Increase English Learner progress toward proficiency  
 Provide diverse Course offerings

## EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> <li>Pass rate and final grade data for courses completed</li> <li>CELDT/ELPAC scores and percentage of EL students meeting requirements for reclassification</li> <li>SBAC and other standardized testing scores</li> <li>Parent surveys</li> <li>Student surveys</li> </ul>	<ul style="list-style-type: none"> <li>2015-16 course pass rate was 76%</li> <li>63% of courses completed for a letter grade in 2015-16 were passed with a grade of 70% C- or higher</li> <li>2016-17 average overall CELDT score was Intermediate. 17% of students who took the CELDT met the criteria to be Reclassified as Fluent English Proficient (RFEP).</li> <li>2015-16 SBAC: of students who completed testing, 37% met or exceeded the standards in ELA, and 4%</li> </ul>	<ul style="list-style-type: none"> <li>Increase pass rate and percentage of courses completed with 70%C- or higher.</li> <li>Maintain average CELDT/ELPAC score of Intermediate. Continue to reclassify English Learners as appropriate.</li> <li>Increase percentage of students who meet or exceed standards on ELA and Mathematics SBAC.</li> <li>Increase parent satisfaction with curriculum.</li> <li>Increase percentage of students who say they push</li> </ul>	<ul style="list-style-type: none"> <li>Increase pass rate and percentage of courses completed with 70%C- or higher.</li> <li>Maintain average CELDT/ELPAC score of Intermediate. Continue to reclassify English Learners as appropriate.</li> <li>Increase percentage of students who meet or exceed standards on ELA and Mathematics SBAC.</li> <li>Increase parent satisfaction with curriculum.</li> <li>Increase percentage of students who say they push</li> </ul>	<ul style="list-style-type: none"> <li>Increase pass rate and percentage of courses completed with 70%C- or higher.</li> <li>Maintain average CELDT/ELPAC score of Intermediate. Continue to reclassify English Learners as appropriate.</li> <li>Increase percentage of students who meet or exceed standards on ELA and Mathematics SBAC.</li> <li>Increase parent satisfaction with curriculum.</li> <li>Increase percentage of students who say they push</li> </ul>

met or exceeded the standards in Mathematics.

- 68% of parents surveyed said the curriculum was "very good" or "excellent".
- 79% of students surveyed said that at Pivot they push themselves to do better academically.

themselves to do better academically.

themselves to do better academically.

themselves to do better academically.

### PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

### ACTIONS/SERVICES

**2017-18**

☐ New ☒ Modified ☐ Unchanged

Curriculum Contracts & Plans-

**2018-19**

☐ New ☒ Modified ☐ Unchanged

Curriculum Contracts & Plans-

**2019-20**

☐ New ☐ Modified ☐ Unchanged

Curriculum Contracts & Plans-

We will continue to use our three curriculum programs to facilitate our two high school academies, promote mastery of standards and skills for all subjects in all grade levels, and promote career technical education.

#### APEX LEARNING

Our Apex Learning curriculum will continue to provide a wide variety of rigorous College Prep high school courses that are A-G approved. Apex courses have a variety of levels of opt-in supports across multiple curricular pathways. Programs include:

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

1. Literacy Advantage — Subject-area courses with extensive literacy supports.
2. Core — Subject-area courses with opt-in scaffolding to support student success.
3. Honors — Subject-area courses with opportunities to extend knowledge.

Foundations — Develop foundational skills and strategies in math, science, reading, and writing. Pivot will continue to utilize these courses, alongside general studies courses, for students who struggle with basic skills, so they can fill gaps in knowledge while still progressing with their high school courses.

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

#### COMPASS LEARNING/EDGENUITY

Compass Learning Curriculum (now owned by Edgenuity) is used for Elementary and Middle School Students. The content is utilized through a Learning Management System called Brain Honey, where Pivot can customize courses. For 2017-18, the Brain Honey courses for grades TK-8 will be revised to include additional content designed to improve literacy and address some weaknesses in the Compass Learning curriculum. A primary focus for 2017-18 is to thoroughly investigate and vet curriculum companies to establish a new curriculum plan for grades TK-8 starting in 2018-19.

#### EDMENTUM

Edmentum curriculum is primarily used for interesting and fun Electives and CTE courses. CTE courses offered

We will continue to use at least two of the three curriculum programs previously used to facilitate our two high school academies, promote mastery of standards and skills for all subjects in all grade levels, and promote career technical education. We will continue with Apex Learning and Edmentum. Compass Learning/Edgenuity will most likely be replaced, but this will depend on the results of the curriculum review and investigation of available options.

#### APEX LEARNING

Our Apex Learning curriculum will continue to provide a wide variety of rigorous College Prep high school courses that are A-G approved. Apex courses have a variety of levels of opt-in supports across multiple curricular pathways. Programs include:

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

1. Literacy Advantage — Subject-area courses with extensive literacy supports.
2. Core — Subject-area courses with opt-in scaffolding to support student success.
3. Honors — Subject-area courses with opportunities to extend knowledge.

Foundations — Develop foundational skills and strategies in math, science, reading, and writing. Pivot will continue to utilize these courses, alongside general studies courses, for students who struggle with basic skills, so they can fill gaps in knowledge while still progressing with their high school courses.

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

#### COMPASS LEARNING/EDGENUITY POTENTIAL REPLACEMENT

Establish a new curriculum plan for grades TK-8 starting in 2018-19. Important components desired include:

- Comprehensive grade level courses in all core subjects for grades TK-8
- Sufficient content for two full semester long courses in each grade level core subject
- Significant reading, writing, and typing skills development

We will continue to use at least two of the three curriculum programs previously used to facilitate our two high school academies, promote mastery of standards and skills for all subjects in all grade levels, and promote career technical education. We will continue with Apex Learning and Edmentum. Compass Learning/Edgenuity will most likely be replaced, but this will depend on the results of the curriculum review and investigation of available options.

#### APEX LEARNING

Our Apex Learning curriculum will continue to provide a wide variety of rigorous College Prep high school courses that are A-G approved. Apex courses have a variety of levels of opt-in supports across multiple curricular pathways. Programs include:

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

1. Literacy Advantage — Subject-area courses with extensive literacy supports.
2. Core — Subject-area courses with opt-in scaffolding to support student success.
3. Honors — Subject-area courses with opportunities to extend knowledge.

Foundations — Develop foundational skills and strategies in math, science, reading, and writing. Pivot will continue to utilize these courses, alongside general studies courses, for students who struggle with basic skills, so they can fill gaps in knowledge while still progressing with their high school courses.

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

#### COMPASS LEARNING/EDGENUITY POTENTIAL REPLACEMENT

Continue to implement the curriculum plan for grades TK-8 that was established in 2018-19. Evaluate effectiveness and implementation of this curriculum plan to address any weaknesses and to capitalize on strengths.

#### EDMENTUM

Edmentum curriculum is primarily used for interesting and fun Electives and CTE courses. CTE courses offered cover 16 "career clusters". Some of the courses offered are:



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

Audio/Video Production  
Introduction to Social Media  
Principles of Engineering & Technology  
Principles of Agriculture Food & Natural Resources

#### SUPPLEMENTS

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

- Interactive and engaging, colorful and modern content
- Adaptive curriculum that provides remediation and acceleration as needed
- Appropriate course cohesion, scope and sequence
- Easy access for teachers and parents to see details of student scores, activity, and course progress

#### EDMENTUM

Edmentum curriculum is primarily used for interesting and fun Electives and CTE courses. CTE courses offered cover 16 "career clusters". Some of the courses offered are:

Audio/Video Production  
Introduction to Social Media  
Principles of Engineering & Technology  
Principles of Agriculture Food & Natural Resources

#### SUPPLEMENTS

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

Audio/Video Production  
Introduction to Social Media  
Principles of Engineering & Technology  
Principles of Agriculture Food & Natural Resources

#### SUPPLEMENTS

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

### BUDGETED EXPENDITURES

#### 2017-18

Amount	\$81,085.00
Budget Reference	5000-5999: Services And Other Operating Expenditures \$81,085.00

#### 2018-19

Amount	\$66,311.00
Budget Reference	5000-5999: Services And Other Operating Expenditures \$66,311.00

#### 2019-20

Amount	\$65,200.00
Budget Reference	5000-5999: Services And Other Operating Expenditures \$65,200.00

## Action 2

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide         OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

### ACTIONS/SERVICES

#### 2017-18

☐ New
 ☒ Modified
 ☐ Unchanged

Special Education- we will continue to expand in staff and materials to better serve our population of students who are in need of special education services. In particular, we will focus on activities and materials targeted at improving students' performance on their academic goals.

#### 2018-19

☐ New
 ☒ Modified
 ☐ Unchanged

Special Education- we will continue to expand in staff and materials to better serve our population of students who are in need of special education services. In particular, we will focus on activities and materials targeted at improving students' performance on their academic goals.

#### 2019-20

☐ New
 ☐ Modified
 ☐ Unchanged

Special Education- we will continue to expand in staff and materials to better serve our population of students who are in need of special education services. In particular, we will focus on activities and materials targeted at improving students' performance on their academic goals.

### BUDGETED EXPENDITURES

#### 2017-18

Amount	\$217,820.00
Budget Reference	\$217,820.00

#### 2018-19

Amount	\$215,442.00
Budget Reference	\$215,442.00

#### 2019-20

Amount	\$221,718.00
Budget Reference	\$221,718.00

### Action **3**

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

<a href="#">Students to be Served</a>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <a href="#">[Specific Student Group(s)]</a>
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<a href="#">Students to be Served</a>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<a href="#">Scope of Services</a>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<a href="#">Location(s)</a>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

### [ACTIONS/SERVICES](#)

#### 2017-18

☐ New ☒ Modified ☐ Unchanged

Intervention Specialist- we will continue with an Intervention Specialist position to help support students who are struggling. The intervention specialist targets issues students are having and comes up with alternative plans to help students achieve success. Current intervention policies, procedures, and documents will be evaluated and revised for implementation starting with the 2017-18 school year.

#### 2018-19

☐ New ☐ Modified ☐ Unchanged

Intervention Specialist- we will continue with an Intervention Specialist position to help support students who are struggling. The intervention specialist targets issues students are having and comes up with alternative plans to help students achieve success.

#### 2019-20

☐ New ☐ Modified ☐ Unchanged

Intervention Specialist- we will continue with an Intervention Specialist position to help support students who are struggling. The intervention specialist targets issues students are having and comes up with alternative plans to help students achieve success.

### [BUDGETED EXPENDITURES](#)

#### 2017-18

Amount	\$18,846.88
Budget Reference	1000-1999: Certificated Personnel Salaries \$18,846.88

#### 2018-19

Amount	\$24,500.94
Budget Reference	1000-1999: Certificated Personnel Salaries \$24,500.94

#### 2019-20

Amount	\$30,577.14
Budget Reference	1000-1999: Certificated Personnel Salaries \$30,577.14

Action

4

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served

☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

### ACTIONS/SERVICES

#### 2017-18

☐ New ☐ Modified ☐ Unchanged

English Learner Services (CELDT/ELPAC Materials Included)- We will continue to serve our English Learners with curriculum that has many features to accommodate student learning when English is not the primary language spoken.

#### 2018-19

☐ New ☐ Modified ☐ Unchanged

English Learner Services (CELDT Materials Included)- We will continue to serve our English Learners with curriculum that has many features to accommodate student learning when English is not the primary language spoken.

#### 2019-20

☐ New ☐ Modified ☐ Unchanged

English Learner Services (CELDT Materials Included)- We will continue to serve our English Learners with curriculum that has many features to accommodate student learning when English is not the primary language spoken.

### BUDGETED EXPENDITURES

#### 2017-18

Amount \$8,409.14

Budget Reference \$8,409.14

#### 2018-19

Amount \$8,409.14

Budget Reference \$8,409.14

#### 2019-20

Amount \$8,409.14

Budget Reference \$8,409.14

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: \$ 256,806.00

Percentage to Increase or Improve Services: 8.19%

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

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

Pivot Charter School North Bay estimates to receive and spend \$256,806.00 in supplemental and concentration funds for the 2017-18 school year. Pivot Charter School North Bay has decided to spend most of these funds on a school-wide basis on programs and other support that will benefit all students as well as the needs of Low Income, Foster Youth and English Learner pupils. This decision was based on community input and research that shows how best to support these subgroups.

Many of these funds will be used to support teachers and help provide them with the tools they need to be successful. This includes: professional development, resources for common core, trainings on our specific curriculum systems and intervention techniques. Professional development topics will include support of homeless, foster, and low income students.

Funds will also be spent to improve the culture at the school and to promote student and parent engagement. Some of the examples of this include: A platform for parents to access information about Pivot Charter School events and reminders for upcoming important school information, various surveys on the school, and back to school information nights. To increase engagement of socioeconomically disadvantaged students, bus passes to and from the resource center will be provided upon request. To promote college and career readiness among low income students, exam fees for such students who wish to take the SAT, ACT, or AP exams will also be covered upon request.

In addition, funds will be used to add additional curriculum and learning opportunities for students that go above and beyond the base curriculum. Pivot Charter School intends to expand its CTE curriculum as well as fun creative Electives courses for students.

Supplemental and concentration funds were allocated on a school-wide basis to support low income, foster youth and English learner populations. Funds will be used to increase and improve services through programs and support. These increased and improved services include both increases in time and funding dedicated to support high-needs students that go above and beyond the base curriculum.

- Summer school program
- Parent engagement events and activities to build a strong relationship with the community
- Professional development for implementing common core, providing differentiated support, and utilizing curricular options tailored for different student populations such as English Learners, homeless and foster youth, and low income students
- Teacher stipends for additional duties to support student populations, and funding to retain and recruit highly effective teachers

- Instructional material help to improve student achievement, especially for struggling readers
- Improved technology to better support implementation of appropriate grade level content standards

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

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

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

## Addendum

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

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

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

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

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

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

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

## **Plan Summary**

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## **Budget Summary**

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

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



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

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

### Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

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

### Annual Measurable Outcomes

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

### Actions/Services

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

### Analysis

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

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

### Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

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

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

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

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

## Goals, Actions, and Services

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

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

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

### **New, Modified, Unchanged**

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

### Goal

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

### Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

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

### **Expected Annual Measurable Outcomes**

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

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

### **Planned Actions/Services**

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

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

##### **Students to be Served**

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

##### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

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

##### **Students to be Served**

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

##### **Scope of Service**

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

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

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

### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

### Actions/Services

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

#### **New/Modified/Unchanged:**

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

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

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### Budgeted Expenditures

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

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

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

### Demonstration of Increased or Improved Services for Unduplicated Students

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

#### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

#### Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.



For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:

- a. English Language Arts – Common Core State Standards for English Language Arts
- b. Mathematics – Common Core State Standards for Mathematics
- c. English Language Development
- d. Career Technical Education
- e. Health Education Content Standards
- f. History-Social Science
- g. Model School Library Standards
- h. Physical Education Model Content Standards
- i. Next Generation Science Standards
- j. Visual and Performing Arts
- k. World Language; and

- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

## **APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS**

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

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

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



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

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

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

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

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

### **Guiding Questions: Stakeholder Engagement**

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

## Guiding Questions: Goals, Actions, and Services

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

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,138,909.00	1,216,026.83	1,667,193.38	1,703,231.79	1,760,543.57	5,130,968.74
	1,138,909.00	1,216,026.83	1,667,193.38	1,703,231.79	1,760,543.57	5,130,968.74

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,138,909.00	1,216,026.83	1,667,193.38	1,703,231.79	1,760,543.57	5,130,968.74
	194,843.08	205,907.33	266,888.53	265,986.85	273,788.43	806,663.81
1000-1999: Certificated Personnel Salaries	672,894.03	707,224.50	1,027,707.85	1,073,715.94	1,121,761.14	3,223,184.93
4000-4999: Books And Supplies	41,980.00	43,950.00	82,698.00	83,332.00	80,777.00	246,807.00
5000-5999: Services And Other Operating Expenditures	210,366.42	236,007.00	262,299.00	252,597.00	257,025.00	771,921.00
5800: Professional/Consulting Services And Operating Expenditures	18,825.47	22,938.00	27,600.00	27,600.00	27,192.00	82,392.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,138,909.00	1,216,026.83	1,667,193.38	1,703,231.79	1,760,543.57	5,130,968.74
		194,843.08	205,907.33	266,888.53	265,986.85	273,788.43	806,663.81
1000-1999: Certificated Personnel Salaries		672,894.03	707,224.50	1,027,707.85	1,073,715.94	1,121,761.14	3,223,184.93
4000-4999: Books And Supplies		41,980.00	43,950.00	82,698.00	83,332.00	80,777.00	246,807.00
5000-5999: Services And Other Operating Expenditures		210,366.42	236,007.00	262,299.00	252,597.00	257,025.00	771,921.00
5800: Professional/Consulting Services And Operating Expenditures		18,825.47	22,938.00	27,600.00	27,600.00	27,192.00	82,392.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,307,372.97	1,353,683.00	1,398,478.00	4,059,533.97
Goal 2	33,659.39	34,885.71	36,161.29	104,706.39
Goal 3	326,161.02	314,663.08	325,904.28	966,728.38

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

# Appendix C



**State of California**  
Secretary of State



I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



**IN WITNESS WHEREOF**, I execute this certificate and affix the Great Seal of the State of California this day of

**JUN 11 2009**

A handwritten signature in black ink that reads "Debra Bowen".

DEBRA BOWEN  
Secretary of State

**JUN 09 2009**

**ARTICLES OF INCORPORATION**  
**OF**  
**ROADS EDUCATION, INC.**  
(A California Nonprofit Public Benefit Corporation)

**I.**

The name of the Corporation shall be Roads Education, Inc.

**II.**

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**III.**

The name and address in the State of California of this Corporation's initial agent for service of process is:

Paul C. Minney  
7 Parkcenter Drive  
Sacramento, CA 95825

**IV.**

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

## V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

## VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

Dated: 6/9/09

Kimberly Rodriguez  
Kimberly Rodriguez, Incorporator



CERTIFICATE OF AMENDMENT TO  
ARTICLES OF INCORPORATION  
OF  
ROADS EDUCATION, INC.

**ENDORSED - FILED**  
In the office of the Secretary of State  
of the State of California

**AUG 31 2010**

The undersigned certify that:

*CHAIRMAN OF THE BOARD*  
1. They are the ~~president~~ and the secretary, respectively, of Roads Education, Inc., a California nonprofit public benefit corporation.

2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:


The name of this corporation is Roads Education Organization.

3. The foregoing amendment of Articles of Incorporation has been duly approved by the board of directors.

4. The corporation has no members.

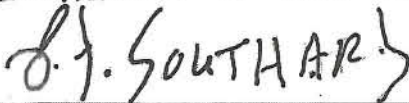
We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: Aug 27, 2010

  
James R. Lewis

President

*CHAIRMAN OF THE BOARD*

  
Glenn Southard

Secretary

Secretary



I hereby certify that the foregoing  
transcript of \_\_\_\_\_ page(s)  
is a full, true and correct copy of the  
original record in the custody of the  
California Secretary of State's office.

SEP - 9 2010 *LL*

Date: \_\_\_\_\_

*Debra Bowen*  
DEBRA BOWEN, Secretary of State

# Appendix D

**BYLAWS  
OF  
ROADS EDUCATION ORGANIZATION**  
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I  
NAME**

Section 1. NAME. The name of this corporation is Roads Education Organization.

**ARTICLE II  
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is in Butte County California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III  
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV  
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California

## Nonprofit

Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

### **ARTICLE V DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This corporation’s assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or association that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3), or shall be distributed to the federal government, or to a state or local government, for a public purpose.

### **ARTICLE VI CORPORATIONS WITHOUT MEMBERS**

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

### **ARTICLE VII BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law 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 of Directors (“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.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are



consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in California; and designate a place in California for holding any meeting of members.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. All directors, except for a representative appointed by a charter authorizer, 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. The Board of Directors shall consist of no more than seven (7) and at least five (5) directors unless changed by amendment to these bylaws. All directors shall have full voting rights, including any representative appointed by a charter authorizer as consistent with Education Code Section 47604(b). If a charter authorizer appoints a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members.

Section 4. DIRECTORS' TERM. The first term of office served by a director shall be two (2) years in length. All subsequent terms shall be four (4) years in length. Directors shall serve until the expiration of their term and until a successor director has been designated and qualified.

Section 5. NOMINATIONS OF CANDIDATES. Qualified candidates shall be nominated for designation to the Board of Directors either by a Nominations Committee or, at the discretion of the Board, by the Chairman of the Board. If a Nominations Committee shall be utilized for the nomination of Board candidates, the Chairman of the Board of Directors or, if none, the Vice Chairman will appoint a committee to designate qualified candidates for designation to the Board of Directors at least thirty (30) days before the date of any designation of directors. The nominating committee shall make its report at least seven (7) days before the date of the designation or at such other time as the Board of Directors may set. The Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by either the nominating committee or the Chairman of the Board.

Section 6. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies

on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; and (d) the failure of the directors, at any meeting at which any director or directors are to be designated, to designate the number of directors required to be designated at such meeting.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the Executive Director, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may designate a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 10. REMOVAL OF DIRECTORS. Any director, except for a representative appointed by a charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act ("Brown Act") (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). A representative appointed by a charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a Board designated director shall be filled as provided in Section 11.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for a representative appointed by a charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (c) a sole remaining director. A vacancy in the seat of a representative of a charter authorizer shall be filled by the charter authorizer.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The physical location of the Board meetings rotates among the areas served by each Pivot Charter School. . All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act.

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 15. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the Vice Chairman is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 19. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the counties where the schools operated by the Corporation are authorized and all contiguous counties.;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;<sup>1</sup>
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>2</sup>

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers and may only receive such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to

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<sup>1</sup> This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

the corporation at the time that the resolution is adopted.

Section 22.        CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a.     Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b.     Fill vacancies on the Board of Directors or any committee of the Board;
- c.     Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d.     Amend or repeal bylaws or adopt new bylaws;
- e.     Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f.     Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g.     Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h.     Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

Section 23.       MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24.       NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Corporation and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 26. COMPLIANCE WITH CONFLICTS OF INTEREST LAWS. The Charter School and the Board shall comply with applicable conflict of interest laws, including the Political Reform Act and California Government Code Section 1090, et seq. (“Government Code Section 1090”), as said chapter may be modified by subsequent legislation.

## **ARTICLE VIII**

### **OFFICERS OF THE CORPORATION**

Section 1. OFFICES HELD. The officers of this corporation shall be a President, who shall be known as the Executive Director, a Secretary, and a Chief Financial Officer. The corporation, at the Board’s direction, may also have a Chairman of the Board, one or more Vice-Chairman, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the Executive Director or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the Executive Director, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. The Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed

in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. EXECUTIVE DIRECTOR. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, the Executive Director shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers. The Executive Director shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. CHIEF BUSINESS OFFICER. The Chief Business Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Business Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Business Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the Executive Director, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Business Officer and of the financial condition

of the corporation; and (d) have such other powers and perform such other duties as the Board or the bylaws may require.

If required by the Board, the Chief Business Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

## **ARTICLE IX CONTRACTS WITH DIRECTORS**

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall comply with Government Code Section 1090.

## **ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Roads Education Organization Conflict of Interest Policy have been fulfilled.

## **ARTICLE XI LOANS TO DIRECTORS AND OFFICERS**

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

## **ARTICLE XII INDEMNIFICATION**

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.



On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

### **ARTICLE XIII INSURANCE**

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

### **ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS**

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board;  
and
- c. Such reports and records as required by law.

### **ARTICLE XV INSPECTION RIGHTS**

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles

of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

## **ARTICLE XVI REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation shall comply with Corporations Code section 6322.

## **ARTICLE XVII BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the corporation's Articles of Incorporation, or any laws.

## **ARTICLE XIX FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.



# Appendix E

**EXHIBIT A**  
**ROADS EDUCATION ORGANIZATION**  
**CONFLICT-OF-INTEREST CODE**

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. A copy of the current language of this regulation is attached hereto as Exhibit 1. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code for **Roads Education Organization. (Roads)**

Individuals holding designated positions shall file statements of economic interests with **Roads**, which will make the statements available for public inspection and reproduction. (Government Code § 81008) All statements will be retained by **Roads**.

**APPENDIX A**  
**DESIGNATED POSITIONS**

<u>Designated Positions</u>	<u>Disclosure Category</u>
Executive Director	1, 2
Financial Consultant/Business Manager	1, 2
Members of the Board of Directors	1, 2
Legal Counsel	1, 2
Consultants/New positions	*

\*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The President of the Board of Directors, Executive Director or their designee may determine in writing that a particular consultant/new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s/new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The President of the Board of Directors, Executive Director or their designee’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Government Code § 81008)

An individual holding one of the above listed positions may contact the Fair Political Practices Commission for assistance or written advice regarding their filing obligations if they believe their position has been categorized incorrectly. The Fair Political Practices Commission makes the final determination whether a position is covered by Government Code Section § 87200.

## **APPENDIX B**

### **DISCLOSURE CATEGORIES**

#### Category 1

Designated positions assigned to this category must report:

- a. Interests in real property which are located in whole or in part within two (2) miles of any facility utilized by a Roads charter school, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
- b. Investments and business positions in business entities or income (including gifts, loans, and travel payments) from sources which engage in the acquisition or disposal of real property or are engaged in building construction or design.

#### Category 2

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities or income (including gifts, loans, and travel payments) from sources which are contractors engaged in the performance of work or services or sources which manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment of the type to be utilized by Roads' charter schools.

#### Category 3

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities or income (including gifts, loans, and travel payments) from sources which are contractors engaged in the performance of work or services or sources with manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

## **EXHIBIT 1**

Current Language of California Code of Regulations, Title 2, Section 18730





## CERTIFICATION OF FPPC APPROVAL

Pursuant to Government Code Section 87303, the conflict-of-interest code for **Roads Education Organization** was approved on \_\_\_\_\_ 2012. This code will become effective on \_\_\_\_\_ 2012.

---

Roman G. Porter  
Executive Director  
Fair Political Practices Commission

# Appendix F



## EVALUATION OF TEACHING PERFORMANCE SUMMARY EVALUATION

Teacher: Lindsey Vining

Date: \_\_\_\_\_

Period Covered by this Evaluation: **2016-2017**

This form is designed to be completed by the Executive Director, Program Director, Director of Curriculum & Fiscal Services, Site Administrator, and one or two peers.

0	1	2	3	4
UNABLE TO ASSESS	DOES NOT MEET STANDARDS (Unsatisfactory)	DEVELOPING PRACTICE THAT PARTIALLY MEETS STANDARDS	MEETS STANDARDS	EXEMPLIFIES STANDARDS

### **STANDARD I - Engaging and Supporting All Students in Learning** **3.25**

- A. Connecting with students and families on a personal level. 3.50
- B. Using a variety of instructional strategies and resources, including written plans, to respond to students' diverse needs. 2.00
- C. Facilitating learning experiences that promote autonomy, interaction, and choice. 3.50
- D. Creates engaging and educational events/outside learning experiences. 4.00

Areas to Celebrate and Areas to Grow:

### **STANDARD II - Creating & Maintaining Effective Learning Environments** **2.60**

- A. Promoting a caring approach to interactions with colleagues. 2.50
- B. Promoting accountability and strong communication with students and families. 2.00
- C. Establishing and maintaining standards for student behavior. 3.00
- D. Implementing school policies around intervention and independent study. 2.50
- E. Using time effectively. 3.00

Areas to Celebrate and Areas to Grow:

Great job working with students on their interpersonal skills in group activities.

### **STANDARD III - Planning Instruction & Designing Learning Experiences for All Students** **3.50**

- A. Meeting students where they are at. 4.00
- B. Designing long-term and short-term plans to foster student learning. 3.50
- C. Modifying instructional plans to adjust for student needs. 3.00

Areas to Celebrate and Areas to Grow:

Need to work on modifying instructional plans to adjust for student needs. Can develop and implement alternate assignments more frequently or include class presentations more.

**STANDARD IV - Developing as a Professional Educator****2.92**

- A. Participating in the school network as a strong team member. 3.50
- B. Establishing professional goals and pursuing opportunities to grow professionally. 3.50
- C. Working with colleagues to improve professional practice. 3.00
- D. Following up on previously established areas of growth. 2.50
- E. Complies with established school rules, regulations, deadlines, policies and education code. 2.50
- F. Is prompt and responsible in attendance of meetings, classes, and other areas of responsibilities. 2.50

Areas to Celebrate and Areas to Grow:

Caseload			
Current Student Count:	33	Total Student Count (2016-2017):	34

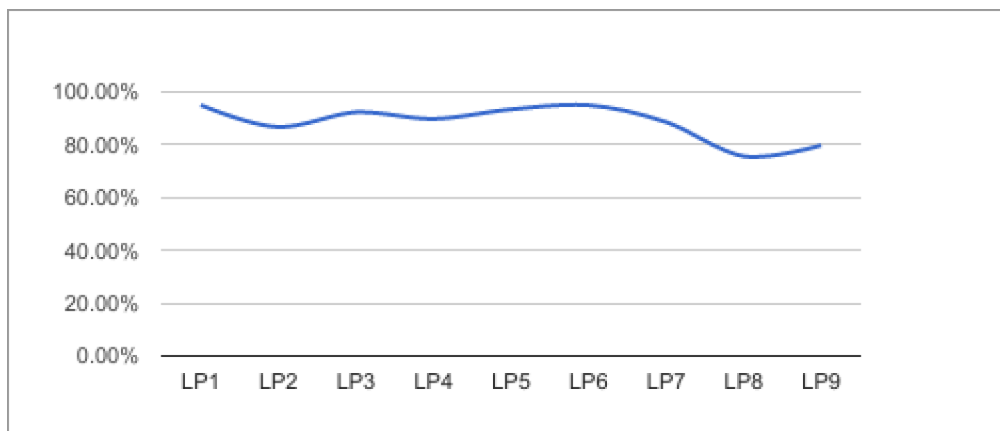
Withdrawals			
Voluntary Withdrawal Count:	5	Voluntary Withdrawal Percentage:	14.71%
Independent Study Withdrawal Count:	0	Independent Study Withdrawal Percentage:	0.00%
Total Withdrawal Count:	5	Total Withdrawal Percentage:	14.71%

Attendance Percentages	
LP1	95.03%
LP2	86.74%
LP3	92.33%
LP4	89.80%
LP5	93.40%
LP6	95.00%
LP7	88.61%
LP8	75.66%
LP9	79.77%
LP10	
LP11	

Attendance Percentage (2016-2017):	88.23%
------------------------------------	--------

Re-Enrollment Percentages	
NB	
NV	
RS	
SD	36.36%
Overall	36.36%

Mid-Year Graduates	
NB	0
NV	0
RS	0
SD	4
Total	4



## SIGNATURES

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

This report has been discussed with me in conference with the evaluator. In the event of a disagreement with this report, I may, within ten (10) working days, file an accompanying statement. This statement becomes a permanent part of the summary evaluation.

**A SIGNATURE ON THIS EVALUATION DOES NOT NECESSARILY SIGNIFY AGREEMENT WITH THE EVALUATION.**

Employee: \_\_\_\_\_ Date: \_\_\_\_\_

RE-EMPLOYMENT RECOMMENDATION:

# Appendix G

## Pivot Charter School North Bay

The attached budget projection is based on conservative estimates of the actual costs to implement Pivot Charter School North Bay's (Pivot's) program as described in the charter. Assumptions that are being used to create the analysis are based on historical financial data and future estimates.

### I. Revenues

Enrollment assumptions are found below. Average daily attendance has been projected at 80% for all five years, with an unduplicated count of 241 students in each year, as well.

Grade Level	2018-19 Year 1	2019-20 Year 2	2020-21 Year 3	2021-22 Year 4	2022-23 Year 5
K-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
<b>Total</b>	460	460	460	460	460

Pivot is using the Local Control Funding Formula to drive the general-purpose entitlements. As a new charter school Pivot will move from the Santa Rosa High 2017-18 funding rate which is projected to be \$9,194 per student to Pivot's calculated target rate, which reaches \$10,032 by 2020-21. The table below shows the implementation schedule of the LCFF from 2018-19 through 2022-23 and the general-purpose rates that are generated over that period. The first three years are based on FCMAT's LCFF calculator V18.2b. Since there are no LCFF projections for the last two years of the five-year budget projection we have assumed COLA to continue at 2.57%.

LCFF Implementation	FY 2019 Year 1	FY 2020 Year 2	FY 2021 Year 3	FY 2022 Year 4	FY 2023 Year 5
Annual COLA (DOF)	2.15%	2.35%	2.57%	2.57%	2.57%
LCFF Gap Closed Percentage (DOF)	66.12%	64.92%	100.00%	100.00%	100.00%
LCFF Entitlement per ADA	\$9,433	\$9,658	\$10,032	\$10,289	\$10,553

To estimate the amount of funding that is coming from local In Lieu Property Taxes, Pivot is using the 2016-17 P2 certification rate of \$5,668 per ADA. The remaining money would come from the state through State Aid and Education Protection Account funds. Education Protection Account funding is currently projected at \$200 per ADA for all five years of the budget. LCFF State Aid would backfill the remaining amount.

Pivot was accepted to the El Dorado County SELPA starting in 2016-17. The school started receiving \$507 per ADA in state revenues in 2016-17 and \$127 per ADA in federal revenue. Future projected revenues are below and are based on the latest projections from the El Dorado County SELPA. Pivot North Bay is not budgeting receiving Federal Special Education Entitlement dollars in its first year. Pivot is also accounting for the 4% administration fee that is charged by the SELPA, which is shown as an expense under administrative fees.

State & Federal SPED	FY 2019 Year 1	FY 2020 Year 2	FY 2021 Year 3	FY 2022 Year 4	FY 2023 Year 5
State	514	514	514	514	514
Federal	-	125	125	125	125

State Lottery revenues for FY19-FY23 are projected at \$194 per ADA based on School Services of California projections. This figure stays consistent for the subsequent four years of the budget projection.

Finally, Mandated Cost Reimbursements are projected at \$15.90 per PY K-8 ADA and \$44.04 PY 9-12 ADA. The projections also come from the most recent School Services of California projections. No Mandated Cost Reimbursements are budgeted into Pivot's first year and the school isn't projecting any one-time funding.

To make a conservative estimate of revenues, Pivot has not included any local revenues, including donations and fundraising, in its five-year budget. All revenues are from state or federal sources and follow published schedules and estimates.

The one exception to this is a donation of \$744,228 in Year 1 that represents the projected cash balance Pivot Online Charter – North Bay would have at the time the school ceases operations. As Pivot Charter School North Bay will be serving many of the same students and the same community, the organization believes that this is the best use of the funds. Pivot has confirmed with school auditors that this would be the proper treatment for the transfer of these funds.

## II. Expenses

As with revenues, expense assumptions are based on historical financial data and future estimates have been increased for inflation. Inflation is assumed at 2.5 - 3% for FY2019-FY2023. Below is a summary of the major expense categories and the underlying assumptions.

### *Salaries and Benefits*

Salaries for teachers are based on Pivot's pay scale. Salaries will increase at the same rate as inflation. Pivot will offer health benefits for all full-time staff members. The average expected cost of health benefits is \$7,950 per enrolled employee in 2018-19 based on historical enrollment and grows at 3-6% each year. The school plans to participate in STRS with the state recommended increases included for all years. All classified employees will participate in Social Security and Medicare. The school will not participate in PERS.

Pivot North Bay will be supported by several staff members that also work with other Pivot schools. The following page contains a table of all staff members and their FTE equivalent at Pivot North Bay for the first year of operation.



Budget Code	North Bay	Average Salary 2018-19	FTE
1100	Teachers	51,942	19.5
1148	Special Ed Teachers	57,617	3
1150	Graders	42,178	1.84
1300	Regional Director	70,040	0.26
1300	Executive Director	171,811	0.52
1300	Chief Business Official	85,490	0.52
1300	Director of Special Education	91,052	0.52
1300	Program Director	80,340	0.68
1300	Systems and Accountability	61,800	0.52
1300	Curriculum Coordinator	61,800	0.26
1930	Counselor	72,842	0.52
			<b>28.14</b>
2100	Aides	30,442	1.25
2300	Site Coordinator	55,702	1.00
2300	Office Support	44,562	1.00
2300	Registrar	46,790	0.52
2300	Director of Human Resources	59,987	0.52
2300	Director of Operations	66,414	0.52
2300	Independent Study File Auditor	45,704	1.00
2400	Office Assistant	27,423	1.00
2400	AP/AR Specialist	42,848	0.52
2400	Special Ed Admin	40,706	0.26
			<b>6.3</b>
	<b>Total FTE</b>		<b>34.5</b>

### *Books & Supplies*

Pivot is budgeting \$112K for Books and Supplies for its first year of operation in 2018-19. These figures increase at 3% per year. Major expenses are summarized below:

- \$30 per student for instructional materials
- \$64 per student for office supplies
- \$50 per student for classroom furniture
- \$75 per student for computers

### *Services and Operating Expenses*

Pivot plans to continue to lease its current facility for the term of the charter with budgeted increases according to the lease each year.

Costs for utilities, janitorial services and repairs have been projected based on historical actuals.

Insurance is projected at \$62 per student based on current rates from the CharterSafe JPA.

Per the current agreement with the district, Pivot will pay 1% of general purpose revenues for oversight. Pivot recognizes that at times 1% doesn't account for all the services that the district might provide.

Pivot is including an additional expense equal to 2% of general purpose revenues for instructional services that Pivot could use if it was mutually agreeable with the district.

Pivot will use a back-office service provider to support financial and operational needs of the school. Services include accounts payable, accounting, budgeting and finance, payroll, student data management and assessment analysis. The cost for these services is \$108,151K in 2018-19.

Other significant expenses include Marketing and Student Recruiting (\$114K) and costs for online curriculum (\$81K), which is budgeted in line item 5854.

#### *Contingencies and Reserves*

By having a positive operating income throughout the five-year budget, Pivot will grow its fund balance to 23% of its yearly expenses by the end of the fifth year. Pivot has taken a conservative approach to the budgeted expenses. If the state revenues increase above current projections, additional spending will be considered in future years.

#### *Cash Flow*

Pivot North Bay will build cash reserves throughout the term of the charter and maintain a monthly ending cash balance of at least \$100K. Average ending monthly cash balance is just under \$600K, which would give the school roughly two months of cash on hand and provide a cushion against unanticipated events like state revenue deferrals.

# Appendix H

# PIVOT

## Multiyear Budget Summary

	2018/19	2019/20	2020/21	2021/22	2022/23
	Preliminary Budget - 1139 - North Bay	Preliminary Budget - 1139 - North Bay	Preliminary Budget - 1139 - North Bay	Preliminary Budget - 1139 - North Bay	Preliminary Budget - 1139 - North Bay
<b>SUMMARY</b>					
<b>Revenue</b>					
General Block Grant	3,471,344	3,554,144	3,691,776	3,786,352	3,883,661
Federal Revenue	-	46,000	46,000	46,000	46,000
Other State Revenues	270,188	283,307	283,562	283,824	284,092
Local Revenues	-	-	-	-	-
Fundraising and Grants	744,228	-	-	-	-
<b>Total Revenue</b>	<b>4,485,760</b>	<b>3,883,451</b>	<b>4,021,338</b>	<b>4,116,176</b>	<b>4,213,754</b>
<b>Expenses</b>					
Compensation and Benefits	2,523,738	2,640,720	2,741,015	2,850,419	2,916,788
Books and Supplies	112,160	116,337	119,327	122,394	125,033
Services and Other Operating Expenditures	1,015,685	1,047,524	1,073,510	1,103,175	1,126,742
Depreciation	46,531	46,531	46,531	10,572	5,000
<b>Total Expenses</b>	<b>3,698,115</b>	<b>3,851,113</b>	<b>3,980,383</b>	<b>4,086,559</b>	<b>4,173,562</b>
<b>Operating Income</b>	<b>787,645</b>	<b>32,338</b>	<b>40,955</b>	<b>29,617</b>	<b>40,192</b>
<b>Fund Balance</b>					
Beginning Balance (Unaudited)	-	787,645	819,983	860,937	890,554
Audit Adjustment	-	-	-	-	-
Beginning Balance (Audited)	-	787,645	819,983	860,937	890,554
Operating Income	787,645	32,338	40,955	29,617	40,192
<b>Ending Fund Balance</b>	<b>787,645</b>	<b>819,983</b>	<b>860,937</b>	<b>890,554</b>	<b>930,745</b>
<b>Ending Fund Balance as a % of Expense</b>	<b>21%</b>	<b>21%</b>	<b>22%</b>	<b>22%</b>	<b>22%</b>
<b>Capital Outlay</b>	-	-	-	-	-

# PIVOT

## Multiyear Budget Summary

		2018/19	2019/20	2020/21	2021/22	2022/23
		Preliminary Budget - 1139 - North Bay	Preliminary Budget - 1139 - North Bay	Preliminary Budget - 1139 - North Bay	Preliminary Budget - 1139 - North Bay	Preliminary Budget - 1139 - North Bay
<b>Detail</b>						
<b>Enrollment Breakdown</b>						
K		5	5	5	5	5
1		5	5	5	5	5
2		7	7	7	7	7
3		8	8	8	8	8
4		20	20	20	20	20
5		20	20	20	20	20
6		25	25	25	25	25
7		30	30	30	30	30
8		30	30	30	30	30
9		75	75	75	75	75
10		85	85	85	85	85
11		75	75	75	75	75
12		75	75	75	75	75
<b>Enrollment Summary</b>		-	-	-	-	-
K-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
<b>Total Enrolled</b>		<b>460</b>	<b>460</b>	<b>460</b>	<b>460</b>	<b>460</b>
<b>ADA %</b>						
K-3		80%	80%	80%	80%	80%
4-6		80%	80%	80%	80%	80%
7-8		80%	80%	80%	80%	80%
9-12		80%	80%	80%	80%	80%
<b>Average</b>		<b>80%</b>	<b>80%</b>	<b>80%</b>	<b>80%</b>	<b>80%</b>
<b>ADA</b>						
K-3		20.0	20.0	20.0	20.0	20.0
4-6		52.0	52.0	52.0	52.0	52.0
7-8		48.0	48.0	48.0	48.0	48.0
9-12		248.0	248.0	248.0	248.0	248.0
<b>Total ADA</b>		<b>368.0</b>	<b>368.0</b>	<b>368.0</b>	<b>368.0</b>	<b>368.0</b>

# PIVOT

## Multiyear Budget Summary

		2018/19	2019/20	2020/21	2021/22	2022/23
		Preliminary Budget - 1139 - North Bay	Preliminary Budget - 1139 - North Bay	Preliminary Budget - 1139 - North Bay	Preliminary Budget - 1139 - North Bay	Preliminary Budget - 1139 - North Bay
<b>LCFF Entitlement</b>						
8011	Charter Schools LCFF - State Aid	1,311,920	1,394,720	1,532,352	1,626,928	1,724,237
8012	Education Protection Account Entitlement	73,600	73,600	73,600	73,600	73,600
8019	State Aid - Prior Years	-	-	-	-	-
8096	Charter Schools in Lieu of Property Taxes	2,085,824	2,085,824	2,085,824	2,085,824	2,085,824
<b>SUBTOTAL - LCFF Entitlement</b>		<b>3,471,344</b>	<b>3,554,144</b>	<b>3,691,776</b>	<b>3,786,352</b>	<b>3,883,661</b>
<b>8100 Federal Revenue</b>						
8181	Special Education - Entitlement	-	46,000	46,000	46,000	46,000
<b>SUBTOTAL - Federal Income</b>		<b>-</b>	<b>46,000</b>	<b>46,000</b>	<b>46,000</b>	<b>46,000</b>
<b>8300 Other State Revenues</b>						
8381	Special Education - Entitlement (State)	189,152	189,152	189,152	189,152	189,152
8382	Special Education Reimbursement (State)	9,644	9,933	10,188	10,450	10,719
8550	Mandated Cost Reimbursements	-	12,830	12,830	12,830	12,830
8560	State Lottery Revenue	71,392	71,392	71,392	71,392	71,392
<b>SUBTOTAL - Other State Income</b>		<b>270,188</b>	<b>283,307</b>	<b>283,562</b>	<b>283,824</b>	<b>284,092</b>
<b>8600 Other Local Revenue</b>						
8660	Interest	-	-	-	-	-
8699	All Other Local Revenue	-	-	-	-	-
<b>SUBTOTAL - Local Revenues</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>8800 Donations/Fundraising</b>						
8801	Donations - Parents	744,228	-	-	-	-
8802	Donations - Private	-	-	-	-	-
8803	Fundraising	-	-	-	-	-
<b>SUBTOTAL - Fundraising and Grants</b>		<b>744,228</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL REVENUE</b>		<b>4,485,760</b>	<b>3,883,451</b>	<b>4,021,338</b>	<b>4,116,176</b>	<b>4,213,754</b>

# PIVOT

## Multiyear Budget Summary

		2018/19	2019/20	2020/21	2021/22	2022/23
		Preliminary Budget - 1139 - North Bay	Preliminary Budget - 1139 - North Bay	Preliminary Budget - 1139 - North Bay	Preliminary Budget - 1139 - North Bay	Preliminary Budget - 1139 - North Bay
<b>EXPENSES</b>						
<b>Compensation &amp; Benefits</b>						
<b>1000</b>	<b>Certificated Salaries</b>					
1100	Teachers Salaries	1,012,862	1,043,248	1,074,545	1,106,781	1,139,985
1101	Teacher - Stipends	17,044	17,555	18,081	18,624	19,183
1148	Teacher - Special Ed	172,854	178,039	183,380	188,882	194,548
1150	Teacher - Graders	77,607	79,935	82,333	84,803	87,348
1300	Certificated Supervisor & Administrator Salaries	302,171	311,236	319,219	330,190	340,096
1930	Other Cert - Counselor	37,875	39,011	40,944	62,080	63,942
<b>SUBTOTAL - Certificated Employees</b>		<b>1,620,411</b>	<b>1,669,023</b>	<b>1,718,503</b>	<b>1,791,360</b>	<b>1,845,101</b>
<b>2000</b>	<b>Classified Salaries</b>					
2100	Classified Instructional Aide Salaries	38,052	39,194	39,960	41,581	26,431
2300	Classified Supervisor & Administrator Salaries	217,739	224,272	226,729	237,930	245,068
2400	Classified Clerical & Office Salaries	60,284	62,093	62,888	65,874	67,851
<b>SUBTOTAL - Classified Employees</b>		<b>316,076</b>	<b>325,558</b>	<b>329,578</b>	<b>345,385</b>	<b>339,350</b>
<b>3000</b>	<b>Employee Benefits</b>					
3100	STRS	261,028	299,411	328,731	338,593	348,750
3300	OASDI-Medicare-Alternative	48,969	50,431	52,228	53,788	54,133
3400	Health & Welfare Benefits	225,776	243,705	258,327	266,077	274,059
3500	Unemployment Insurance	14,342	14,342	14,342	14,342	14,020
3600	Workers Comp Insurance	27,654	28,484	29,248	30,514	31,195
3900	Other Employee Benefits	9,482	9,767	10,060	10,362	10,180
<b>SUBTOTAL - Employee Benefits</b>		<b>587,251</b>	<b>646,138</b>	<b>692,934</b>	<b>713,674</b>	<b>732,337</b>
<b>4000</b>	<b>Books &amp; Supplies</b>					
4315	Custodial Supplies	1,379	1,420	1,457	1,494	1,533
4325	Instructional Materials & Supplies	13,800	14,214	14,579	14,954	15,338
4330	Office Supplies	29,281	30,159	30,934	31,729	32,545
4345	Non Instructional Student Materials & Supplies	9,200	9,476	9,720	9,969	10,226
4410	Classroom Furniture, Equipment & Supplies	23,000	23,690	24,299	24,923	25,564
4420	Computers (individual items less than \$5k)	34,500	35,535	36,448	37,385	38,346
4430	Non Classroom Related Furniture, Equipment & S	-	-	-	-	-
4720	Other Food	1,000	1,843	1,890	1,939	1,482
<b>SUBTOTAL - Books and Supplies</b>		<b>112,160</b>	<b>116,337</b>	<b>119,327</b>	<b>122,394</b>	<b>125,033</b>

# PIVOT

## Multiyear Budget Summary

		2018/19	2019/20	2020/21	2021/22	2022/23
		Preliminary Budget - 1139 - North Bay	Preliminary Budget - 1139 - North Bay	Preliminary Budget - 1139 - North Bay	Preliminary Budget - 1139 - North Bay	Preliminary Budget - 1139 - North Bay
<b>5000</b>	<b>Services &amp; Other Operating Expenses</b>					
5101	Home Office Expenses	-	-	-	-	-
5210	Conference Fees	4,983	5,133	5,265	5,400	5,562
5215	Travel - Mileage, Parking, Tolls	10,646	10,966	11,248	11,537	11,883
5220	Travel and Lodging	49,834	51,329	52,649	54,002	55,622
5225	Travel - Meals & Entertainment	20,387	20,998	21,538	22,092	22,754
5300	Dues & Memberships	793	817	838	860	882
5305	Dues & Membership - Professional	10,225	10,531	10,802	11,080	11,364
5450	Insurance - Other	28,368	29,219	29,970	30,740	31,530
5510	Utilities - Gas and Electric	8,274	8,523	8,742	8,966	9,197
5515	Janitorial, Gardening Services & Supplies	13,791	14,204	14,569	14,944	15,328
5520	Security	5,356	5,516	5,658	5,803	5,953
5525	Utilities - Waste	259	267	274	281	288
5530	Utilities - Water	1,715	1,767	1,812	1,859	1,907
5605	Equipment Leases	22,247	22,914	23,503	24,107	24,727
5610	Rent	178,495	183,850	189,366	194,232	200,059
5615	Repairs and Maintenance - Building	5,356	5,516	5,658	5,803	5,953
5625	Storage	7,799	8,033	8,240	8,452	8,669
5803	Accounting Fees	12,148	12,513	12,834	13,164	13,502
5805	Administrative Fees	7,952	9,803	9,814	9,824	9,835
5809	Banking Fees	370	381	391	401	411
5812	Business Services	108,151	111,791	111,791	116,990	116,990
5815	Consultants - Instructional	15,000	15,450	15,847	16,254	16,672
5820	Consultants - Non Instructional - Custom 1	25,707	26,478	27,158	27,856	28,572
5824	District Oversight Fees	34,713	35,541	36,918	37,864	38,837
5827	District Instructional Fees	69,427	71,083	73,836	75,727	77,673
5830	Field Trips Expenses	14,640	15,080	15,467	15,865	16,272
5836	Fingerprinting	838	863	885	908	694
5845	Legal Fees	12,999	13,389	13,733	14,086	14,448
5846	Loan and Financing Fees	-	-	-	-	-
5851	Marketing and Student Recruiting	113,752	117,165	120,176	123,264	126,432
5854	Consultants - Other - Curriculum	81,405	83,847	86,002	88,212	90,479
5857	Payroll Fees	2,460	2,534	2,599	2,666	2,734
5863	Professional Development	8,945	9,213	9,450	9,693	7,408
5869	Special Education Contract Instructors	50,198	51,704	53,032	54,395	55,793
5875	Staff Recruiting	1,339	1,379	1,414	1,451	1,488
5877	Student Activities	4,880	5,027	5,156	5,288	5,424
5878	Student Assessment	2,440	2,513	2,578	2,644	2,712
5881	Student Information System	27,600	28,428	29,159	29,908	30,677
5887	Technology Services	27,260	28,078	28,799	29,539	30,299
5910	Communications - Internet / Website Fees	11,253	11,591	11,889	12,194	12,508
5915	Postage and Delivery	4,413	4,545	4,662	4,782	4,905
5920	Communications - Telephone & Fax	9,267	9,545	9,791	10,042	10,300
	<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>1,015,685</b>	<b>1,047,524</b>	<b>1,073,510</b>	<b>1,103,175</b>	<b>1,126,742</b>
<b>6000</b>	<b>Capital Outlay</b>					
6200	Buildings & Improvement of Buildings	-	-	-	-	-
	<b>SUBTOTAL - Capital Outlay</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENSES</b>		<b>3,651,584</b>	<b>3,804,581</b>	<b>3,933,852</b>	<b>4,075,987</b>	<b>4,168,562</b>
<b>Depreciation Calculation</b>						
<b>6900</b>	<b>Total Depreciation (includes Prior Years)</b>	<b>46,531</b>	<b>46,531</b>	<b>46,531</b>	<b>10,572</b>	<b>5,000</b>
<b>TOTAL EXPENSES including Depreciation</b>		<b>3,698,115</b>	<b>3,851,113</b>	<b>3,980,383</b>	<b>4,086,559</b>	<b>4,173,562</b>



# Appendix I

**PIVOT - 1139 - North Bay**

Monthly Cash Forecast

	2018/19 Projected												Forecast	AP/AR
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
<b>Beginning Cash</b>	-	594,160	443,494	104,167	834,785	503,579	163,694	447,306	142,192	325,917	386,945	410,620		
<b>Revenue</b>														
LCFF Entitlement	-	-	-	1,069,441	-	-	611,594	-	493,521	360,997	305,797	305,797	3,471,344	324,197
Federal Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Income	-	-	-	-	-	-	-	17,848	21,845	17,024	34,872	19,435	270,188	159,164
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising and Grants	744,228	-	-	-	-	-	-	-	-	-	-	-	744,228	-
<b>Total Revenue</b>	<b>744,228</b>	<b>-</b>	<b>-</b>	<b>1,069,441</b>	<b>-</b>	<b>-</b>	<b>611,594</b>	<b>17,848</b>	<b>515,367</b>	<b>378,021</b>	<b>340,669</b>	<b>325,232</b>	<b>4,485,760</b>	<b>483,361</b>
<b>Expenses</b>														
Compensation & Benefits	71,147	72,354	244,412	240,109	239,392	239,392	245,129	240,109	240,109	236,800	236,800	217,985	2,523,738	-
Books & Supplies	7,430	16,630	7,430	14,330	7,430	7,430	7,430	7,430	7,430	7,430	7,430	7,430	112,160	6,900
Services & Other Operating Expenses	71,491	61,683	95,199	92,098	92,098	100,776	83,137	83,137	91,816	80,478	80,478	74,282	1,015,685	9,013
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>150,068</b>	<b>150,667</b>	<b>347,041</b>	<b>346,537</b>	<b>338,920</b>	<b>347,599</b>	<b>335,696</b>	<b>330,677</b>	<b>339,355</b>	<b>324,707</b>	<b>324,707</b>	<b>299,697</b>	<b>3,651,584</b>	<b>15,913</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>594,160</b>	<b>(150,667)</b>	<b>(347,041)</b>	<b>722,904</b>	<b>(338,920)</b>	<b>(347,599)</b>	<b>275,898</b>	<b>(312,829)</b>	<b>176,012</b>	<b>53,313</b>	<b>15,961</b>	<b>25,535</b>	<b>834,176</b>	<b>467,449</b>
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	-	-	7,714	7,714	7,714	7,714	7,714	7,714	7,714	7,714	7,714	7,714	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>594,160</b>	<b>443,494</b>	<b>104,167</b>	<b>834,785</b>	<b>503,579</b>	<b>163,694</b>	<b>447,306</b>	<b>142,192</b>	<b>325,917</b>	<b>386,945</b>	<b>410,620</b>	<b>443,869</b>		

**PIVOT - 1139 - North Bay**

Monthly Cash Forecast

2019/20 Projected														
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected	Forecast	AP/AR
<b>Beginning Cash</b>	<b>443,869</b>	<b>641,892</b>	<b>711,160</b>	<b>698,459</b>	<b>661,394</b>	<b>650,001</b>	<b>618,174</b>	<b>596,775</b>	<b>593,894</b>	<b>692,063</b>	<b>688,087</b>	<b>644,860</b>		
<b>Revenue</b>														
LCFF Entitlement	-	198,565	323,715	299,015	299,015	299,015	299,015	299,015	409,444	318,636	263,436	263,436	3,554,144	281,836
Federal Income	-	-	-	-	-	-	-	-	23,000	-	-	-	11,500	46,000
Other State Income	9,458	9,458	17,024	17,024	17,024	23,323	21,373	34,872	11,377	8,027	23,977	8,612	283,307	81,760
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	<b>9,458</b>	<b>208,023</b>	<b>340,739</b>	<b>316,038</b>	<b>316,038</b>	<b>322,338</b>	<b>320,388</b>	<b>333,886</b>	<b>443,821</b>	<b>326,664</b>	<b>287,413</b>	<b>283,548</b>	<b>3,883,451</b>	<b>375,096</b>
<b>Expenses</b>														
Compensation & Benefits	75,374	75,839	255,511	251,209	250,492	250,492	256,229	251,209	251,209	247,822	247,822	227,513	2,640,720	-
Books & Supplies	7,721	17,197	7,721	14,828	7,721	7,721	7,721	7,721	7,721	7,721	7,721	7,721	116,337	7,107
Services & Other Operating Expenses	82,951	63,567	98,153	95,013	95,013	103,898	85,783	85,783	94,668	83,044	83,044	76,608	1,047,524	-
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>166,046</b>	<b>156,603</b>	<b>361,385</b>	<b>361,049</b>	<b>353,225</b>	<b>362,110</b>	<b>349,732</b>	<b>344,712</b>	<b>353,598</b>	<b>338,586</b>	<b>338,586</b>	<b>311,842</b>	<b>3,804,581</b>	<b>7,107</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(156,589)</b>	<b>51,420</b>	<b>(20,647)</b>	<b>(45,011)</b>	<b>(37,187)</b>	<b>(39,773)</b>	<b>(29,344)</b>	<b>(10,826)</b>	<b>90,224</b>	<b>(11,922)</b>	<b>(51,173)</b>	<b>(28,293)</b>	<b>78,869</b>	<b>367,989</b>
Revenues - Prior Year Accruals	447,665	17,848	-	-	17,848	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(15,913)	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(77,142)	-	7,946	7,946	7,946	7,946	7,946	7,946	7,946	7,946	7,946	7,946	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Ending Cash</b>	<b>641,892</b>	<b>711,160</b>	<b>698,459</b>	<b>661,394</b>	<b>650,001</b>	<b>618,174</b>	<b>596,775</b>	<b>593,894</b>	<b>692,063</b>	<b>688,087</b>	<b>644,860</b>	<b>624,512</b>		

**PIVOT - 1139 - North Bay**

Monthly Cash Forecast

		2020/21 Projected													
		Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected	Forecast	AP/AR
Beginning Cash		624,512	719,379	790,437	769,155	750,234	733,017	695,022	686,437	677,971	785,057	753,556	719,605		
Revenue															
LCFF Entitlement	-	201,767	326,916	323,178	304,778	304,778	323,178	304,778	429,927	302,319	283,919	283,919	3,691,776	302,319	
Federal Income	-	-	-	-	-	-	-	-	23,000	-	-	11,500	46,000	11,500	
Other State Income	9,458	9,458	17,024	17,024	17,024	23,323	21,373	34,872	11,505	8,027	23,977	8,676	283,562	81,824	
Local Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Revenue	9,458	211,225	343,940	340,201	321,801	328,101	344,551	339,649	464,432	310,347	307,896	304,095	4,021,338	395,643	
Expenses															
Compensation & Benefits	78,946	81,099	264,801	260,499	259,782	259,782	265,518	260,499	260,499	257,040	257,040	235,512	2,741,015	-	
Books & Supplies	7,919	17,639	7,919	15,209	7,919	7,919	7,919	7,919	7,919	7,919	7,919	7,919	119,327	7,290	
Services & Other Operating Expenses	84,976	65,027	100,686	97,349	97,349	106,579	87,882	87,882	97,112	85,073	85,073	78,522	1,073,510	-	
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Expenses	171,840	163,764	373,406	373,057	365,050	374,279	361,320	356,300	365,530	350,031	350,031	321,953	3,933,852	7,290	
Operating Cash Inflow (Outflow)		(162,383)	47,460	(29,466)	(32,855)	(43,249)	(46,179)	(16,769)	(16,651)	98,902	(39,685)	(42,136)	(17,858)	87,486	388,353
Revenues - Prior Year Accruals		327,900	23,598	-	5,750	17,848	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals		8,806	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Receivable - Current Year		-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year		-	-	-	-	-	-	-	-	-	-	-	-	-	
Summerholdback for Teachers		(79,456)	-	8,184	8,184	8,184	8,184	8,184	8,184	8,184	8,184	8,184	-	-	
Loans Payable (Current)		-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)		-	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash		719,379	790,437	769,155	750,234	733,017	695,022	686,437	677,971	785,057	753,556	719,605	709,930		

# Appendix J



# **Personnel Manual 2017-2018**

## ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE EXECUTIVE DIRECTOR.

EMPLOYEE NAME: \_\_\_\_\_

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of Roads Education's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with Roads Education. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by Roads Education.

I understand that other than the Board of Roads Education, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please sign/date, tear out, and return to Roads Education.**

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# INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with Roads Education, Inc. (hereinafter referred to as the “Roads Education”). It explains some of our philosophies and beliefs, and describes in general terms, some of our employment guidelines. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment with Roads Education. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of Roads Education or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that Roads Education is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. Roads Education also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies Roads Education policy. Any such modification *must* be in writing.

This Handbook is the property of Roads Education, and it is intended for personal use and reference by employees of Roads Education. Circulation of this Handbook outside of Roads Education requires the prior written approval of the Executive Director.

Employees must sign the acknowledgment form at the beginning of this Handbook, tear it out, and return it to the Executive Director. This will provide Roads Education with a record that each employee has received this Handbook.

# CONDITIONS OF EMPLOYMENT

## Equal Employment Opportunity Is Our Policy

Roads Education is an equal opportunity employer. It is the policy of Roads Education to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity and gender expression);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act (“FMLA”), Pregnancy Disability Leave (“PDL”) law, Americans with Disabilities Act (“ADA”), California Family Rights Act (“CFRA”), or the Fair Employment and Housing Act “FEHA”);
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Roads Education will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact the Executive Director with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. Roads Education then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. Roads Education will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, Roads Education will make the accommodation.

## **Employment At-Will**

Except if stated expressly otherwise by employment contract, it is the policy of Roads Education that all employees are considered “at-will” employees of Roads Education. Accordingly, either Roads Education or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, Roads Education memoranda or other materials provided to employees in connection with their employment shall require Roads Education to have “cause” to terminate an employee or otherwise restrict Roads Education’s right to release an employee from their at-will employment with Roads Education. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict Roads Education’s right to terminate at-will. No Roads Education representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with Roads Education that are not consistent with Roads Education’s policy regarding “at will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, Roads Education memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

## **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Roads Education will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, the Employee acknowledges he or she is a child care custodian and is certifying that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions.

### **Criminal Background Checks**

As required by law, all individuals working or volunteering at Roads Education will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise Roads Education's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at Roads Education include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with Roads Education, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Executive Director.

### **Tuberculosis Testing**

All employees of Roads Education must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment examination and, if indicated, the examination is a condition of initial employment with Roads Education and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to Roads Education will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with Roads Education students.

### **Immigration Compliance**

Roads Education will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the

United States. However, Roads Education will not check the employment authorization status of current employees or applicants who were not offered positions with Roads Education unless required to do so by law.

Roads Education shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, Roads Education shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States.

### **Professional Boundaries: Staff/Student Interaction Policy**

Roads Education recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning conducive environment possible.

#### Corporal Punishment

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 this 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 property.

For clarification purposes, the following examples are offered for direction and guidance of Roads Education personnel:

#### **A. Examples of PERMITTED actions (NOT corporal punishment)**

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all Roads Education faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a Roads Education administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the

administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

### Examples of Specific Behaviors

The following examples are not an exhaustive list:

### Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- (k) Using terms of endearment instead of a student's name, i.e. Honey, Sweetheart, Baby.

### Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

**(These behaviors should only be exercised when a staff member has parent and supervisor permission.)**

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

### Cautionary Staff/Student Behaviors

**(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)**

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities



### Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Executive Director about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

### **Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation**

Roads Education is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. Roads Education's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

Roads Education does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which Roads Education does business). Supervisors and managers are to report any complaints of unlawful harassment to the Executive Director or designee.

When Roads Education receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Executive Director) or the Executive Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. Roads Education is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

### **Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

### **Prohibited Unlawful Sexual Harassment**

Roads Education is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment, discrimination, and retaliation training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.

- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate Roads Education policy.

### **Whistleblower Policy**

Roads Education requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within Roads Education. As representatives of Roads Education, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that Roads Education has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of Roads Education to raise serious concerns about the occurrence of illegal or unethical actions within Roads Education before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of Roads Education have a responsibility to report any action or suspected action taken within Roads Education that is illegal, unethical or violates any adopted policy of Roads Education, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to Roads Education or any individual at Roads Education and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has

good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who Roads Education believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

### **Drug and Alcohol Free Workplace**

Roads Education is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to workers and other Roads Education stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any school premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

### **Confidential Information**

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment. Staff must be very aware of their voices and conduct discussions about students in a completely private location. No student records may be visible to other students, parents or non-confidential staff. Teachers who violate this policy may be reprimanded or terminated.

### **Conflict of Interest**

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Executive Director, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, Roads Education may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

## **Smoking**

All Roads Education facilities are no smoking facilities. No employee, volunteer, parent, visitor or student shall be permitted to smoke in or near the school grounds or on any school related activity.

# THE WORKPLACE

## Work Schedule

Business hours are normally 8:00 a.m. – 5:00 p.m. Monday through Friday. The regular workday schedule for both exempt and nonexempt employees is 8 hours; the regular workweek schedule is forty (40) hours. Exempt and non-exempt employees are generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements. Employees are never required to respond to student inquiries after business hours or on a weekend.

Exempt employee work schedules:

- Ten (10)-month exempt employees are expected to work ten (10) months full-time for forty (40) hours per week. The ten (10)-month calendar for these positions include one hundred and ninety (190) work days.
- Eleven (11)-month exempt employees are expected to work eleven (11) months full-time for forty (40) hours per week, on the twelve (12)-month administrative work calendar. Since this position is an eleven (11)-month position for two hundred and twenty-two (222) workdays, but with important duties that must be completed over the summer, the extra four (4) work weeks off will be taken periodically throughout the year. Weeks off must be taken in one (1) week increments between July 1 and August 15 or between October 1 and June 30. Two (2) weeks may be taken back to back if scheduled for the month of July, or if one (1) of the weeks overlaps with spring break. A maximum of two (2) weeks may be taken off in a single summer (June 15 through August 15). No weeks off may be taken August 15 through September 30.
- Twelve (12)-month exempt employees are expected to work twelve (12) months full-time for forty (40) hours per week. The twelve (12)-month administrative work calendar for these positions include two hundred and forty-two (242) work days.

## Meal and Rest Periods

Non-exempt employees working at least five (5) hours are provided with at least a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5<sup>th</sup> work hour. Non-exempt employees are requested to take an hour long lunch break if they are on campus from 8 a.m. until 5 p.m. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and Roads Education mutually consent to the waiver in writing. However, the campus must have at least two (2) employees on site by 8 a.m. consistently. If there are not two (2) exempt employees available to open the campus every day at 8 a.m., a non- exempt employee may have to be present at this time and the non-exempt employee's waiver may be denied or rescinded.

Non-exempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable.

Employees are prohibited from combining meal and rest period time. An employee's supervisor must be aware of and approve scheduled meal and rest periods.

Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

**If a non-exempt employee does not believe he or she is being authorized or permitted to receive their duty-free periods, the employee must immediately notify the Executive Director. If possible, employees should provide written notice of any such concern.**

#### **Lactation Accommodation**

Roads Education accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

Roads Education will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

#### **Attendance and Tardiness**

All employees, whether exempt or non-exempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects Roads Education's ability to implement its educational program and disrupts consistency in students' learning.

If it is necessary to be absent or late, employees are expected to telephone the Executive Director as soon as possible but no later than one-half ( $\frac{1}{2}$ ) hour before the start of the workday. If an employee is absent from work longer than one (1) day, he or she is expected to keep the Executive Director sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with Roads Education. Absence for more than three (3) consecutive days without notifying the Executive Director will be considered a voluntary resignation from employment.

Roads Education recognizes that life happens and staff may have the need to schedule appointments for themselves and family members during work hours. Roads Education requests that employees whose job duties include the supervision of students schedule these appointments after 3:00 p.m. whenever possible in order to avoid disruption of the educational program for our students and the



operations of the school. A Request for Time Off form must be completed and submitted to the Director of Human Resources and the Executive Director in advance of the appointments. Such time off will not be regarded as vacation or sick time for exempt employees provided that the requested time off occurs after 3:00 p.m. and is not excessive. If requested time off falls outside of these parameters or is considered excessive, the requested time off may be applied toward allotted paid time off for exempt employees. Any exempt employees who must leave campus for personal obligations are still responsible for assigned duties being completed.

Exempt employees may choose work hours of either 8 a.m. until 4 p.m. or 8:30 a.m. until 4:30. However, each campus must have at least two (2) employees reporting at 8 a.m. consistently, each day. One of those employees is expected to be the site coordinator or an equivalent position if the site coordinator has not asked for a waiver of their required hours. Exempt employee hours assume that the exempt employee does not leave school for a lunch break. If the exempt employee takes an off campus lunch hour break, they must make up that time on the day that the off campus lunch break is taken in order to fulfill their forty (40) hour a week requirement.

### **Time Cards/Records**

By law, Roads Education is obligated to keep accurate records of the time worked by non-exempt employees. Such employees are required to utilize Roads Education's time card system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to Roads Education premises during the workday.

Exempt employees may also be required to utilize the time card system. Tracking of exempt employees' time shall not be utilized by Roads Education to determine how much each exempt employee is owed in compensation. Rather, such tracking of exempt employees' time shall be utilized in evaluating performance of exempt employees, as well as fulfillment of independent study program requirements.

Nonexempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the timecard, the employee must contact the Executive Director to make the correction and such correction must be initialed by both the employee and the Executive Director.

Non-exempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with Roads Education.

### **Use of Email, Voicemail and Internet Access**

Roads Education will permit employees to use its email, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols. Employees have no expectation of privacy in their use of Roads Education's electronic media systems. All electronic and telephonic communication systems and all communication and information transmitted by, received from, or stored in these systems are the property of Roads Education, and as such are to be used for job-related communications only.
2. **The Email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale.** For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employee use of Roads Education equipment and email is the property of Roads Education and subject to the California Public Records Act.
4. Employee personal electronic accounts and devices used to communicate about Pivot business could be subject to disclosure pursuant to the California Public Records Act (PRA). Pivot employees and Board Members are required to publicly disclose work-related communications on their personal electronic accounts and device.
5. Employees should not attempt to gain access to another employee's personal file of email or voicemail messages without the latter's express permission.
6. Roads Education staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. Roads Education retains a copy of all passwords; passwords unknown to Roads Education may not be used. System security features, including passwords and delete functions, do not neutralize Roads Education's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.
7. Employee must have an identifying signature line when using email from a Roads Education account.
8. Employees who use personal devices or email accounts for School-related communications

do so knowing that these devices and the communications are subject to disclosure under the Public Records Act.

## **Personal Business**

Roads Education's facilities for handling mail and telephone calls are designed to accommodate Roads Education business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use Roads Education material, time or equipment for personal projects.

## **Personal Conduct**

Employees of Roads Education Organization are expected to show professionalism and high standards of behavior in the workplace.

All employees should:

1. Uphold the mission, values, and policies of Pivot Charter School.
2. Be collaborative and open for communication with colleagues.
3. Treat staff and students kindly, respectfully, fairly, and with impartiality.
4. Never publicly display aggravation in front of staff, parents, or colleagues.

## **Social Media**

In light of the explosive growth and popularity of social media technology in today's society, Roads Education has developed the following policy to establish rules and guidelines regarding the appropriate use of social media by employees. This policy applies to situations where employees: (1) make a post to a social media platform that is related to Roads Education; (2) engage in social media activities during working hours; (3) use Roads Education equipment or resources while engaging in social media activities; (4) use a work email address to make a post to a social media platform; or (5) post in a manner that reveals the employee's affiliation with Roads Education.

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- Roads Education equipment, including Roads Education computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of Roads Education;

- Employees may not use Roads Education's logos, trademarks and/or copyrighted material and are not authorized to speak on Roads Education's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by Roads Education;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing Roads Education, the employee's supervisors, co-workers and competitors;
- Employees must comply with all Roads Education policies, including, but not limited to, rules against unlawful harassment and retaliation.

Roads Education reserves the right to take disciplinary action against any employee whose Internet postings violate this or other Roads Education policies.

### **Solicitations, Distributions and Access**

In order to maintain and promote efficient operations, discipline and security, Roads Education maintains rules applicable to all employees that govern solicitation, distribution of written material and entry onto the premises and work areas. All employees are expected to comply with these rules, which will be strictly enforced. Any employee who is in doubt concerning the application of these rules should consult with his or her supervisor immediately. These rules are:

- No employee shall sell merchandise or solicit or promote support for any cause or organization during his or her working time or during the working time of the employee(s) at whom such activity is directed. As used in these rules, working time excludes meal and break periods.
- No employee shall distribute or circulate any written or printed material, other than those approved by management for business purposes which will be limited to matters of public concern, in work areas at any time or during his or her working time or during the working time of the employee(s) at whom such activity is directed.
- No employee shall enter or remain in Roads Education work areas for any purpose except to report for, be present during, and to conclude a work period. Work area does not include Roads Education parking lots, gates or other similar outside areas unless an employee is assigned to work in such areas.
- Non-employees must sign in at the front office before entering Roads Education property.

## **Personal Appearance/Standards of Dress**

Roads Education believes that employees serve as role models to the students. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Roads Education encourages all employees, during school hours, to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Staff shall not wear torn or disheveled clothing. Staff must not wear provocative or revealing attire. Staff must wear appropriate and safe footwear while on campus. Flip flops do not constitute professional and appropriate footwear.

Attire should not appear revealing, suggestive, or disheveled.

## **Health and Safety Policy**

Roads Education is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with Roads Education's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Executive Director any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, Roads Education will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

## **Security Protocols**

Roads Education has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Executive Director. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Executive Director when keys are missing or if security access codes or passes have been breached.

## **Occupational Safety**

Roads Education is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every Roads Education supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of Roads Education that accident prevention shall be considered of primary importance in all phases of operation and administration. Roads Education's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce Roads Education safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

### **Accident/Incident Reporting**

It is the duty of every employee to immediately, or as soon as is practical, report any accident or injury occurring during work or on Roads Education premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

### **Reporting Fires and Emergencies**

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

# **EMPLOYEE WAGES AND HEALTH BENEFITS**

## **Payroll Withholdings**

As required by law, Roads Education shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by Roads Education.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Executive Director to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Executive Director. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Executive Director and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

## **Overtime Pay**

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. Roads Education will attempt

to distribute overtime evenly and accommodate individual schedules. All overtime work must be **previously authorized** by the Executive Director using the Overtime Time Request Form. Roads Education provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

### **Makeup Time**

Non-exempt employees can make up work time that he or she has lost or will lose as a result of a personal obligation. This time must be made up in the same work week as the time lost. An employee can work no more than eleven (11) hours on another workday, and no more than forty (40) hours in a workweek, to make up the time off. Makeup time can be used by an employee only with prior approval from the Executive Director using the Make Up Time Request Form.

Pivot Charter School cannot legally grant compensation time to any employees.

### **Paydays**

Paydays for employees are scheduled on the 15<sup>th</sup> and the last calendar working day of each month. If an employee observes any error in his/her check, please report it immediately to the Director of Human Resources.

### **Phone Allowance**

Employees working 25 hours a week or more will receive \$50 a month as a phone allowance only during the months the employee is working.

### **Wage Attachments and Garnishments**

Under normal circumstances, Roads Education will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as



garnishments, levies or judgments that require Roads Education, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If Roads Education is presented a second garnishment request concerning an employee, the Executive Director will discuss the situation with the employee.

### **Vendors and Check Requests**

An employee of Roads Education can request a vendor check with the approval of the Chief Business Officer using the Check Request Form. The employee can expect payment to the vendor seven (7)-ten (10) working days after the Check Request Form and **backup** documentation are submitted.

No one individual employee, with the exception of the Executive Director, Chief Business Officer, Director of Human Resources, and Program Director, has permission to contact Pivot's attorneys without authorization. Any Pivot business that requires legal attention should go through the Program Director.

### **Spending & Reimbursement Policies**

#### Approval to Spend and Get Reimbursed

All school related purchases made by employees require advance approval by the Chief Business Officer, except as specified below. All reimbursement requests must be accompanied by an expense reimbursement form in order to be considered, and these forms also require Chief Business Officer approval in order to be processed and paid. Whenever possible, employees should arrange for the school to pay for items and services, instead of paying with their own money and getting reimbursed.

#### Monthly Pre-Approved Spending:

Employees of Roads Education Organization may submit expense reimbursement forms for legitimate school expenses, up to the amounts listed below, without prior approval. Employees may not pool their monthly pre-approved monies with other employees, and may not "roll over" monthly amounts (e.g. an Educational Coordinator may not spend \$50 one month and then spend \$0 the next month to make up for it).

**Educational Coordinators:** Up to \$25 per month on school related items for students and staff. This monthly pre-approved amount may not be used for staff meals/food.

**Site Coordinators:** Up to \$50 per month on school related items for students and staff. This monthly pre-approved amount may not be used for staff meals/food.

**Site Administrators and Other Administrators:** Up to \$100 per month on school related items for students and staff. This may include staff meals/food purchased for a valid staff meeting

or professional development session as long as the food is served and consumed on school grounds during the school day (8am-4:30pm), and the meeting agenda is provided with the expense reimbursement form as backup documentation for the necessity of the expense.

#### Field Trips Approved by Site Administrator:

Site Administrators have the authority to approve expenses for up to two (2) field trips per month, as long as the expenses are less than \$400 per trip and the Site Administrator sends information detailing the approved expenses to the Chief Business Officer.

#### General Spending & Reimbursement Policies

- Online purchases must be in the employee's name and shipped to the school address. No reimbursements will be approved for purchases made in any other name or shipped to a home address.
- All purchases through Amazon.com should be added to the school's wish list and purchased by the school. Employees should not submit expense reimbursement forms for any Amazon purchases unless they were approved in advance by the Chief Business Officer.
- Approved professional development expenses over \$200 which relate to an employee's credentialing or certifications, such as courses taken to acquire additional teaching credentials or to clear a preliminary credential, may be submitted for reimbursement upon completion. In addition to a receipt, a transcript or proof of completion must be provided with the expense reimbursement form. Professional development expenses of this type may be approved and reimbursed up to a maximum of \$1500 per employee per school year, depending on available school funds.
- Requests for mileage reimbursement over 100 miles per round trip require advance approval by the Chief Business Officer. Employees should generally use a rental car for any trip exceeding 100 miles. Permission to be reimbursed for more than 100 miles round trip is automatically approved for the Executive Director, Program Director, and Chief Business Officer.
- Absolutely no alcohol may be reimbursed or purchased with school funds.

#### Travel Spending & Reimbursement Policies

It is sometimes necessary for employees to travel for work. Necessary expenses incurred while traveling for work will be reimbursed in accordance with applicable school policies. With the exception of the Site Administrator approved field trips listed above, all employee travel must be approved in advance by the Executive Director with associated expenses approved by the Chief Business Officer. The following restrictions apply to all travel expenses including those incurred on field trips, whether paid for with the employee's personal funds with the intent to get reimbursed, or whether paid for with a school credit/debit card:

- Food and incidentals may total no more than \$50 per individual per day while traveling for work. Shorter trips, such as half day field trips, will allow lower amounts.

- Each individual meal must be \$25 or less per person.
- Meals including employees who are not traveling must be approved in advance, and the \$25 per person per meal maximum still applies.
- Flights, hotels, and rental cars for employee travel should all be booked by the Administrative Assistant. Employees should not pay for these or submit these expenses for reimbursement. If a situation arises that may warrant an exception, request approval from the Chief Business Officer.
- Staff who need to reserve rental cars for field trips may make their own reservations only if the following criteria are met:
  - The reservation must be made through Enterprise using Pivot's account.
  - A copy of the reservation must be forwarded to the Administrative Assistant and Chief Business Officer, along with a brief note about what the rental car is for (e.g. "NV community service field trip").
  - The base daily rate of the vehicle must not exceed \$60 per day.
- Gas for rental cars will be reimbursed if purchased at a gas station. Employees must return rental cars with a full tank. If refueling charges are listed on a rental car invoice, the employee will be disciplined.

#### Requirements for Submitting Expense Reimbursement Forms

- Descriptions: The description of each item on the expense reimbursement form must demonstrate that it is a school-related expense, and which school it's for. Example: "Mail" is insufficient, but "Certified mail - NB intervention letters" is good.
- Meals: Any meals submitted for reimbursement should include the number of staff who were fed. Example: "SD staff meeting - lunch for 5 staff"
- Backup Documentation: All items listed on the expense reimbursement form must have backup documentation attached in the form of itemized receipts. Meals are especially important to provide itemized receipts for, as this proves that no alcohol is being paid for with school funds.

### **Medical Benefits**

#### Eligibility

An employee is eligible for medical coverage if he or she is a regular employee working for Roads Education at least twenty-five (25) hours per week.

#### When Coverage Starts

Coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. Employee enrollment forms must be submitted to the Executive Director as soon

as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for the employee's coverage.

### **COBRA Benefits**

When the employee's coverage under Roads Education's medical and/or dental plans ends, the employee or his/her dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, the employee must pay the full cost of coverage - the employee's contribution and Roads Education's previous contribution plus a possible administrative charge.

Medical coverage for the employee, his/her spouse, and his/her eligible dependent children can continue for up to 18 months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making you ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

The employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reach age sixty-five (65); or
- The employee's dependent child reaches an age which makes him/her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

Roads Education will notify the employee or his/her dependents if coverage ends due to termination or a reduction in the employee's work hours. If the employee becomes eligible for Medicare, divorced

or legally separated, die, or when the employee's child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying Roads Education within thirty (30) days of the event. Roads Education will then notify the employee or his/her dependents of their rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition you (or your spouse or child, as applicable) may have;
- Roads Education stops providing group health benefits;
- The employee (or his/her spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

## **PERSONNEL EVALUATION AND RECORD KEEPING**

### **Employee Reviews and Evaluations**

Each employee will receive periodic performance reviews conducted by the Executive Director. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work the employee performs, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Failure to evaluate an employee shall not prevent Roads Education from dismissing the employee. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of Roads Education and depend upon many factors in addition to performance. After the review, the employee will be required to sign the evaluation report simply to acknowledge that it has been presented to him/her, that the employee has discussed it with the Executive Director, and that the employee is aware of its contents.

Newly hired employees may have their performance goals reviewed by the Executive Director within the first ninety (90) days of employment.

salary and the potential for advancement will be based largely upon the employee's job performance. On a periodic basis, the Executive Director will review the employee's job performance with him/her in order to establish goals for future performance and to discuss the employee's current performance. Roads Education's evaluation system will in no way alter the at-will employment relationship.

### **Personnel Files and Record Keeping Protocols**

At the commencement of employment, a personnel file is established for each employee. Please keep the Executive Director advised of changes that should be reflected in the employee's personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable Roads Education to contact the employee should the change affect the employee's other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a Roads Education representative, at a mutually convenient time. Employees also have the right to obtain a copy of your personnel file as provided by law. Employees may add comments to any disputed item in the file. Roads Education will restrict disclosure of employee personnel files to authorized individuals within Roads Education. A request for information contained in the personnel file must be directed to the Executive Director. Only the Executive Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, Roads Education will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or disciplined for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

# **HOLIDAYS, VACATIONS AND LEAVES**

## **Holidays**

Roads Education's calendar reflects any and all holidays observed by Roads Education. These are paid holidays for all full-time employees including administration (eleven (11) and twelve (12)-month employees), classified and credentialed staff. The schools are closed on these days. The following holidays are generally observed by public entities, including public schools:

- Martin Luther King Jr. Birthday
- President's Day
- Memorial Day
- Fourth of July
- Labor Day
- Columbus Day
- Veterans Day
- Monday - Friday of Thanksgiving Break
- December 23rd - January 1st

Other days during the school year, such as days during Roads Education's calendared breaks, shall be paid time for non-exempt employees in active status. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Executive Director. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. vacation, personal necessity day, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

## **Paid Days Off**

All eleven (11) and twelve (12) month employees shall be granted additional Paid Days Off during scheduled school calendar breaks. These Paid Days Off are not vacation days, do not accrue, and cannot be traded for other days off in the year.

- Thanksgiving: Five (5) days of the holiday week, Monday through Friday.
- Winter break: December 23rd through January 1 off, returning January 2nd of every year.

## **Vacation**

While Roads Education recognizes the importance of vacation time as a period of rest and rejuvenation away from the job, vacations must be scheduled with due consideration for "peak traffic periods" in Roads Education. With this in mind, it is expected that vacation time be taken when school is not in session whenever possible.

Unless otherwise specified in an employee's employment agreement, full-time employees are entitled to vacation leave based upon length of service and status with Roads Education. Full-time classified employees shall accrue five (5) days of paid vacation each year for the first three (3) years of employment. Full-time classified employees who have been employed by Roads Education for more than three (3) years shall accrue ten (10) days of paid vacation each year. Full-time classified employees who have been employed by Roads Education for more than six (6) years shall accrue fifteen (15) days of vacation. Full-time eleven (11) month administrative employees shall accrue five (5) days of paid vacation for their first five (5) years of employment. Full-time eleven (11) month administrative employees who have been employed by Roads Education for more than five (5) years shall accrue ten (10) days of paid vacation each year. Full-time twelve (12) month administrative employees shall accrue ten (10) days of paid vacation each year for the first five (5) years of employment. Full-time twelve (12) month administrative employees who have been employed by Roads Education for more than five (5) years shall accrue fifteen (15) days of paid vacation each year. Full-time credentialed teaching staff shall accrue two (2) days of paid vacation each year. Employees working on part-time basis (less than 25 hours per week) shall not earn vacation days.

Any vacation leave taken must be approved by the Executive Director and Director of Human Resources. Requests for vacation leave should be submitted to the Executive Director and Director of Human Resources at least two (2) weeks in advance. No vacation time may be taken from August 15th to September 15th unless specifically authorized by the Executive Director. All vacation requests must be in writing and sent to the Executive Director and Director of Human Resources.

Vacation time is figured on a fiscal year beginning July 1st. Time will accrue over the course of the year at the rate of one (1) day per month until all vacation is accrued. Vacation can accrue up to a maximum of one (1) and one-half (1½) times the number of days the employee may accrue on an annual basis. Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation leave is used, vacation time will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap. Upon termination of employment, the unused vacation days will be paid out to the employee. Employees are not entitled to pay in lieu of taking vacation except upon termination of employment.

Full-time classified or administrative employees of Roads Education who receive both vacation days and sick leave may combine the number of days for Paid Time Off (PTO) that will accrue and rollover at the same rate as vacation days. After all PTO has been used, all future days off will be unpaid for the remainder of the fiscal year.

### **Unpaid Leave of Absence**

Roads Education recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, Roads Education may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by Roads Education.



The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

### **Sick Leave**

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, Roads Education offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking. Additionally, employees may also take paid sick leave when the School is closed due to a public health emergency or to care for a child who's childcare or school is closed due to a public health emergency.

Paid sick leave is available to all Roads Education employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. All eligible employees shall be credited with forty (40) hours of sick leave at the beginning of each work year.

If employees are absent longer than three (3) days due to illness, medical evidence of the employee's illness and/or medical certification of the employee's fitness to return to work satisfactory to Roads Education may be required. Roads Education will not tolerate abuse or misuse of sick leave privileges. If Roads Education suspects abuse of sick leave, Roads Education may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by Roads Education.

### **Family Care and Medical Leave**

This policy explains how Roads Education complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require Roads Education

to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12)-month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as “FMLA leave.”

- Employee Eligibility Criteria

To be eligible for FMLA leave, the employee must have been employed by Roads Education for a total of at least twelve (12) months and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles.

- Events That May Entitle an Employee To FMLA Leave

The twelve (12)-week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee’s newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by Roads Education, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.
2. Because of the employee’s own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by Roads Education’s separate pregnancy disability policy).
  - a. A “serious health condition” is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
  - b. “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a healthcare facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

- c. “Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
  - d. “Continuing treatment” means ongoing medical treatment or supervision by a health care provider.
- 3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces servicemember with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12)-month period to provide said care.
- 4. For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.
- Amount of FMLA Leave Which May Be Taken
  - 1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12)-month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
  - 2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.
  - 3. The “twelve month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
  - 4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, Roads Education’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days Roads Education’s activities have ceased do not count against the employee’s FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week

in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay during FMLA Leave

1. An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, Roads Education and the employee may agree to have Roads Education-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
3. If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of Roads Education's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by Roads Education during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, Roads Education will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period. If an employee is required to pay premiums for any part of his/her group health coverage, Roads Education will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

Roads Education may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have “failed to return from leave” if he/she works less than thirty (30) days after returning from FMLA leave; and
2. The employee’s failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA leave because of his/her own or a relative’s serious health condition must provide medical certification from the appropriate health care provider on a form supplied by Roads Education. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of Roads Education’s request for certification) may result in denial of the leave request until such certification is provided.
2. Roads Education will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. Roads Education may contact the employee’s health care provider to authenticate a certification as needed.
3. If Roads Education has reason to doubt the medical certification supporting a leave because of the employee’s own serious health condition, Roads Education may request a second opinion by a health care provider of its choice (paid for by Roads Education). If the second opinion differs from the first one, Roads Education will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for

Leave form will be given a copy of Roads Education's then-current FMLA leave policy.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
  3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt Roads Education's operations.
  4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
  5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that Roads Education will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
  6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
  7. Roads Education will respond to an FMLA leave request no later than five (5) business days of receiving the request. If an FMLA leave request is granted, Roads Education will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
- Return to Work
    1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to Roads Education's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s)

have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.

2. When a request for FMLA leave is granted to an employee (other than a "key" employee), Roads Education will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
  3. Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
  4. If an employee can return to work with limitations, Roads Education will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from Roads Education.
- Limitations on Reinstatement
    1. Roads Education may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to Roads Education's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of Roads Education's employees within seventy-five (75) miles of the employee's worksite.
    2. A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if Roads Education determines that substantial and grievous injury to Roads Education's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, Roads Education will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause Roads Education to suffer substantial and grievous injury. If Roads Education realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.
  - Employment during Leave

No employee, including employees on FMLA leave, may accept employment with any other employer without Roads Education's written permission. An employee who accepts such employment without Roads Education's written permission will be deemed to have resigned from employment at Roads Education.

## **Pregnancy Disability Leave**

This policy explains how Roads Education complies with the California Pregnancy Disability Act, which requires Roads Education to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- **Events That May Entitle an Employee to Pregnancy Disability Leave**

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- **Duration of Pregnancy Disability Leave**

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “Four months” means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, “four months” means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, “four months” means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee’s pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional



leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for Roads Education. Roads Education is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

Roads Education shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. Roads Education can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
  - The employee is taking leave under the California Family Rights Act.
  - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
  - There is a non-pregnancy related medical condition requiring further leave.
  - Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of Roads Education and a

leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by Roads Education. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be referred to Roads Education's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days notice or as soon is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt Roads Education's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. Roads Education will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, Roads Education will notify the employee in writing and leave will be counted against the

employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
  - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
  - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. Roads Education will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60)-day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, Roads Education will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with Roads Education policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, Roads Education will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from Roads Education.

- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without Roads Education's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

## **Industrial Injury Leave (Workers' Compensation)**

Roads Education, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Executive Director;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Executive Director; and
- Provide Roads Education with a certification from the employee's healthcare provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is Roads Education's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. Roads Education, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to Roads Education's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Executive Director and to the individual responsible for reporting to Roads Education's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to Roads Education's

approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

- When there is a job-related injury that results in lost time, the employee must have a medical release from Roads Education's approved medical facility before returning to work.
- Any time there is a job-related injury, Roads Education's policy may require drug/alcohol testing along with any medical treatment provided to the employee.

### **Military and Military Spousal Leave of Absence**

Roads Education shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, Roads Education shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, Roads Education will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to Roads Education, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

Roads Education shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide Roads Education with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice

that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

### **Bereavement Leave**

Exempt employees are entitled to a leave of up to eight (8) work days without loss of pay due to a death in the immediate family (parent, spouse, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, grandchild). Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off.

### **Jury Duty or Witness Leave**

For all exempt employees, Roads Education will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all non-exempt employees, Roads Education will pay for up to three (3) days if the employee is called to serve on a jury.

### **Voting Time Off**

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Executive Director at least two (2) days notice.

### **School Appearance and Activities Leave**

As required by law, Roads Education will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of Roads Education, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

### **Time Off for Victims of Crime**

An employee who is the victim of certain crimes (violent felonies, felony thefts, and serious felonies as defined by law) or is the immediate family member, registered domestic partner, or child of the registered domestic partner of such a victim will be given time off as necessary in accordance with the law to attend judicial proceedings in relation to the crime. As a condition of taking time off, employees may be required to provide reasonable advance notice if feasible and documentation establishing the right to such time off. This time off is unpaid. Employees may choose to use their accrued vacation, but this is not required. Roads Education will make every effort to maintain the confidentiality of any employee requesting crime victim leave.

### **Bone Marrow and Organ Donor Leave**

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a 12-month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by Roads Education for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to Roads Education that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use five (5) days of accrued paid leave for bone marrow donation and two (2) weeks' of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be unpaid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. Roads Education may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

### **Victims of Abuse Leave**

Roads Education provides reasonable and necessary unpaid leave and other reasonable

accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide Roads Education with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide Roads Education one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, Roads Education will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Executive Director.

### **Returning from Leave of Absence**

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Executive Director thirty (30) days' notice before returning from leave. Whenever Roads Education is notified of an employee's intent to return from a leave, Roads Education will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, be sure to consult the Executive Director.



# **DISCIPLINE AND TERMINATION OF EMPLOYMENT**

## **Rules of Conduct**

The following conduct is prohibited and will not be tolerated by Roads Education. This list of prohibited conduct is illustrative only and is not meant to be an exhaustive list. It applies to all employees of Roads Education; other types of conduct that threaten security, personal safety, employee welfare and Roads Education's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of Roads Education. If an employee is working under a contract with Roads Education which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on Roads Education property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of Roads Education property.
5. Fighting or instigating a fight on Roads Education premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on Roads Education premises.
8. Gambling on Roads Education premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness, excused or unexcused.
14. Posting any notices on Roads Education premises without prior written approval of management, unless posting is on a Roads Education bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.

17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or Roads Education's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Dishonesty.
25. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

### **Off-Duty Conduct**

While Roads Education does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with Roads Education's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect Roads Education or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects Roads Education's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by Roads Education, employees are expected to devote their energies to their jobs with Roads Education. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at the school.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with Roads Education.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with Roads Education.
- Additional employment that requires the employee to conduct work or related activities on Roads Education's property during the employer's working hours or using Roads Education's facilities and/or equipment; and

- Additional employment that directly or indirectly competes with the business or the interests of Roads Education.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to Roads Education explaining the details of the additional employment. If the additional employment is authorized, Roads Education assumes no responsibility for it. Roads Education shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

### **Termination of Employment**

Should it become necessary for an employee to terminate his/her at-will employment with Roads Education, please notify the Executive Director regarding this intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When an employee terminates his/her at-will employment, the employee will be entitled to all earned but unused vacation pay. If the employee is participating in the medical and/or dental plan, the employee will be provided information on your rights under COBRA.

# **INTERNAL COMPLAINT REVIEW**

The purpose of the “Internal Complaint Review Policy” is to afford all employees of Roads Education the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under Roads Education’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

## **Internal Complaints**

(Complaints by Employees Against Employees)

This section of the policy is for use when a Roads Education employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

1. The complainant will bring the matter to the attention of the Executive Director as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the President of Roads Education’s Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, Roads Education values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

## **Policy for Complaints Against Employees**

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a Roads Education employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Board President (if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant's concerns on the Complaint Against Personnel Form that can be obtained from the Executive Director or the Director of Human Resources. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Executive Director (or designee) shall abide by the following process:

1. The Executive Director or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Executive Director (or designee) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

#### **General Requirements**

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

## **AMENDMENT TO EMPLOYEE HANDBOOK**

This Employee Handbook contains the employment policies and practices of Roads Education in effect at the time of publication.

Roads Education reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

## APPENDIX A

### HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

*It is the policy of Roads Education that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that Roads Education may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.*

*If you are an employee of Roads Education, you may file this form with the Executive Director or Board President.*

*Please review Roads Education's policies concerning harassment, discrimination and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.*

*Roads Education will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, Roads Education will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, Roads Education will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.*

*In signing this form below, you authorize Roads Education to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that Roads Education will be able to address your complaint to your satisfaction.*

*Charges of harassment, discrimination, and retaliation are taken very seriously by Roads Education both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe harassed, discriminated or retaliated against you or someone else:

\_\_\_\_\_  
\_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I acknowledge that I have read and that I understand the above statements. I hereby authorize Roads Education to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

Received by: \_\_\_\_\_

Date: \_\_\_\_\_



## APPENDIX B

### INTERNAL COMPLAINT FORM

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I hereby authorize Roads Education to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

To be completed by Roads Education:

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

# Appendix K



Student/Parent Handbook and Policies  
2017-2018

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## INTRODUCTION

Dear Students and Parents,

Welcome to Pivot Charter School! We strive to provide a welcoming atmosphere of respect and kindness.

Pivot Charter School (PCS) is a unique “blend” of both Independent Study/ online learning and a resource center based program. At Pivot, students will be asked to “learn a new way to learn”. Students will have much more flexibility with their approach to learning, and with this flexibility comes more responsibility.

### How to be a Successful Student at PCS.

- Take notes and use study guides for all quizzes and tests
- Communicate regularly with Educational Coordinator (“EC”) and family to discuss **Grades** and **Progress**
- Schedule study hours and study location
- Successful students spend their first two weeks on site, or contact their EC daily during this start up period
- Attend site based workshops
- Get started on community service early
- Follow student commitment contract

### Important Pivot Concepts

- All new families are required to attend a 1 hour orientation during their first month of enrollment
- Students must have a computer and internet access to successfully engage in the Pivot program
- While PCS can individualize curriculum and allow students to work at a pace that is equal to their abilities, families should realize that 9<sup>th</sup> -12<sup>th</sup> grade students who do not complete a semester worth of work each semester may delay their graduation date
- All students enrolled full-time with PCS are required to participate in state mandated graduation tests and annual assessment tests
- It is important to understand the Pivot Plagiarism Policy

### How to be a Supportive Parent at PCS

- Communicate regularly to discuss grades and progress with EC and student
- Attend a 1 hour orientation during the first month of enrollment

## THE PROGRAM

Students may be at the resource center five days a week for several hours but Pivot does not provide an all-day program at the resource center. The PCS program is an independent study program and the programs at the resource centers are supplementary to students' independent study online program and a privilege and should be treated as such. Students may also choose two and three day afternoon programs at most resource centers. If students are getting behind in their work and are placed on intervention, then they may be required to attend the resource center programs to get the assistance they need.

These resource center programs are a privilege which students must appreciate by abiding by the school policies, respecting each other and staff, and working steadfastly while at the resource center, or they can lose their opportunity to attend.

### Program Options

**(Pivot North Valley and Pivot Riverside have varied schedules. Students in these schools should ask their Educational Coordinator for details. Elementary Programs vary by each Pivot school as well.)**

**Five 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, workshops, fun clubs, monitoring, and some tutoring. This program is for the student who needs structure and would not work as well independently at home.

**One, Two, Three, or Four days a week:** Students schedule in advance the days they will attend the resource center. Afternoon options are also available at most sites.

**Virtual:** These students either live beyond a 45 mile radius of the school or cannot attend a resource center program and/or they have proven that they can consistently complete their required work (minimum of 4 assignments per day) every school day, independently.

**If students are not consistently completing the required number of daily assignments, students may be required to attend one of the resource center programs, or move from one program to the other. The California Education Code requires PCS to make a determination if independent study is an appropriate placement for students and if a student cannot complete their work and make satisfactory progress in their courses, a meeting will be held and it may be determined that independent study is not appropriate. For a copy of PCS's complete Independent Study Policy, please contact the Main Office.**



## MISSION

The Mission of PCS is to instruct students in grades TK-12 through a rigorous online educational platform with significant levels of individualized attention supported by class offerings and project based programs at our resource centers. The unique educational program coupled with flexible scheduling and a caring environment provides students the skills, confidence and motivation to lead a successful and productive life in the 21st century.

## VISION

The Vision of PCS is to create a network of high performing charter schools throughout California which provide an exciting blended learning program including site based and online components. By using a robust standards based online curriculum, Pivot truly individualizes students' academic programs. The key to our success is the significant level of one-on-one attention students receive at Pivot. Students can get the assistance they need in a caring and confidential environment. The high tech and comfortable resource center provides different programs such as drama, contemporary art, multi-media arts, gardening, physical education, community service, clubs, sports, and English language support classes.

Classes or workshops for math and English are provided at the resource centers for all students who need extra assistance. At PCS feedback is immediate, courses are individually paced, and educators employ multitudes of resources to ensure student success. At every step of a Pivot student's path, they are reminded by staff that they are valued, cared for and that they can succeed. In an era where most schools are cutting back opportunities like diverse and advanced courses, PCS is constantly adding exciting electives, encouraging students to take at least one of our Advanced Placement Courses and enrolling students in available college classes to motivate students to excel. Students who graduate from PCS have a strong academic foundation and, as importantly, have a greater sense of independence, self-worth and confidence in their ability to succeed in life after high school; they are given the tools to be successful in the 21st century and they learn how to use them well.

## VALUES

PIVOT CHARTER SCHOOLS IS FOUNDED IN THE FOLLOWING CORE BELIEFS:

- Successful schools are student centered, not adult centered
- Focus on changing lives and you can't go wrong
- A teacher's role is to have frequent, supportive 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 should play a positive crucial role in educating students

PCS envisions providing a quality education supported by credentialed teachers to students with varying educational histories. We know that not all students learn the same way, and not all students learn best in

traditional settings. Some students thrive in more non-traditional settings. Whatever the case, it is our goal for all our students to graduate high school with the skills they need academically and socially to be successful in life.

## Policies and Procedures

### Pivot Charter School Code

It is our intention that students who attend PCS will:

#### Show respect for their character and their bodies by:

- choosing a healthy lifestyle that would preclude the use, possession or distribution of drugs, alcohol or tobacco;
- choosing their speech carefully and thoughtfully, eliminating profane and vulgar language;
- choosing to conduct themselves with honesty and integrity by not engaging in theft, cheating, plagiarism, or untruthful statements; and
- choosing to exhibit a positive attitude about themselves and the world around them.

#### Show respect for others by:

- choosing to respect others' boundaries, both physical and psychological, so that the environment is safe and free from violence and harassment;
- choosing to respect others' possessions; and
- choosing to be kind and considerate at all times, using acceptable problem solving skills to work out differences.

#### Show respect for their environment by:

- choosing to care for the buildings and locations made available to our school, eliminating vandalism or careless neglect and
- choosing to respect the natural environment and the issues surrounding the stewardship of our planet.

#### Dress Code Simplified:

IF THERE IS ANY DOUBT ABOUT THE APPROPRIATENESS OF AN ITEM, PLEASE DO NOT WEAR IT! Details are listed later in this handbook.

## Enrollment

Students who are in Kindergarten, roughly 5 years old, through age 19 may be enrolled in PCS. Transitional Kindergarten (TK) is also available; please contact the school for more details on the age requirements. Students over 19 years of age may only be enrolled if they have been continuously enrolled in a public school since age 19 and have been making appropriate academic progress toward graduation. Pivot North Bay has an adult school program, please call the school for more details.

Students in grades TK-8 will be placed in the grade that matches their chronological age; however, students may still work on materials and in courses that are at a higher grade level if appropriate for the student.

Students in grades 9-12 will be placed in a grade level based on credits earned as demonstrated on their official transcript.

Students may be enrolled in only one school at a time. They may not be enrolled in any other public or private school while enrolled in PCS.

Students and parents are required to inform their EC if there is a change of address, phone number or email. A student's demographic information must be kept current at all times. Communication is an essential component of a successful educational experience.

#### Re-enrollment and the Lottery

All current students who wish to re-enroll for another year must complete a re-enrollment form by the deadline provided with the paperwork each spring semester. Parents will be given a one-month notice both by email and USPS mail prior to the deadline. According to our charter, siblings of students who are currently enrolled are given preference for vacancies prior to the cutoff date. After the deadline, all applicants will be placed on a wait list. If necessary, a public lottery will be held during July where student names will be drawn at random to determine enrollment. All names not selected during the first lottery will go back on a wait list. Wait lists do not carry over from one school year to the next.

#### Immunizations and Physical Examinations

To ensure a safe learning environment for all students, the School follows and abides by the health standards set forth by the state of California. Students will not attend school until all required records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the School.

#### Teachers

EC must meet with parents and students together periodically to review the student's progress. It is their responsibility to work with families and the administration to do whatever is possible to ensure the student's academic success or to determine that PCS may not be the most appropriate placement for the student.

#### Ongoing meetings between students, parents/guardians, and the EC

The primary focus of each student meeting after the initial meeting is to review the student's work product and grades, review completion rates and log-in activity, and assess the student's needs in general.

**Important:** Students and parents are required to respond to communication attempts by the EC within 24 school day hours. Not doing so may result in a truancy violation.

#### Application of Independent Study Laws at Pivot Charter School

PCS is considered an Independent Study Charter School according to the California Department of Education. As such, the school must abide by the laws and regulations that pertain to independent study in the California public schools.

The Governing Board of PCS has adopted the following policies for operation of Independent Study:

- For pupils in all grade levels offered by PCS, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty (20) school days.
- A pupil may miss three (3) assignments during any period of twenty (20) school days before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study. Therefore, when any pupil fails to complete three (3) assignments during any period of twenty (20) school days, the Executive Director or his or her designee shall conduct an evaluation to determine whether it is in the best interest of the pupil to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.
- A current written agreement, called a Master Agreement, shall be maintain on file for each independent study pupil.

A Master Agreement is a document that outlines the student's educational program for one year. The Master Agreement includes required policies as well as a summary of the courses the student will attempt. The EC, parents, and student complete the Master Agreement together based on the student's graduation plan. **The Master Agreement MUST be signed and dated by the EC, the student, the parent and any other persons involved in the student's educational program before the student will be allowed access to classes.** Other core credentialed teachers and graders will also sign each student's Master Agreement on a third signature page to demonstrate their involvement in the student's educational program.

A Master Agreement must be signed and dated each semester **PRIOR** to a student claiming attendance credit. It must be signed by the pupil; the pupil's parent, legal guardian, or caregiver if the pupil is less than 18 years of age; the certificated employee who has been designated as having responsibility for the general supervision of independent study; and all persons who have direct responsibility for providing assistance to the pupil.

## Classes

Once courses are agreed to and entered on the Master Agreement, the parent, student, and teacher must sign the Master Agreement either through electronic signature or must submit a signed copy of the document via fax, email, or U.S. Mail. **The student may not begin his/her classes until the Master Agreement is signed by all parties and the school has received the signed copy.** At that time, the EC will approve the student's courses in the appropriate online curriculum website(s), and the student may begin schoolwork.

## Online Classes

PCS has contracted with several online curriculum providers. To access online courses, students should go to the Student Portal of the website for their particular PCS.

pivotnorthbay.com  
pivotnorthvalley.com  
pivotriverside.com  
pivotsandiego.com

To access the student portal, hover over the Resource Center tab (such as North Valley Resource Center) and then click Student Portal. Links to all of the login pages are posted on the Student Portal. This is particularly useful for students who take courses through more than one of Pivot's online curriculum providers.

For example go to pivotnorthvalley.com → North Valley Resource Center → Student Portal

In order to begin working in their classes, students will receive their usernames and passwords from their EC via email. These usernames and passwords allow students to access their courses from any internet-capable computer.

Students are required to work in their courses every day school is in session. Attendance cannot be claimed for days that the school is not in session as outlined on the school's approved calendar (see attached) and on our website under FORMS. Students may, however, get ahead in their course work and do extra work on those non-school days for course credit, but remember attendance cannot be claimed for that work. Students should be working on schoolwork equivalent to at least

- ❖ six and a half to seven hours a day for a high school student for a total of roughly 35 hours each week, with minimum average of 4 assignments completed daily.
- ❖ five and a half hours a day for a student in grades 6–8

If a student comes with withdrawal grades from their prior school, and no credit, the student may be enrolled in a partial course or a prescriptive version of that course. The final grade at Pivot will reflect the work completed at the prior school as well as the work completed at Pivot. If a student comes in very close to the end of a semester and has completed the majority of a course elsewhere, a partial course may be assigned and the prior grade will be averaged appropriately.

## Mathematics Placement Policy for Entering 9th Grade Students

This policy has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

### Initial Placement

Entering 9th grade students will be initially placed in mathematics courses according to the following criteria:

1. **Prior Year Report Card or Transcript:** A student's 9th grade mathematics course placement will be determined first and foremost by his or her prior performance in mathematics courses, as evidenced by an official report card or transcript. A grade of 70% C- or higher in the student's most recent mathematics course will earn an advancement to the next level course\* for 9th grade. A grade of less than 70% C- in the student's most recent mathematics course will require repetition of an equivalent course\* in 9th grade.
2. **Standardized Test Results:** If a report card or transcript from the prior school year is not available at the time of enrollment, or if staff wish to review/confirm the validity of mathematics course placement based on a report card or transcript, the most recent standardized test results in mathematics may be used. If standardized test results are used to determine mathematics course placement, results showing that a student met or exceeded 8th grade level mathematics standards will cause the student to be placed in Algebra 1 in 9th grade. Results showing that a student did not meet or nearly met 8th grade level mathematics standards will cause the student to be placed in Pre-Algebra in 9th grade.
3. **Mathematics Entry Exam:** If a report card or transcript from the prior school year is not available at the time of enrollment, a student's 9th grade mathematics course placement may be determined by his or her performance on a mathematics entry exam administered in person at the resource center. The mathematics entry exam may also be used to confirm or review placement based on a prior year report card, transcript, or standardized testing results.
4. **Course Request:** If no prior year report card, transcript, or standardized testing results are available, and a student cannot physically attend the resource center to take the mathematics entry exam, the student's 9th grade mathematics course placement may be determined by a conversation between Pivot Charter School staff, the student, and the student's parent(s) or legal guardian(s). A similar conversation may be used to confirm or review placement based on a prior year report card, transcript, standardized testing results, or the results of the mathematics entry exam.

\* Pivot Charter School's standard high school college preparatory mathematics course progression and equivalent courses are listed in the table below. Many variations are possible, and some additional/optional mathematics course offerings are not listed. The table below shows only the courses that 8th graders and entering 9th graders routinely take.

Pivot Charter School Course Progression	Examples of Equivalent Course(s)
Pre-Algebra	Algebra Readiness, 8th Grade Math
Algebra 1	Mathematics I
Geometry	Mathematics II
Algebra 2	Mathematics III

[Placement Review Checkpoint](#)

The aforementioned criteria will determine initial placement in mathematics courses. However, 9th grade students' performance in mathematics courses will be reviewed within one month of the start of the school year, and some students' mathematics course placements may change. Each student's course placement will be confirmed or changed based on his or her performance in the initially assigned mathematics course. If a student is struggling significantly, he or she may be placed in a mathematics support course or tutorial, or may be reassigned to a lower level course.

The Executive Director, or his or her designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. Pivot Charter School shall annually report the aggregate results of this examination to the PCS Board.

### Recourse

In the event that a student or his or her parent or legal guardian wishes to question the student's mathematics course placement, a request must be made in writing to the student's Educational Coordinator (EC). The EC will review the student's progress and performance, discuss options with the person who made the request, and apply any changes agreed upon by the concerned parties. If the requesting party is dissatisfied with the results of the EC's review or recommendations, a request for mathematics course placement review must be made in writing to the Executive Director. The Executive Director will resolve any dispute and make the final determination regarding the student's mathematics course placement.

### Laptop Loan Policy

Students must have a computer and internet access to successfully engage in the Pivot program. Pivot has a limited number of laptops that can be issued to students who are in good standing (submitting a minimum of 4 assignments daily) for at least 30 consecutive school days and are in financial need (as determined by the income survey supplied to the school with the application). If a student needs a laptop, they should speak with their EC and they will provide the student and parent with information regarding the laptop loan program. Laptops generally reach the family within 1-2 weeks of submission of the hardware agreement. PCS has the right to request the return of a laptop at any time. All laptops will be collected at the end of the year. Any laptop not returned may result in remedies available to Pivot under the law.

### Credits

Students should attempt no less than 20 credits per semester and will not be permitted to attempt more than 35 credits each semester. Students who wish to attempt more than 35 credits in one semester must receive written approval from the Executive Director or their designee.

Students who may not be able to complete 20 credits in one semester will also be required to receive the Executive Director or Site Administrator's written approval. The EC of the student must submit a Request for Credit Limit Waiver form signed by the parent, student, and EC for consideration by the Executive Director or Site Administrator of credits less than 20 or credits in excess of 35. Additionally, students attempting in excess of

35 credits, need to earn a 70% grade of “C-” or better in all courses, no grades of “D+” or lower will be accepted. If a student completes more than 35 credits without prior approval, the student and EC must meet with the Executive Director and undergo a review process to determine if all of the credits will be awarded.

Only students who have a track record of successfully working independently and completing all assigned work will be permitted to attempt credits in excess of 35 per semester. A successful track record is defined as at least two consecutive semesters (20 to 35 credits per semester) of completing all courses with a 70% grade of “C-” or higher.

If a student tries a class and feels unable to complete it, he/she may choose to “Drop” the course without the course being posted to his/her transcript. This must occur within ten CALENDAR days of beginning the course. The student must contact their EC immediately if they know they want to drop a class or if they feel they should put a class on hold before beginning. If a student is not able to work in their classes for any reason, they should notify their EC immediately.

If a student does not pass a class with a 60% or higher, no credits will be granted, and the course will be repeated if necessary for graduation. Students who fail a course are responsible for working with their EC to be re-enrolled in the course.

Students must complete all assignments for every course unless otherwise determined by the teacher, the EC, a special education service provider, or the Executive Director.

It is recommended that students complete all assignments and assessments in order. Teachers will assign zeros to work not completed and this will affect the overall grade the student receives for the course. However, no more than three zeros per course are allowed. If a student has more than three zeros in a course, the student will not earn full credit.

Students taking a class or receiving tutoring at the resource center should also work in their online courses on those days. Attending one or two resource center classes does not constitute a full day of school work.

### Partial Credit Policy

PCS will grant either 2.5 credits for completion of work equal to 1/4 of a yearlong course or 5 credits for a semester’s worth of work (equal to one half of a yearlong course). PCS does not give partial credit less than a quarter of a year’s worth of work.\* In the event that a student comes to PCS midway through the school year with completed work from another school, PCS reserves the right to grant 2.5 credits for work that equates to ¼ of a year. Students enrolling midway through a year may be enrolled in a partial course or a prescriptive course by their EC, allowing the students to enter the courses as close to where they left off as possible.

\*There are two potential circumstances that we would give a student something other than 2.5 or 5 credits.

1. Foster Students - EC’s must go through the Director of Curriculum to calculate the credits earned.
2. Incoming students that need a different increment to complete the course or credit category.



While PCS can individualize curriculum and allow students to work at a pace that is equal to their abilities, families should realize that 9<sup>th</sup> -12<sup>th</sup> grade students who do not complete a semester's worth of work each semester may delay their graduation date.

If students have not completed a course at the end of a semester, the student may be allowed to "roll over" that same course and continue it the next semester. However, if they are not able to complete the first semester in addition to the second semester of that course by the end of the year as well, they will either have to take summer school or continue that course the next year, thus delaying graduation.

Families should also know that many times an incomplete course will not properly transfer to another high school, and your students may lose more time and credits if they transfer.

## Graduation Requirements

### UPREP Academy

University Preparatory Academy ("UPREP") requires students to complete 220 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 are encouraged to take classes above the minimum requirements for entry into the University of California or Cal State schools and are also encouraged to take Advanced Placement courses. Students will work in Apex Learning curriculum as well as science and visual and performing arts ("VAPA") courses through local community colleges.

### Liberal Arts Academy

The Liberal Arts Academy also requires the student to complete 220 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 as well as universities in California and throughout the country. Liberal Arts Academy students will work in the Apex Learning curriculum. The primary differentiation from the University Preparatory Academy is that since the focus is not on 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 in an earth science. University Prep students must take Biology, Chemistry, and Physics. Liberal Arts Academy students can substitute different courses to fulfill their science requirements by taking other rigorous courses such as marine biology or paleontology.

## Graduation Requirements Chart

<b>State Mandated Requirements* (EC 51225.3) for High School Graduation</b>	<b>Liberal Arts Academy</b>	<b>UPREP Academy</b>
<b>English</b> Three years	<b>English</b> Four years	<b>English</b>

<b>30</b>	<b>40</b>	Four years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking <b>40</b>
<b>Math</b> Two years, including Algebra I beginning in 2003-04. (EC 51224.5) <b>20</b>	<b>Math</b> Two years including Algebra 1 and other <b>20</b>	<b>Math</b> Three years of college-preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and two- and three-dimensional geometry <b>30</b>
<b>Science</b> Two years, including biological and physical sciences <b>20</b>	<b>Science</b> One Year Physical Science - One Year Life or Biological <b>20</b>	<b>Science</b> Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics. Three years recommended <b>20</b>
<b>History</b> 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. <b>30</b>	<b>History</b> 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 <b>30</b>	<b>History</b> 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. <b>30</b>
<b>Technology/Computers</b> n/a	<b>Tech</b> One year <b>10</b>	<b>Tech</b> One year <b>10</b>
<b>PE</b> Two years	<b>PE</b> Two years	<b>PE</b> Two years

<b>20</b>	<b>20</b>	<b>20</b>
<b>Community Service</b> n/a	<b>Community Service</b> 5 credits a year = <b>20 total</b>	<b>Community Service</b> 5 credits a year = <b>20 total</b>
<b>Foreign Language</b> One year of either visual and performing arts, foreign language, or career technical education* <b>OR</b>	<b>VAPA</b> One year of either visual and performing arts, foreign language, or career technical education  <b>20</b>	<b>Foreign Language</b> Two years of the same language other than English or equivalent to the second-level of high school instruction. <b>20</b>
<b>VAPA</b> One year of either visual and performing arts, foreign language, or career technical education*	<b>VAPA</b> One year of either visual and performing arts, foreign language, or career technical education* <b>(10)</b>	<b>VAPA</b> One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art. <b>10</b>
<b>Electives</b> n/a	<b>Electives</b> <b>30 credits</b>	<b>Electives</b> 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 <b>10</b>
<b>130</b>	<b>210</b>	<b>210</b>

### Grading Scale

A+ 98% – 100%

A 93% – 97%

A- 90% – 92%

B+ 87% – 89%

B 83% – 86%

B- 80% – 82%

C+	77% – 79%
C	73% – 76%
C-	70% – 72%
D+	67% - 69%
D	63% - 66%
D-	60% - 62%
F	0-59%

Below 60% = no credit

### Approved AG Course List Links

Pivot Charter School North Bay

<https://hs-articulation.ucop.edu/agcourselist#/list/details/4208/>

Pivot Charter School North Valley

<https://hs-articulation.ucop.edu/agcourselist#/list/details/4617/>

Pivot Charter School Riverside

<https://hs-articulation.ucop.edu/agcourselist#/list/details/4796/>

Pivot Charter School San Diego

<https://hs-articulation.ucop.edu/agcourselist#/list/details/4618/>

### Grade Reports

Grade reports (report cards) will be provided at the end of each semester.

### Community College Courses

If a student is planning on taking a class at a community college or other accredited college either online or on campus, the student must receive the EC's written approval by obtaining the appropriate forms from the college. It is the responsibility of the student who wishes to take a class at a college to obtain this form from the Community College. PCS is not responsible for notifying families of college deadlines. Students must provide written verification of enrollment in the course within one week of enrollment if they want the classes to be applied toward PCS requirements for graduation from high school. The verification will remain in the student's file. All college courses will be entered on the master agreement with a designation of a "CC" or other

designation showing that the course will not be completed at PCS but through a community college. This way PCS can track the courses each student committed to complete at a community college, and know what transcripts to expect at the end of the semester. **Student must provide PCS Registrar with an official copy of the college transcript within three weeks of completion of a course if they want the course to be applied to their high school transcripts.** The Registrar will notify the EC if the students did not complete the course(s) anticipated. The registrar will add the college courses that are successfully completed to the student's transcript.

### Community College Credits

Community college courses may be transferred to PCS as follows:

2-3 unit community college class, successfully completed = 5 credits at PCS.

4-5 unit community college class, successfully completed = 10 credits at PCS.

1 unit community college class, successfully completed = 1 credit at PCS

### Community Service Credits

High school students are required to complete 40 hours of community service every year. Community Service credits may be completed by submission of properly documented and approved community service hours through an outside agency. Students are eligible for 2.5 credits for every 20 hours and 5 credits for every 40 hours of community service. The grade issued will be pass/fail. Students are only required to complete community service hours from the beginning of enrollment at PCS (i.e. students will not be required to "make up" hours from previous semesters if they are transferring into PCS).

### Intervention

The following progressive tiered program is designed to provide structured individualized support to students who are not succeeding at Pivot. Intervention is designed to be a collaborative process that works to meet the unique needs of the individual student who may be struggling for various reasons. These interventions will be 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 policies. There are generally two reasons for students not being successful: 1) the student is coming with deficits in basic skills and are struggling with content of the courses 2) the student is just not putting in the time in the courses; not logging in or completing assignments daily. Students may also lack the motivation or fundamental study skills including time management and organization.

At PCS, intervention signifies that a change in how an EC works with a student and/or the student's family and how the student engages with their academics will be implemented. This could require changes in the student's education plan and/or in how the EC implements the education plan. The EC employs new customized strategies and additional supports to help a student obtain new skills and adapt to and subsequently succeed in our program. PCS may not be an appropriate placement for every student. The intervention process will sometimes lead Pivot Charter to determine that Independent Study is Not an Appropriate Placement (ISNAP).

### Identification of Students for Intervention

Identifying students who are struggling are crucial for student success! In order to do this, ECs run daily and weekly reports on the work that every student is completing.

Students whose reports indicate that they have not been making adequate progress will be flagged. 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 will develop an intervention plan and mail and email an intervention notification to the student and the family. Intervention implementation is designed to be a customized plan that provides additional supports to promote the student's success. Intervention strategies should be individualized. Examples of interventions may include but are not limited to:

- Daily check in (student & EC)
- Daily report (EC to parent)
- Assignment retakes
- Required attendance in resource center program
- Tutoring
- Curriculum change
- EC transfer
- Study skill counseling and planning
- Parent meeting
- Increased communication
- Study skills building

#### Progress through Intervention

The EC will implement an intervention for a two school week period. During this time, the EC will monitor the student's progress and continue communication. At the end of the two week period, the student's progress will be reevaluated.

If the student is not improving sufficiently, a second intervention plan is made and notification is sent to the student and family. A second intervention will contain different intervention methods than those attempted in the first intervention, since those methods did not prove to work effectively.

If, after two successive interventions of two weeks each, a student is still not making adequate progress then the school may determine that independent study is not an appropriate placement for the student. If students or their families are not responding to calls, texts, emails, and mailings home, then the process of determining if independent study is appropriate will be expedited as participating in the program and communicating well with teachers is a foundation for independent study to work properly.

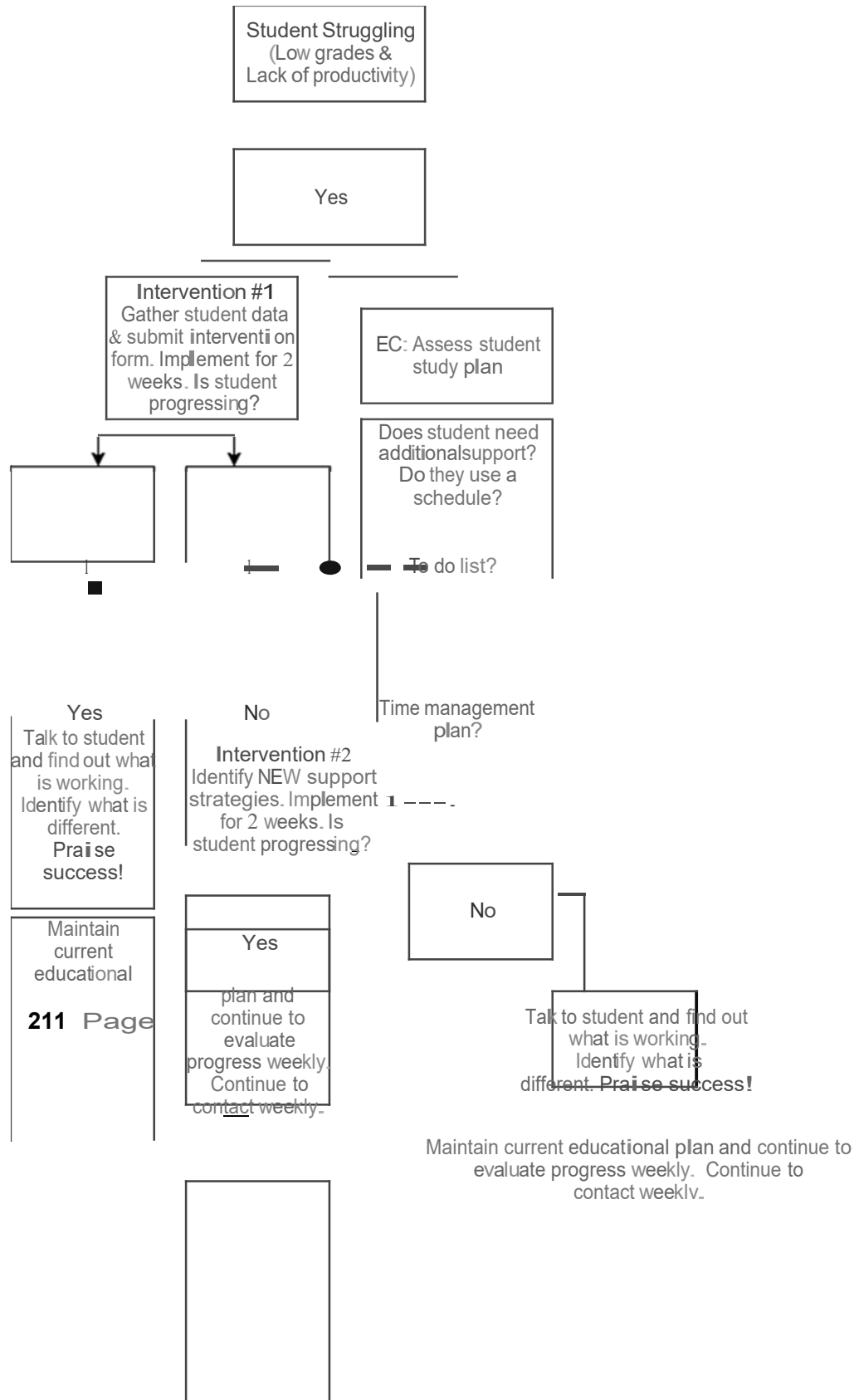
#### Student Performance Guidelines

Students are expected to login to the online curriculum website(s) on every school day 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 a minimum of 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, PCS offers several options for a student who does not do well on homework, tests, and/or 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.

## Intervention Flowchart





Request

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If criteria not  
met  
Request  
ISNAP

### Apex Learning Unit Tests

The Apex Learning curriculum has a feature where all unit tests are initially 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 or CST), they should contact their EC immediately to request that the test be unlocked. An EC may insist that certain assignments in the unit need to 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.

**Note** - Requests for multiple attempts or resets are expected to be honored on a case-by-case basis for students with extenuating circumstances such as IEP, 504, illness/hospitalization, death in the family, or other serious circumstances.

### Course Transferability

PCS San Diego, Riverside, North Bay, and North Valley are fully accredited through the Western Association of Schools and Colleges. Courses taken at PCS will then be transferable to other accredited high schools.



### Promotion and Retention

PCS do not support social promotion (promoting simply because they are chronologically at the age for promotion); students must demonstrate sufficient knowledge in one grade level in order to be successful in the next grade level. As such, PCS will not promote students in grades K-8 without their demonstrating the following.

#### A. Achievement:

The minimum requirement for promotion to the next grade level is a D or higher in the final grade in ALL four core academic subjects. A student must pass, at minimum, Math and English Language Arts in order to qualify for promotion to the next grade. Within specified guidelines, schools shall have the authority to "place" a student who does not meet promotion requirements based on the best educational interest of the child.

#### B. Attendance:

Please refer to your Master Agreement and the School's Independent Study Policy for information on how attendance is determined.

#### C. Social & Emotional component:

The student's academic achievement level and cognitive ability are important, but physical and social characteristics are also determining factors. If necessary, the student's EC and an administrator may conduct a student interview in the presence of the parents in order to review social and emotional characteristics. Generally, Pivot will not retain a student who is academically achieving in 7<sup>th</sup> or 8<sup>th</sup> grade due solely to social or emotional factors.

Parents will be notified of the school's intention to retain a student at least 3 weeks prior to the end of the school year. If parents do not receive written notification of the school's decision to retain, it is assumed the student will be promoted.

#### Appealing a Decision of Promotion and Retention

If a parent or legal guardian chooses to contest the teacher's decision to retain or promote a student:

1. Within five business days from the notification of intent to retain or promote, parent or legal guardian will complete a Retention Appeal form or Promotion Appeal form and submit it to the school site coordinator who will then schedule a meeting with an administrator or their designee. (See attached).
2. The appeal process will start immediately upon the parent/legal guardian's completion and submission of an Appeal form.
3. Within five business days of the receipt of the parent's Appeal form, the teacher must complete a Teacher Promotion or Teacher Retention Justification memo and attach any required documentation. The teacher's memo is submitted to the site coordinator with required documentation.
4. The site coordinator will collect all forms, with the required documentation, and forward the packet to the Curriculum Coordinator and Program Director for review.
5. The Curriculum Coordinator and Program Director will confer with the Executive Director and a decision will be made within 5 business days of receipt of the teachers justification form. The decision will be conveyed to the parents in writing.
6. If the legal guardians/parents still do not agree with the decision, the matter will be placed on the next regularly scheduled Governing Board meeting agenda for review and action upon written request of the parents/legal guardians in writing to the Executive Director.

The Teacher Promotion/Retention Justification memo requires the following documentation:

- a. Promotion/Retention Appeal Form from parent(s)/legal guardian(s)
- b. Copies of Report Cards
- c. Copy of the student's attendance record
- d. Copy of standardized testing scores
- e. Examples of the student's work and examples of an average student's work (with names of sample student redacted)
- f. Copy of the student's Intervention Plan or documentation of intervention
- g. Records of communication with the student's parents/legal guardians (telephone logs and copies of written/electronic communication)
- h. Statement of justification for promotion or retention grounded in the school's policies

#### Graduation

Graduation planning should begin early in a student's educational career. Each semester, ECs will evaluate their students' goals, successes, and strengths. **Students must complete ALL required courses prior to the end of their senior year in order to participate in the graduation ceremony.** If students fail courses required for graduation second semester of their senior year, the student may not participate in the graduation ceremony. The Executive Director may allow a student to walk for graduation and receive a blank diploma on a case-by-case basis, with a final diploma pending successful completion of graduation requirements, but in most cases

this will not be allowed.

ECs/students/parents must complete and submit a Request for Graduation form at least 5 months prior to the date of graduation in order to be considered for graduation. Parents should check with their student's EC to ensure that the proper forms have been filed for graduation. Students who intend to graduate in January will submit their request for graduation approval forms October 1. Parents of January graduates will be notified by November 1 if their student will NOT be able to graduate. There is no formal graduation ceremony for January graduates; however, January graduates are welcome to wear caps and gowns and graduate with their class during the ceremony in June.



### Resource Center Policies

1. No lingering outside of the resource center or in the parking lot. If you are waiting for a ride, you need to stay inside the resource center.
2. Do not go out the backdoor without a teacher present.
3. Students are never to be left unsupervised or be alone in any classrooms.
4. PCS is a drug and tobacco free environment.
5. Students may not smoke in, around or near the facility, even if they are over 18.
6. Students may not discuss gangs or gang related issues.
7. Students may not wear gang related clothing or colors. Students who are not enrolled in PCS may not be on at the resource center without permission slips for each specific date or event.
8. Students cannot be dropped off earlier than 15 minutes before their time at the resource center and cannot be picked up later than 15 minutes after the resource center program is done or may lose the privilege to attend the resource center.
9. Students must be working on their courses or with a teacher while at the resource center. If students are not working on schoolwork they will be required to stay at school for the amount of time that they were unproductive at the resource center. Consistent non productivity or disruption of the resource center program and learning of other students may result in further discipline.
10. Please only use the student bathroom and only one student will be allowed in the bathroom at one time.
11. Swearing is not tolerated at the resource center.
12. No food or drink is allowed except during breaks and only away from the computers in the break room or student lounge areas.
13. No use of cell phones, texting, Facebook, YouTube, Pinterest, or use of any social media or any online social networking and picture-sharing sites permitted during program times. Cell phones may only be used as phones for calls and texting during breaks. If cell phones are being used during work time, the phone will be confiscated for the duration of the time the student is at the Resource Center. Violation of the policy will result in the parent being called and the student being prohibited from bringing their cell phone to the resource center at all.
14. No inappropriate web pages, pictures or content of any kind may be viewed or stored on school computers. This includes websites used to plagiarize or cheat on assignments.
15. If students engage in any form of fighting (verbal or physical), they will receive an Incident Report and/or a Suspension.
16. Students must use headphones if listening to music or the online program.

Students are expected to come on time to all resource center programs. If students are late, they may be required to stay afterwards for the same amount of time that they were late or the time that they may not have been productive at the resource center.

The resource center programs are intended to support students and help students successfully complete their online work. When a student commits to the program they are expected to attend as scheduled. If students are not going to attend on a given day, the parent must call the EC.

If the student misses one program day without a valid excuse, they are to make up that day by attending one of the other programs offered.

If the student misses two program days without a valid excuse, a student/parent conference will be required with the EC.

If the student has three unexcused absences from the program in one semester, the student will lose their spot in the computer lab and may lose their privilege to attend the resource center.

### Dress Code

Modesty and decency of dress is stressed at PCS. There is a direct relationship between dress, grooming, conduct, and success in school. Students are expected to dress and groom themselves with the formality of school in mind. Students need to make responsible decisions about how to dress appropriately for different situations.

1. All students of PCS shall be required to maintain the level of personal hygiene necessary to ensure a healthful school environment and to refrain from any mode of dress, which proves to contribute to any disruption of school functions.

2. All students of PCS are encouraged to observe a standard of grooming and dress consistent with the level of formality of the school situation.

3. Administrators and teachers shall enforce the dress code policy. The Executive Director or designee shall be the final judge as to the appropriateness, neatness, and cleanliness of the apparel, or whether or not apparel is disruptive, distracting, or in violation of the dress code.

4. All staff and students shall maintain an acceptable standard of dress. The minimum standard of dress is as follows:

- Shoes shall be worn. No bedroom shoes or slippers are permitted.
- Clothing or ornamentation displaying or advertising substances illegal for minors is prohibited.
- Suggestive phrases, designs, markings, or profanities are also prohibited.
- Shirts must meet the following criteria:

No midriff shirts, blouses, or tops.

No skin is exposed on the torso at any time.

No sheer or "see through" garments.

No low cut necklines.

No backless tops.

No body-tight spandex or stretch material.

No strapless shirts or "tube tops".

No off-the-shoulder shirts.

- Appropriate undergarments are required. Undergarments, including boxer shorts, should not be visible.
- Shorts, skirts and dresses must be of an acceptable length:  
  
The length of shorts, skirts, and dresses must extend to mid-thigh.  
Slits in shorts, skirts, dresses, and pants must not extend higher than mid-thigh.  
This includes athletic shorts that are shorter on the sides of the legs.  
If leggings are worn, they must be worn under acceptable shorts, skirts, or dresses.
- When fitted properly at the waist, clothing, including pants, skirts and dresses may not contain sizeable holes above the knee.
- Pants and trousers must fit with no sagging that exposes undergarments. Pants must be secured around the waist.
- Closed toe shoes must be worn when participating in lab activities and physical education activity classes.

Students are expected to adhere to the above guidelines when dressing for school.

IF THERE IS ANY DOUBT ABOUT THE APPROPRIATENESS OF AN ITEM, PLEASE DO NOT WEAR IT!

#### Dress Code Violations

Students will not be allowed to attend class improperly dressed.

Dress code violations are cumulative for both semesters.

First Offense – Students will be given a warning and will be sent to home to change their attire.

Second Offense – Student may lose their privilege to attend the resource center program for a set number of days or for an entire semester.

#### Discipline Consequences

Attending the resource center is a privilege. Not abiding by the resource center policies while at the resource center or disrupting the learning of other students can result in loss of resource center privileges. If a student engages in any behavior that takes away from the learning experience of another student or is disrespectful or disruptive in any way, or engages in ANY behavior that is prohibited, an incident report may be written and placed in the student's file. Disciplinary actions such as suspension or expulsion may result based on the number and the nature of the incidents. See consequences below.

#### Consequences of Incident Reports and/or Suspensions

##### 1st Incident Report of Semester

- Student conference with Site Administrator and/or EC.

- Parents notified.
- Student will lose privilege to attend the resource center program for the remainder of the day.

#### 2<sup>nd</sup> Incident Report of Semester

- Student and parent conference with Site Administrator and/or EC.
- Student will lose privilege to attend the resource center program for 2-5 days.
- Student will be notified that another Incident Report will result in a loss of resource center privileges for the remainder of the semester.

#### 3<sup>rd</sup> Incident Report of Semester

- Student and parent conference with Site Administrator Teacher, EC and Executive Director.
- Student will lose privilege to attend resource center for remainder of semester.
- Student will be reevaluated upon Semester completion.

Gang, drug or violence-related incidents will result in a **Suspension**. A **Suspension** will result in an immediate loss of privilege to attend the resource center program for a day, week, or up to an entire semester/school year and may also result in a formal suspension or expulsion that remains on a student's permanent record. Parents will be immediately contacted when a gang, drug or violent incident occurs and required to immediately take the student home. Law enforcement may also be contacted.

### Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act 1) is related to school activity, 2) occurs at the charter school or at any other school, or 3) is at a charter school sponsored event. A pupil may be suspended or expelled for acts that are enumerated below and related to school activity or 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 resource center; or
- during, going to, or coming from a school-sponsored activity.

### Suspension Offenses

#### Discretionary Suspension Offenses

A student may be suspended when it is determined that the pupil did for any of the following acts:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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.



- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- 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.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- 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.
- Knowingly received stolen school property or private property.
- 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.
- Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- 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.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- 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.
- Made terrorist threats against school officials and/or school property. 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, or the personal property of the person threatened or his or her immediate family.
- 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 four to 12, inclusive.

- 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 four to 12, inclusive.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades four to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- Aided or abetted, 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).

### Non- Discretionary Suspension and Expulsion Offenses

Students must be suspended and recommended for expulsion if a pupil engaged in any of the following acts:

- Possessed, sold, or otherwise furnished any firearm, knife, 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.

In compliance with the Drug-Free Workplace Act and the Drug-Free Schools and Campuses Act, PCS prohibits the unlawful possession, use, manufacture, or distribution of illicit drugs and alcohol by students, faculty members, parents and staff members on its property or as part of any Pivot-sponsored activities. This prohibition extends to off site professional activities of Pivot faculty and staff members, parents and students including attendance at field trips, professional conferences and participation in student programs when those activities are sponsored by Pivot.

*For a complete copy of our Suspension and Expulsion Policy including the procedures for such discipline, please see a copy of our Charter Petition or request a copy at the Main Office.*

### Education and School Records Policy

#### I. DEFINITIONS

##### 1. Education Record

An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche containing information directly relating to a student that is maintained by Pivot Charter School or by a party acting for PCS. Such information includes, but is not limited to:

- a. Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes;
- b. Grades, test scores, courses taken, academic specializations and school activities;
- c. Special education records;
- d. Disciplinary records;
- e. Medical and health records;
- f. Attendance records and records of past schools attended;
- g. Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

- a. Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute;
- b. Records maintained by a law enforcement unit of PCS that were created by that law enforcement unit for the purpose of law enforcement;
- c. In the case of a person who is employed by PCS but who is not in attendance at such agency or institution, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
- d. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at PCS;
- e. Records that only contain information about an individual after he or she is no longer a student at PCS; or
- f. Grades on peer-graded papers before they are collected and recorded by a teacher.

## 2. Personally Identifiable Information

Personally identifiable information is information about a student that is contained in his or her education records that cannot be disclosed without compliance with the requirements of FERPA. Personally identifiable information includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combinations, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student

with reasonable certainty; or information requested by a person who the PCS reasonably believes knows the identify of the student to whom the education record relates.

### 3. Directory Information

PCS does not currently have a Directory that is shared with other families. However, when teachers and parents are making attempts to organize special events Directory Information is sometimes shared. PCS may disclose the personally identifiable information that it has designated as directory information, consistent with the terms of PCS' annual notice provided pursuant to the Family Educational Rights and Privacy Act of 2001 (20 U.S.C. § 1232g) ("FERPA"). PCS has designated the following information as directory information:

- Student's name
- Student's address
- Parent/guardian's address
- Telephone listing
- Student's electronic mail address
- Parent/guardian's electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

### 4. Parent

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

### 5. Eligible Student

Eligible student means a student who has reached eighteen (18) years of age.

### 6. School Official

A school official is a person employed by PCS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of PCS. A school official also may include a volunteer or an independent contractor outside of PCS who performs an institutional service or function for which PCS would otherwise use its own employees and who is under the direct control of PCS with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

## 7. Legitimate Educational Interest

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

## II. DISCLOSURE OF DIRECTORY INFORMATION

At the beginning of each year, PCS shall provide parents and eligible students with a notice containing the following information: 1) The type of personally identifiable information it designates as directory information; 2) The parent's or eligible student's right to request that PCS not release "directory information" without obtaining prior written consent from parent or eligible student; and 3) The period of time within which a parent or eligible student may notify PCS in writing of the categories of "directory information" that it may not disclose without the parent or eligible student's prior written consent.

## III. ANNUAL NOTIFICATION TO PARENTS AND ELIGIBLE STUDENTS

At the beginning of each school year, in addition to the notice required for directory information, PCS shall provide parents and eligible students with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA; and
4. File with the U.S. Department of Education a complaint concerning alleged failures by PCS to comply with the requirements of FERPA and its promulgated regulations.
5. Request that PCS not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that PCS forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll;
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

## IV. PARENTAL AND ELIGIBLE STUDENT RIGHTS RELATING TO EDUCATION RECORDS

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Executive Director. Within five (5) business days, PCS shall comply with the request.

1. Copies of Education Records

PCS will provide copies of requested documents within five (5) business days of a written request for copies. PCS may charge reasonable fees for copies it provides to parents or eligible students. The charge will not include a fee to search for or to retrieve the education records.

2. Request for Amendment to Education Records

Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Executive Director to correct or remove any information in the student's education record that is any of the following:

- (1) Inaccurate;
- (2) An unsubstantiated personal conclusion or inference;
- (3) A conclusion or inference outside of the observer's area of competence;
- (4) Not based on the personal observation of a named person with the time and place of the observation noted;
- (5) Misleading; or
- (6) In violation of the privacy rights of the student.

PCS will respond within thirty (30) days of the receipt of the request to amend. PCS' response will be in writing and if the request for amendment is denied, PCS will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record. If the Executive Director sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The Executive Director or Executive Director's designee must then inform the parent or eligible student of the amendment in writing. However, the Executive Director shall not order a pupil's grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

3. Hearing to Challenge Education Record

If PCS denies a parent or eligible student's request to amend an education record, the parent or eligible student may request in writing that he/she be given the opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading or in violation of the privacy rights of the student.

The Executive Director or the Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the pupil's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- (1) The Executive Director of a public school other than the public school at which the record is on file;
- (2) A certificated employee; and
- (3) A parent appointed by the Executive Director or by the Board of Directors, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing, notice of the date, time and place of the hearing will be sent by PCS to the parent or eligible student no later than twenty (20) days before the hearing.

The hearing will be conducted by the Executive Director or his/her designee, who shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The decision of the Executive Director or his/her designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, PCS' decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the PCS decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, PCS decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of PCS, or both. If PCS places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

#### V. DISCLOSURE OF EDUCATION RECORDS AND DIRECTORY INFORMATION

PCS must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent. PCS will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. PCS must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, the PCS will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made.

PCS will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

1. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. PCS will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, PCS will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the PCS in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by PCS with respect to that alleged crime or offense. PCS may disclose the final results of the disciplinary proceeding, regardless of whether PCS concluded a violation was committed.

## VI. RECORD KEEPING REQUIREMENTS

PCS will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of PCS in accordance with 34 C.F.R. 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of PCS and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents and eligible students, PCS officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.



The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, PCS officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of PCS.

Student cumulative records may not be removed from the premises of the PCS, unless the individual removing the record has a legitimate educational interest, and is authorized by the Executive Director, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the PCS premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.)

## VII. COMPLAINTS

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by PCS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue. S.W.  
Washington, D.C. 20202-5920

### Special Education Services for Students

In accordance with state and federal mandates, PCS serves students with disabilities. Every student is entitled to a free appropriate public education and placement in the least restrictive environment. PCS actively works with families to be sure that students receive all the educational benefits for which they are entitled.

PCS serves students with Individualized Educational Plans (IEP) and Section 504 plans. Parents who suspect their children have disabilities should contact PCS and ask for assistance.

### Child Find

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. PCS provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEIA"), Education Code requirements, and applicable policies and procedures of the [El Dorado Charter SELPA]. These services are available for special education students enrolled at the School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

### Special Education Records

When a student reaches graduation or age 21, a request to have special education records destroyed can be made. This request can be made by the graduated student (age 18 or older), the non-graduated student, age 21 or older, or a person assigned as guardian to the student.

To request that special education records be destroyed, please write to the Executive Director at PCS.

### Governing Board Meetings

PCS's Governing Board is the governing body of the not for profit organization that oversees PCS. The Board's role is to ensure that the PCS are implementing their programs efficiently, that they are fiscally sound and viable and to hold the Executive Director and school staff accountable for implementing the charters. The role of the governing board is less about day-to-day operations at the site level and more about oversight and accountability. Specifically, the Board is fully responsible for the operation and fiscal affairs of all PCS including, but not limited to, the following:

- approving and monitoring the implementation of general policies of PCS
- approving and monitoring the school's annual budget and budget revisions
- hiring and conducting ongoing evaluations of the Executive Director
- executing all applicable responsibilities provided for in the California Corporations Code
- approving the school calendar and schedule of Board meetings
- reviewing requests for out of state or overnight field trips
- participating in the dispute resolution procedure and complaint procedures as applicable
- approving charter amendments as necessary and submit material revisions as necessary for Granting Agency consideration
- approving annual fiscal audit and performance report
- appointing an administrative panel or act as a hearing body and take action on recommended student expulsions
- hiring auditors
- approving check registry
- conducting strategic planning

Teachers and parents are always welcome to attend Governing Board meetings. They are held at least quarterly in various locations around the state, but access is provided to the public at all PCS locations for every Board meeting. The agenda for these meetings is posted on the door of the main school resource center and in two other public places as well as on the school web sites. Parents who want the board to address a topic should first discuss the issue with their Site Administrator, Program Director or the Executive Director. Parents or teachers who have concerns requested to address the issue according to the internal dispute policy prior to bringing the issue to the Board.

### Dispute Resolution Policy

PCS has confidence in the competency and professionalism of its staff. However, if the school is not measuring up to parent expectations, we would like to know about it. We cannot fix what we do not know about. PCS encourages open and respectful communication from individuals and groups within the community regarding compliments, suggestions, questions, and complaints about any part of the school program or any employee of PCS. PCS uses this information to effect improvement and positive change in our program whenever possible. This dispute resolution process provides parents, students, and volunteers who have a grievance concerning the school with a procedure to follow to have the grievance heard by staff. If it cannot be resolved at this level or with the Executive Director of Roads Education Organization the dispute resolution process allows it to be heard by the Governing Board at a regularly scheduled Board meeting.

A grievance is defined as any feeling of dissatisfaction or injustice in connection with any matter related to the program, school, or staffing. Any grievance should be brought to the attention of the respective party as soon as possible with the intention to resolve the issue. If it cannot be resolved at this level, then an appointment should be made with an administrator to attempt further resolution.

Parents or students who disagree with the established rules on conduct, policies, procedures, or practice can express those concerns directly to their ECs or to the Site Administrator. No parent will be penalized, formally or informally, for voicing a grievance or complaint with PCS in a reasonable, business-like manner, or for using this dispute resolution process. PCS requests that parents and students first attempt to resolve concerns at the site level with their teacher or Site Administrator before bringing a concern to the Executive Director of the not for profit corporation, Roads Education Organization, that oversees PCS.

The ECs and the Site Administrator is the official representative between parents and the Executive Director. The Executive Director is the official representative between the schools and the Governing Board. S/he or any administrator is accessible and ready to hear suggestions, concerns, and complaints. PCS cannot act on any problem unless it is aware of it, so we request that grievances be brought to the appropriate party as soon as possible.

While not every problem may be resolved to all parties' complete satisfaction, effort will be made on the behalf of PCS and its staff to bring resolution to any problem. This will only be possible through both parties' willingness to listen, attempt toward understanding, and exploration of all aspects of the issue at hand. Through this process, parents, teachers, and management will be able to develop confidence in each other. This confidence is important to the smooth, effective operation of PCS and will directly benefit the students. PCS will strive to provide such an atmosphere at all times. Parents are encouraged to offer positive and constructive criticism, and to take the following steps if they believe they have dissatisfaction, or believe that an injustice has occurred, or that a decision affecting them or their student is unjust or inequitable:

1. When a problem first arises, the grievant should discuss the matter with the respective party as soon as possible.
2. If he/she is unable to resolve the issue at this level, the grievant should then contact the Site Administrator to make an appointment to discuss the issue as soon as possible.
3. If the problem cannot be resolved informally through discussion or meeting, the grievance shall be stated in written format specifying the problem to the fullest extent possible and any remedies sought. It should also include any and all documentation related to the grievance along with any solutions that have been proposed by the grievant, an administrator, and any other related parties. The request for the meeting is to be delivered to

the Site Administrator or designee who, unless sick or out of town, who will meet with the grievant within ten (10) working days of receiving the written request.

4. Following any necessary investigation, the Site Administrator shall prepare a written response to the grievant no later than ten (10) working days from the date of meeting, unless for good cause, additional time is required for the response.

5. If the matter cannot be resolved by the Site Administrator, the grievant may request a meeting with the Executive Director or designee. The Site Administrator will present all materials from prior meetings to the Executive Director or designee. The request for the meeting must be delivered to the Executive Director, who, unless sick or out of town, will meet with the grievant within ten (10) working days of receiving the written request.

6. Following any necessary investigation, the Executive Director shall prepare a written response to the grievant no later than ten (10) working days from the date of meeting, unless for good cause, additional time is required for the response.

7. If the matter cannot be resolved at the Executive Director level, the grievant may request to have the matter properly placed upon the agenda for the next regularly scheduled Board meeting. All applicable laws of the Brown Act will apply.

8. The Governing Board and the Executive Director will set a date and time for the hearing of any evidence to be presented concerning the grievance. At the hearing, the grievant and a representative of PCS shall have the opportunity to present evidence, both oral and documentary. Within three (3) working days from the date of the hearing, the Board and Site Administrator shall make a decision on the grievance in writing. This decision will serve as the final decision of PCS.

### Nondiscrimination Statement

PCS does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

PCS adheres 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 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

PCS is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). PCS also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. PCS does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which PCS does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. PCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as

described in this section, above, should be directed to the PCS Uniform Complaint Procedures ("UCP")  
Compliance Officer: Kareen Poulsen 707-843-4676

### Harassment, Intimidation, Discrimination & Bullying

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, PCS prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or 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. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, PCS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. PCS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, PCS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which PCS does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. PCS will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Kareen Poulsen (Program Director)  
707-843-4676

### Definitions

#### Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis

- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

#### Prohibited Unlawful Harassment under Title IX

- Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit harassment on the basis of sex . In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by PCS.

PCS is committed to provide an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
- Rape, sexual battery, molestation or attempts to commit these assaults and
- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
- Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex

Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
- Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

### Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- 1) Placing a reasonable pupil\* or pupils in fear of harm to that pupil's or those pupils' person or property.
- 2) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- 3) Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
- 4) Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by PCS.

\* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and 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:

- 1) A message, text, sound, video, or image.
- 2) 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 the definition of "bullying," above

- b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," 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 the definition of "bullying," 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.
- 3) An act of "Cyber sexual bullying" including, but not limited to:
- a. 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 definition of "bullying," above. 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. "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.
- 4) Notwithstanding the definitions of "bullying" and "electronic act" 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

## Grievance Procedures

### 1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Kareen Poulsen (Program Director)  
707-843-4676

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.



Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

PCS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

PCS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

## 2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of PCS, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

## 3. Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

## 4. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

## 5. Right of Appeal

Should the reporting individual find the Coordinator's resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in this Student/Parent Handbook

### Uniform Complaint Procedure

PCS has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

PCS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any PCS program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- Foster and Homeless Youth Services
- Consolidated Categorical Aid Programs
- Career Technical and Technical Education and Training Programs
- Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII)
- Economic Impact Aid
- Tobacco-Use Prevention Education

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
- A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees are filed with the Executive Director of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

NAME: Jayna Gaskell

TITLE: Executive Director

ADDRESS: Roads Education Organization 1350 E 9<sup>th</sup> Street Chico CA 05028

Telephone: 530-550-7616

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the Executive Director or his or her designee in writing.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The compliance officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with the PCS's procedures.

The complainant has a right to appeal PCS's Decision to the California Department of Education ("CDE") by filing a written appeal within fifteen (15) days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of PCS's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of PCS's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the UCP policy and complaint procedures shall be available free of charge online. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

## Homeless Students

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

**School Liaison:** The Executive Director or designee designates the following staff person as the School Liaison for homeless students ((42 USC 11432(g)(1)(J) & (e)(3)(C).):

Jennifer Clopton, Site Administrator Pivot North Bay  
2999 Cleveland Ave, Santa Rosa CA 95403 707-843-4676

The School Liaison shall ensure that (42 U.S.C. 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at PCS.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by PCS, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, PCS, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

For any homeless student who enrolls at PCS, a copy of the School's complete policy shall be provided at the time of enrollment and at least twice annually.

### Transcripts

**A high school transcript must be requested at least two weeks prior to the date that it is needed. A parent or a teacher may request a transcript by submitting a transcript request form. If the transcript is to be sent officially to another school or university, the address of the institution must be included.**

### State Mandated Testing

PCS recognizes that in order to continue to offer innovative and alternative educational programs, we, as educators, must abide by the governing laws that allow us to exist. One of the most vital differences between charters and the traditional public schools is that charters are performance based. Charter schools are only legislatively granted the right to exist if they 'perform'. The California Department of Education measures that performance primarily by our school's standardized test scores and related API index (how we measure in relation to similar schools of similar makeup). The two components that are crucial are: 1. a minimum participation level of 95% and, 2. continuing to meet goals of increasing our school scores. Convenience, work schedules, transportation, etc. should not take priority over students attending testing when so very much is at stake.

All students enrolled full-time with PCS are required to participate in state mandated graduation tests and annual assessment tests. Testing facilities locations will be announced prior to testing. In most cases, the tests will be conducted at the PCS resource centers. Parents/students are responsible for the transportation to and from testing facilities. Failure to participate in these tests may result in a delay of receiving a diploma.

PCS must administer any state-mandated test whenever one is required. This test is the mechanism with which the state evaluates whether our students are performing. It is crucial that every student take this test if scheduled to do so.

### California Assessment of Student Performance and Progress (“CAASPP”)

The School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.) Notwithstanding any other provision of law, a parent’s or guardian’s written request to School officials to excuse his or her child from any or all parts of the state assessments shall be granted.

### Academic Integrity

**PCS expects a full commitment to academic integrity from each of our students. By enrolling in PCS your commitment to academic integrity as a student at PCS will be recorded.**

- Your work on each assignment will be completely your own.
- Your collaboration with another classmate on any assignment will be pre-approved by your EC.
- You will not practice plagiarism in any form.
- You will not allow others to copy your work.
- You will not misuse content from the Internet.

### Plagiarism Policy

What is it and why does it matter?

Plagiarism is using other people’s words, phrases, or ideas without giving them credit. Even if you put someone else’s ideas into your own words, you must still give them credit. Plagiarism can also take the form of copying the organization and/or sentence structure of another source. Plagiarism is intellectual theft and is unethical. Many colleges and universities expel students who have been found guilty of plagiarizing.

### Consequences of Plagiarism

**1<sup>st</sup> offense:** If a student is found to have plagiarized an assignment in part or in full, the EC will file an incident report detailing the student’s plagiarism, contact the student’s parent to discuss consequences (including future consequences if plagiarism continues), and contact the student to ensure they understand what constitutes plagiarism and how to avoid it. The student will receive a grade of 0 for the assignment, and the student will be required to redo the assignment. The new attempt will be graded and the student’s grade will be adjusted to reflect the quality of the new work.

**2<sup>nd</sup> offense in the same course:** If a student is found to have plagiarized for a second time in the same course, the consequences will be the same as for the first offense (including a second incident report) with the addition of a formal conference with the student, EC, parent/guardian, and Site Administrator.

**3<sup>rd</sup> offense in same course:** The student will earn a grade of F for the course and the entire course must be redone for credit. A third incident report will be filed.

4<sup>th</sup> offense overall (combined for all courses): The student will be formally suspended, a fourth incident report will be filed, a formal conference will be held to determine whether the student will fail a course for which they submitted plagiarized assignments, and a final decision will be made about the appropriateness of independent study for the student.

#### PLAGIARISM POLICY STATEMENT (Adapted from the Saint Louis University)

This Plagiarism Policy Statement provides a uniform definition of plagiarism, with explanations and illustrations, for the purpose of giving students notice of their obligation to acknowledge and cite their sources in written work submitted to the faculty for evaluation. In addition, this Policy Statement describes situations that give rise to plagiarism, offers guidelines for avoiding such situations and provides examples of plagiarism and correct citation.

#### I. PLAGIARISM DEFINED

Plagiarism results from the unacknowledged use of material found in print sources, oral presentations, or visual, electronic or other media sources. Plagiarism does not require an intention to deceive. It can result when a student submits as his or her own work ideas, language, data or other material contained in a source not acknowledged by the student, if the student knew or should have known that such acknowledgement was required. Plagiarism includes, without limitation, the following:

- A. Submitting another author's published or unpublished work, in whole, in part, or in paraphrase, as one's own work, without fully and properly crediting the other author with footnotes, citations or other bibliographical reference.
- B. Submitting as one's own original work any material, including data, tables, graphs, charts, or other visual material obtained from any source, without acknowledgement and citation of the source.
- C. Submitting as one's own original work material produced through unacknowledged collaboration with others, unless such collaboration is permitted by the instructor.

#### II. EXPLANATIONS

Plagiarism as defined above is any use of a source—for example, another person's words, ideas, data or visual material—without proper acknowledgement and citation.

- A. Acknowledgement and citation of a source must be sufficient to specify the extent of the student's use of the source. It is not sufficient merely to cite the source in a bibliography, footnote or other reference if specific words, ideas or other material are appropriated without specific acknowledgement.
- B. Plagiarism is not limited to unacknowledged copying of another author's words. Plagiarism results from any unacknowledged use, even when ideas taken from a source are expressed in the student's own words.
- C. All material taken from a source, including citations, numerical data, formulae and equations, organization and format, graphical or visual materials, must be acknowledged and cited, just as words and ideas must be acknowledged and cited.

D. Material appropriated from any source, including the internet, speeches and lectures, or films, television, radio and other visual or audio media, must be acknowledged and cited, just as material appropriated from print sources must be acknowledged and cited.

E. Plagiarism can result when no deception could have occurred, as when a student makes unacknowledged use of a source recommended by the teacher.

## GUIDELINES

### A. PURPOSE OF STUDENT WRITING

The purpose of student writing is not only to convey information but also to provide evidence of the student's proficiency in research, analysis and verbal style. Students submit written work for evaluation and grading. Plagiarism is wrong not only because it violates the rights of the author whose work is used without acknowledgement but also because it gives the student who plagiarizes an unfair advantage over other students.

### B. STRICT ENFORCEMENT

The PCS community must enforce rules against plagiarism to avoid putting honest students at a disadvantage. The perception that such a disadvantage exists strengthens the temptation to plagiarize on the false ground that "everybody does it." Therefore, the rules set forth in this Plagiarism Policy Statement are strict and must be strictly enforced. Strict enforcement applies, because plagiarism has harmful effects on other students, even when the student who plagiarizes does so without an intention to deceive.

### C. SPECIFIC ACKNOWLEDGEMENT OF SOURCES

Student writing must contain specific and detailed acknowledgement of all sources used by the student, because the student is submitting his or her work for evaluation and grading. Unless instructed otherwise, students should not limit their acknowledgement of sources to a bibliographical list of "Works Consulted", even though this procedure is sometimes used in academic writing not produced by students. For evaluation purposes, the teacher must know precisely what material is original to the student and what material was obtained from other sources.

### D. QUOTATION AND PARAPHRASE

When a student uses the exact words of another author or duplicates a chart, diagram, table or other production of another author, the student must indicate that such duplication has occurred. Thus, it would be insufficient to use another author's words (or substantially the same words) and merely acknowledge in a footnote that the other author was a source of the idea expressed. Direct appropriation of another author's words must be indicated by quotation marks, a block quotation or other formatting, and a footnote or other reference must identify the source from which the quoted material was taken. Duplication of charts, diagrams, tables and other material from a source must also be acknowledged, for example by a textual reference ("Reproduced below is Professor Smith's diagram.") by a caption ("Figure 3. N. J. Smith's Diagram of Litigation Alternatives"), or by other means. In addition, a footnote or other reference must identify the publication where the diagram or other material was found.



Paraphrase occurs when a student expresses in his or her own words information found in a source. The student must cite the source of the information, even though the student has restated the information in different words not used by the original author.

#### E. AVOIDING PLAGIARISM BY TAKING CAREFUL NOTES

Students must take careful notes when doing research in order to retain information they will need later on to acknowledge their sources.

The bottom line on plagiarism...

- When you use an actual sentence from a published article or unpublished essay, you must put the sentence in quotation marks and give a footnote or citation to indicate who said it. The citation should include full bibliographic information.
- When you paraphrase or summarize another person's ideas, you must give a footnote or citation to indicate whose ideas they are and where you got them.
- When you adopt a significant idea from someone else's work, you must give a footnote or citation to indicate where you got the idea.
- When you use a method developed by someone else, you must give a footnote or citation to indicate the source of the method.

When you fail to do this, it is considered plagiarism.

When do I need to document sources used in an assignment?

Here are general guidelines that will help you determine if you need to document any sources used in an assignment. If you have any questions about whether you should document a source, ask your teacher before you turn in the assignment.

You need to document your sources in the following situations:

- When you use or refer to someone else's words or ideas from a magazine, book, newspaper, song, TV program, movie, Web site, computer program, or any other format.
- When you copy the exact words from a source.
- When you paraphrase or summarize someone else's words or ideas.
- When you copy or reprint any diagrams, charts, illustrations, or pictures.

You do NOT need to document sources in these situations:

- When you write from your own experiences, observations, or insights.
- When you write about your own conclusions about a subject or event.
- When you are using "common knowledge" that can be found in several sources. An example of common knowledge is: "George Washington was the first president of the United States." This is a fact that is found in several sources.

How do I document sources in my assignment?

If you have any questions about documenting sources in an assignment, ask your teacher before you turn in the assignment. Also, here are links to information about MLA documentation style, which is the format that many PCS teachers prefer:

<http://www.unc.edu/depts/wcweb/handouts/mla.html>

[http://campusgw.library.cornell.edu/newhelp/res\\_strategy/citing/mla.html](http://campusgw.library.cornell.edu/newhelp/res_strategy/citing/mla.html)

<http://www.wisc.edu/writing/Handbook/DocMLA.html>

**When in doubt, ask your teacher!**

### Student Maternity/Paternity Leave Policy

Students who give birth, adopt, or who are currently mothering/fathering their own child may be granted up to four weeks of maternity/paternity leave to engage with their child and to adjust to motherhood/fatherhood. Students may continue to be enrolled in the school and will not be subject to the Board adopted independent study policies which stipulate that conferences be held when a student does not generate work or attendance during a learning period which may result in disenrollment. Requests for maternity or paternity leave must be made in writing and signed by the student's parent if the student is under the age of 18. Extensions to the allotted four weeks may be granted if requested in writing to the Executive Director, signed by a parent or guardian in under the age of 18 and if there are extenuating circumstances such as health issues to consider.

### Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the office if you have questions about this requirement.

### Diabetes

PCS shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> 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.

### Work Permits

Working during the school year is a privilege and requires the issuance of a work permit. The number of hours that a student may work is set by law and depends on his/her age. No work permits will be issued to students who are on academic probation. Should a student's work schedule interfere with his/her ability to succeed in their academic plan, the student's EC will confer with the Site Administrator or Executive Director regarding the possibility of revoking the work permit. The following is the process followed by PCS in issuing a work permit:

- Student obtains a work permit application from their EC.
- Student, parent/guardian and employer complete their sections of the application. Student must obtain parent/guardian signature.
- Student delivers completed work permit application to the EC for signature and review.
- EC creates the official work permit document and delivers it to the student for signing.
- Student submits a copy of the signed work permit to their employer.

### School Recognized Field Trips and Student Activities

Field trips can be an important component of a student's development. Besides supplementing and enriching learning experiences, such trips encourage new interests among students, make them more aware of community resources, and help them relate their school experiences to the outside world. PCS also recognizes that careful financial and logistical planning will greatly enhance the value and safety of such trips.

- ❖ Written approval of a student's parent/guardian is required for the student to participate in a school-recognized field trip and appropriate instruction shall precede and follow each trip. Additionally, written approval of the student's parent/guardian is required for transporting students to/from a school-recognized field trip. Adults approved to supervise and/or transport students to/from field trips are expected to provide for the reasonable safety of the students and may be asked to attend preparatory training sessions and/or meetings.
- ❖ The ratio of adults to students on school-recognized trips shall be at least one to ten. If the trip involves water activities or any other activity that could pose a higher degree of risk to or require greater security for students, the ratio shall be revised to ensure closer supervision of students.

### Field Trip Scholarships

NO student shall be denied access to any school trip due to financial restraints. In cases of need, parents should contact the Executive Director, or Educational Coordinator and scholarship monies will be made available. Explanation of available financial aid must be incorporated in the letter to parents explaining the objectives of the field trip.

### Safety Plan

PCS has developed a school safety plan which is kept on file for review. Staff are trained annually on the safety procedures outlined in the plan and conduct all required safety drills.

### Withdrawal Policy

**Students planning on returning to their resident school districts should follow the below procedures:**

1. Student contacts his/her EC (assigned teacher) to request withdrawal from PCS. EC sends withdrawal form to student
2. Student/parent sends parent-signed withdrawal form to EC
3. EC submits withdrawal form to school registrar
4. Registrar enters withdrawal in to the management systems and signs withdrawal form
5. Registrar notifies family that withdrawal is completed
6. PCS notifies district of residence that student has withdrawn (required under California Education code)
7. The resident school district requests the student's cumulative file from PCS

In order to secure all credits for work completed by the student, students must continue to work in their courses until the withdrawal has been approved and parents are notified. Remember, if a student has a Pivot laptop, it must be returned in order to process grades in a timely fashion.

Students may also be withdrawn from the school if it is determined, pursuant to the Governing Board approved Independent Study and Intervention Policy, that Independent Study is not the most appropriate placement for the student. This approval will be authorized by the Executive Director or their designee.

Students may be withdrawn if the student has been in Tier 3 Intervention with unsatisfactory progress toward completing their work or passing their classes. A student will not be withdrawn without significant evidence of communication or significant attempts at communication and no improvement is made.

### Technology

Internet access is **required** for all PCS students. PCS acknowledges that some internet sites contain illegal, inaccurate, or offensive information. It is impossible to control such misuses, but PCS urges our students to use the internet in a responsible, safe, efficient, ethical, and legal manner. With responsible use, the benefits of the internet as an educational tool will be most beneficial.

### Security Information

All the data you provide to us is protected to ensure both the privacy and security of your information. We use state-of-the art technology to keep your personal information as secure as possible and to ensure that no one will be able to tamper with, intercept, or access your data. Remember to keep your account information private and secure.

### Internet Etiquette (Netiquette)

When using the Internet, there are widely accepted rules and behaviors to follow. At times being online can feel "pretend" because you cannot see the person you are communicating with. Students must remember they are dealing with real people online and they should use the same manners they would use in a traditional school setting. It also important to note that once the student logs on to the curriculum website(s), all communication and activity is **permanently recorded**. Below are some general netiquette guidelines to follow:

Students are responsible for good behavior while logged into any school related website, just as they are in a traditional school building. Always use a computer in a way that shows consideration and respect. It is illegal to use obscene, profane, threatening, or disrespectful language. Refrain from threatening or disrespecting an instructor or administrator. These actions not only violate PCS's policy but may also violate penal laws in the United States. (f.s. 847.001 Obscene Literature; Profanity).

- It is illegal to create harmful computer viruses. This violates the privacy of others.
- Do not create computer viruses that may harm a computer. Never transmit or publish any information or content that you think will be harmful. This violates school policy and also violates penal laws in the United States. (f.s. 815 Computer-Related Crimes).
- While PCS works to ensure data privacy, email must not always be considered private. Never say anything via email that you wouldn't mind seeing on the school bulletin board or in the local newspaper.
- Protect your password. Keep it secret from anyone except your parents.
- Never publish any information, software, or content that violates the rights of others.
- Do not violate the terms and conditions of any web site you access.
- Never view files that were not intended for your use.
- **DO NOT** give out personal information to non-PCS staff, for example:
  - a. Your full name
  - b. Home phone number
  - c. Home address
  - d. Email

## Technical Requirements

The PCS curriculum is a fully Internet-based system that operates with a minimum of the following hardware and software requirements:

1. High-speed Internet connection (DSL or Cable recommended)
2. Operating System
  - Windows 2000 (XP or newer recommended) **or** Mac OS X and greater (Mac OS X 10.1 or newer recommended)
3. 500 MHz processor or greater
4. 256 MB of RAM (512 MB recommended)
5. 800 X 600 resolution (1024 X 768 recommended)
6. 16 bit audio adapter and speakers or headphones
7. Internet Browsers:
  - Internet Explorer 6.0 or greater **or** Mozilla Firefox Browser 1.2 and greater
8. Required Plug-ins:
  - Adobe Flash Player
  - Adobe Shockwave Player

Adobe Acrobat Reader  
Windows Media Player  
Apple Quick Time Player  
Oracle Java  
Microsoft Silverlight

9. Open Office or other office software (such as Microsoft Office)

10. Antivirus software

11. Possible Required System Modifications

Disabling of security firewall

Disabling of pop-up blockers

**Technology downloads are required.**

**Before getting started, the student must download the software listed above**

## SIGNED ACKNOWLEDGEMENT

All families are expected to read and familiarize themselves with the Student/Parent Handbook. This signed acknowledgement form must be submitted to your EC and will be placed in your student's file. The provisions in the handbook are designed to provide parents and students with information and guidance as to the procedures and rules of the school. The provisions are not a contract and impose no obligation on the school. The contents of the handbook may be changed as necessary at the school's discretion and, if changed, written notification of such changes will be provided to parents and students.

### Parent Agreement

I, \_\_\_\_\_ (Please print first and last name of parent/guardian.) have received the material in the Student/Parent Handbook and agree to read, follow and uphold the school policies while my child/children is/are enrolled at Pivot Charter School.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

### Student Agreement

I, \_\_\_\_\_ (Please print first and last name of student.) have received the material in the Student/Parent Handbook and agree to read, follow and uphold the school policies while enrolled at Pivot Charter School.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX A

### SUICIDE PREVENTION POLICY

The Board of Directors of Pivot Charter School (“PCS”) recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

The policy has been developed in consultation with PCS and community stakeholders, PCS - employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention.

#### Prevention and Instruction

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students’ feelings of connectedness with PCS and is characterized by caring staff and harmonious interrelationships among students.

PCS’s instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Executive Director or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, PCS’s suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or PCS and community resources that can help youth in crisis.

PCS’s instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. If offered or included in PCS’s instructional curriculum, suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
2. Identify alternatives to suicide and develop coping and resiliency skills.
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
4. Identify trusted adults, PCS resources, and/or community crisis intervention resources where youth, including those at high risk, such as youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.



### Staff Development

Suicide prevention training for staff will be provided and be designed to help staff identify and find help for students at risk of suicide. The training may be offered under the discretion of the Executive Director and/or Board of Directors and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance abuse problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.
2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior.
3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.
4. PCS and community resources and services for students and families in crisis and ways to access them.
5. PCS procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.
6. Materials approved by PCS for training shall include how to identify appropriate mental health services, both at the PCS site and within the larger community, and when and how to refer youth and their families to those services.
7. Materials approved for training may also include programs that can be completed through self-review or suitable suicide prevention materials.

### Intervention and Emergency Procedures

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Executive Director or designee. The Executive Director or designee shall then notify the student's parent/guardian as soon as possible and may also refer the student to mental health resources at PCS or in the community.

When a suicide attempt or threat is reported, the Executive Director or designee shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
  - a. Securing immediate medical treatment if a suicide attempt has occurred;

- b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
  - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
2. Designate specific individuals to be promptly contacted, for example the PCS counselor, psychologist, nurse, Executive Director, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.
3. Document the incident in writing as soon as feasible.
4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at PCS.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the PCS campus, the Executive Director or designee shall follow the crisis intervention procedures contained in PCS safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. PCS staff may receive assistance from PCS counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged through the education program and in PCS activities to notify a teacher, Executive Director, another PCS administrator, psychologist, PCS counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

#### PCS Employees Acting Within Scope

PCS shall ensure that employees act only within the authorization and scope of the employee's credential or license. Nothing in this Policy shall be construed as authorizing or encouraging a PCS employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

## APPENDIX B

### STUDENT USE OF TECHNOLOGY POLICY

#### **Introduction**

Our culture relies on computer networks, including the Internet, as a resource tool. The potential educational value of these systems is great: they provide access to resources that are vast, diverse, and important to students in the 21st Century. Computer technology includes, but is not limited to, computers, computer networks, the Internet and electronic mail. Such technologies are available at all Pivot Charter Schools (“PCS”) resource centers.

#### **Philosophy**

PCS’s philosophy is to offer all its students access to computer networks and the Internet in support of the educational goals and objectives of the PCS. Student use of PCS computer technology must be for educational purposes. Students are encouraged to use these systems for classroom activities, continuing their education, gathering college or career information and other educationally enriching research. While PCS believes in the educational benefits of Internet access, it also recognizes that such access makes possible the availability of controversial materials. Therefore, it is important to teach individual responsibility to all students and for students to accept such responsibility rather than rely exclusively on PCS firewall and filtering software or other such blocking techniques. While PCS staff will make reasonable efforts to supervise student use of the network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

All employees shall receive a copy of this policy describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy, in addition to any separate policies governing employee use of technology.

#### **Personal Responsibility**

By signing this Policy, you are agreeing not only to follow the rules in the Policy, but are agreeing to report any misuse of the network to site administration, teacher or designated staff member. Misuse means any violations of this Policy or any other use that is not included in this Policy, but has the effect of harming another or his or her property or violating any laws.

#### **Student Access**

PCS shall notify students and parents/guardians about authorized uses of school computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities. A student who submits a properly signed Acceptable Use Agreement to the School will have computer network and Internet access during the course of the current school year for which access is granted. Students will need to sign a new Agreement each year during which they are students in the Pivot Charter School before they are given an access account. A student who violates this Policy may have his/her access denied. Students under the age of 18 need parental permission on the form. Both the

student and parent shall read and sign the form. Students who are 18 years of age or older may sign the permission form themselves.

In addition to access to the Internet, each secondary student is assigned a curriculum username and passwords along with an electronic folder in which to store his or her work. Students are responsible for the contents of their folders. Although the Pivot Charter School does not issue student email accounts, students may use Pivot Charter School computers to access their personal email accounts via the Internet but must do so for educational purposes and must comply with all Pivot Charter School guidelines. Student use of Pivot Charter School computer technology is a privilege, which may be revoked at any time. Pivot Charter School is not responsible for personal computers or mobile devices brought to school.

### **Acceptable Uses**

Pivot Charter School is providing access to its equipment, computer networks and the Internet for educational purposes only. Such educational purposes, include, but are not limited to, research in academic subjects, preparing for educational instruction, and communicating with others, as it directly relates to the educational curriculum. Students shall comply with all copyright laws.

Any teacher-directed student-created web pages that are intended for publication on school or Pivot Charter School web sites must comply with all Pivot Charter School guidelines.

### **Unacceptable Uses**

Equipment use and network access is a privilege, not a right. Inappropriate use means a use that is inconsistent with an educational purpose or that is in clear violation of this policy. Inappropriate use of the equipment and the network by a student will result in disciplinary action up to and including suspension, expulsion, cancellation of student' user privileges, and/or legal action (criminal and/or civil) in accordance with the law and the Pivot Charter School policy. Students must follow appropriate online behavior at all times, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response. The following uses of the network are considered unacceptable by Pivot Charter School.

#### **1. Personal Safety**

a. Students may not post, use, or store personal contact information about themselves or other people when using electronic communication forms, such as but not limited to, email, chat rooms, social media sites.. Personal contact information includes the student's address, telephone, social security number or other personal data, or school address.

b. Student will immediately disclose to their teacher or site administrator any message they receive that is inappropriate or makes them feel uncomfortable.

## 2. Illegal Activity

- a. Students may not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to PCS, other students, or the community.
- b. Students may not post, submit, publish or display harmful or inappropriate material that is harassing, insulting, threatening or attacking any individual, including prejudicial or discriminatory attacks or insults. This includes any material, taken as a whole, which to the average person, applying contemporary statewide standards, appeal to the prurient interest and is material which depicts or describes in an offensive way sexual conduct and which lacks serious literary, artistic, political, or scientific value for students.
- c. Students may not vandalize, misuse or harm, and /or steal computers, software, computer systems, or computer networks.
- d. Students may not participate in hacking activities or any form of unauthorized access to other accounts (online or site stored), computers, networks, or information systems. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.
- e. Student may not deliberately attempt to disrupt the computer system or destroy data by uploading, downloading, or creating computer viruses.
- f. Students may not use the system to engage in any other illegal act, such as arranging for a drug sale illegal activities, or the purchase of alcohol, engaging in gang activity, or the threatening the safety of a person.

## 3. System Security

- a. Students are responsible for their individual accounts and may not reveal their personal computer logon identification or those of other students, staff members.
- b. Students must immediately notify a teacher or other school employee if they have identified a security problem.
- c. Students may not download software to any computer unless instructed to do so by a teacher or site administrator.

d. The system may not be used to connect personnel hardware such as iPods unless it is needed for educational purposes.

#### 4. Inappropriate Language and Behavior

a. Students may not use obscene, profane, vulgar, inflammatory, threatening, disrespectful or other inappropriate language on the systems. This includes use of Pivot equipment, curriculum vendors, and software and any use of the Internet.

b. Student will not display inappropriate materials (i.e. offensive messages or pictures, obscene language references, etc.) on the system. This includes use of district equipment and software and any use of the Internet.

c. Students will not post, submit, or publish information that could cause damage or danger of disruption to the school district, the student or others.

#### 5. Inappropriate Access to Materials

a. Students may not use the system to access materials that are profane or obscene, that advocates illegal or dangerous acts, or that advocates violence or discrimination towards others (i.e. hate literature).

b. If a student mistakenly accesses inappropriate information, they should immediately report it to their teacher. This may protect students from any claim that they have intentionally violated the policy.

c. Messages relating to or in support of illegal, inappropriate activities may be reported to the proper authorities.

#### 6. Respecting Resources

a. Student will not engage in vandalism (i.e. uploading/downloading inappropriate files, introducing computer viruses, disrupting the operation or the system through the abuse of hardware or software, modifying another person's files or data.)

b. Students may not attempt to read, delete, copy, modify or forge the content of other users' folders, files, electronic communications, or online accounts.

c. Students will subscribe to only high-quality discussion group mail lists that are relevant to education and/or career development.

d. Students will be supervised while accessing the Internet; however, they are still responsible for their proper use and access.

#### 7. Plagiarism and Copyright Infringement

a. Students will not plagiarize works that they find on the Internet. Plagiarism is adopting the ideas or writing of others and presenting them as your own.

b. Students must respect the copyright owners. Copyright infringement occurs when the student inappropriately reproduces a work that is protected by a copyright. If a student has a question about

this, they should ask a teacher or refer to the plagiarism policy.

c. Copyrighted material may not be placed on the system without the author's permission. Students may download copyrighted material for their own educational use only and must footnote copyrighted material when used in academic work.

## 8. Search and Seizure

a. Users should have no expectation of privacy when using the district network or equipment. Pivot Charter School reserves the right to inspect student folders, personal files, electronic communications, downloaded material, including deleted files from a user's computer, records of online activity and other information on the Pivot Charter School's network or equipment when there is a reasonable suspicion that the student is engaging in an inappropriate use.

b. Pivot Charter School will strive to protect student privacy; however, Pivot Charter School will not be responsible for any damages (consequential, incidental or otherwise), which a student may suffer arising from access to or use of the Pivot Charter School's computers and computer network, including damages arising as a result of the actions of the Pivot Charter School. These damages include loss of data and delayed, lost or damaged electronic correspondence or files due to system or service provider interruptions and system shutdowns for emergency or routine maintenance of the system. Use or conveyance of information via Pivot Charter School computer technology is at the user's own risk.

## 9. Other Misuse

Students shall not use Pivot Charter School technology for:

- a. Commercial uses, including offering to sell or purchase products or services;
- b. Games, entertainment or personal non-education related uses (downloading music or videos may violate copyright laws);
- c. Political campaigning.

## **Technology Protection Measure**

1. The Pivot Charter School makes use of an Internet content filter to prevent access to sites with obscene, pornographic, or harmful content. Given the nature of the Internet and the limitations of content filtering systems, it is impossible to block all inappropriate sites. Students who access inappropriate sites should immediately disclose the site to their teacher or the school principal.
2. Students may make written requests to the school site administrator if they believe the content filter is blocking access to appropriate sites.
3. All students will receive training about appropriate and inappropriate online behavior, safety, and cyberbullying information during the first three weeks of school each year. For further information to use at home, go to [www.onguardonline.gov](http://www.onguardonline.gov).
4. While PCS is able to exercise reasonable control over content created and purchased by PCS, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither

PCS nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence.

**Network Etiquette (“Netiquette”)**

All users must abide by the rules of netiquette, which include the following:

1. Be polite. Use appropriate language.
2. Avoid language and uses that may be offensive to other users.
3. Do not reveal or request personal information.
4. Respect the intellectual property of other users and information providers.



## APPENDIX C

### Acceptable Use Agreement

PCS believes that providing access to technology enhances the educational experience for students. However, student use of school computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of PCS technology resources. Students are expected to:
  - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
  - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use PCS technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While PCS is able exercise reasonable control over content created and purchased by PCS, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither PCS nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. The student and parent agree not to hold PCS or any PCS staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They also agree to indemnify and hold harmless PCS and PCS I personnel for any damages or costs incurred.
4. **Inappropriate Use.** PCS technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to PCS technology primarily for educational purposes. Students shall not use PCS technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:
  - a. Playing games or online gaming.
  - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
  - c. Installing software on PCS equipment without the permission of a teacher or other authorized PCS staff person.
  - d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.

# Appendix L



September 5, 2017

**Letter of Support – Pivot Charter Schools**

The purpose of this letter is to express my support of Pivot Charter Schools and the population of students that this school provides many students in our area who need something different from the traditional school experience. As a former Director of Alternative Education, I understand the importance of providing such opportunity and serving all students. As a Program County Coordinator with NCSOE, providing support and leadership for new teachers and their mentors clearing their credentials through CA Teacher Induction, I'm familiar with Pivot Charter as a program.

Over the last five years, I've had the opportunity to work with not only the Executive Director for Pivot Charter Schools, but also with new teachers, interns, and the mentor teachers who are a part of this program. Through a small setting and strong community partnerships, Pivot provides accountable leadership for their team of teachers who work together to help students get back on track and return to the traditional classroom when it's in the students' best interest. I understand in training Pivot's teacher teams that the school provides a safe, nurturing learning environment and attends to student needs firsthand in an individualized and supportive way that many large, traditional schools are unable to do.

Pivot continues to provide the support and training via NCSOE to make its new teachers the best for their students through this specialized program. Surely, this is another indicator of their commitment to students and something to be honored. Should you have any questions regarding our partnership with Pivot Charter Schools, please contact me at the phone number below.

Sincerely,

A handwritten signature in blue ink, appearing to read "Patricia Law", is written over a faint circular stamp.

Patricia Law, Ed.D.  
Program County Coordinator II  
North Coast School of Education (NCSOE)  
(707) 524-2854  
[plaw@scoe.org](mailto:plaw@scoe.org)  
<http://www.ncsoe.org/>

# Appendix M

From: **Ginger Hovenic** <[ghovenic@acswasc.org](mailto:ghovenic@acswasc.org)>  
Date: Tue, Sep 5, 2017 at 11:53 AM  
Subject: Shasta v Anderson reauthorization guidelines  
To: Jayna Gaskell <[jgaskell@pivotcharter.org](mailto:jgaskell@pivotcharter.org)>

Ms. Gaskell,

Because of the new ruling on the *Shasta v Anderson* case schools are having to reauthorize learning centers or branches of their charters with new districts. ACS WASC is accommodating requests of those schools that formerly existed under a different authorizer, and if there is no significant changes to leadership, governance, program, facilities or finance at the school, we ask that they apply for Initial Visits in the Fall of this year. We find that these new schools are receiving initial accreditation on a more frequent basis because they have been in existence for a period of time and have extensive data and a more established educational structure.

Also if a school has more than 1 school that operates under one Governance structure, and operates a very similar program at each school/CDS code, WASC is open to consider the review process for all schools at one time, on one date and usually at one location that is designated by the chair. Please feel free to contact me if you need clarification on any of these issues. We wish you well as you go through the reorganization and reauthorization process.

Ginger Hovenic EdD  
Director  
Western Association of Schools and Colleges  
Accrediting Commission  
[11590 W Bernardo Ct Suite 120](#)  
[San Diego, CA 92127](#)  
[951 693 2550](#)  
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# Appendix N

Pivot Charter Schools Instructional Minutes Calculations 2017-2018

<b>State requirement</b>	
Kindergarten	36,000
grades 1-3	50,400
grade 4-8	54,000
grades 9-12	64,800

		State Requirement	State requirement met?
<b>Pivot Charter School Kindergarten</b>			
177 days of school	177		
Daily schedule (hours)	4		
Minutes in a day	240		
<b>Total Annual Instructional Minute</b>	<b>42,480</b>	<b>36,000</b>	<b>Yes</b>
<b>Pivot Charter School Grades 1-3</b>			
177 days of school	177		
Daily schedule (hours)	5		
Minutes in a day	300		
<b>Total Annual Instructional Minute</b>	<b>53,100</b>	<b>50,400</b>	<b>Yes</b>
<b>Pivot Charter School Grades 4-8</b>			
177 days of school	177		
Daily schedule (hours)	6.5		
Minutes in a day	390		
<b>Total Annual Instructional Minute</b>	<b>69,030</b>	<b>54,000</b>	<b>Yes</b>
<b>Pivot Charter School Grades 9-12</b>			
177 days of school	177		
Daily schedule (hours)	6.5		
Minutes in a day	390		
<b>Total Annual Instructional Minute</b>	<b>69,030</b>	<b>64,800</b>	<b>Yes</b>

# Appendix O



# PIVOT CHARTER SCHOOL | 2017-2018 CALENDAR NB/RS/SD

AUGUST 2017						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

19 Presidents' Day

4 Labor Day  
6 First Day of School

SEPTEMBER 2017						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

9 Columbus Day

OCTOBER 2017						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2018						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2-6 Spring Break

10 Veterans Day (Observed)  
20-24 Thanksgiving Break

NOVEMBER 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2018						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

28 Memorial Day

22-29 Winter Vacation

DECEMBER 2017						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2018						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

15 Last Day of School

1-5 Winter Vacation  
15 M.L. King Day

JANUARY 2018						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			



Holidays



First/Last days of Semester/Year



Teacher work days