

**RESOLUTION OF THE  
BOARD OF EDUCATION OF SANTA ROSA CITY SCHOOLS  
REGARDING PETITION TO FORM THE  
PIVOT CHARTER SCHOOL NORTH BAY**

WHEREAS, by enacting the Charter Schools Act (Ed. Code §§ 47600, *et seq.*), the Legislature has declared its intent to provide opportunities to teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure for the purposes specified therein; and

WHEREAS, the Legislature has declared its intent that charter schools are and should become an integral part of the California educational system and the establishment of charter schools should be encouraged, and that charter schools are part of and under the jurisdiction of the Public School System and the exclusive control of the officers of the public schools; and

WHEREAS, although charter schools are exempt from many of the laws governing school districts, in return for that flexibility, they are accountable for complying with the terms of their charters and applicable law; and

WHEREAS, Education Code §47605(b) charges school district and governing boards and county boards of education with the responsibility of reviewing charter petitions to determine whether they meet the legal requirements for a successful charter petition; and

WHEREAS, a successful charter petition must contain reasonably comprehensive descriptions of the criteria set forth in Education Code § 47605(b)(5)(A)-(O), as well as the affirmations and other requirements set forth in Education Code §47605; and

WHEREAS, a governing board may deny a petition to form a charter school if it makes written findings to support any of the following under Education Code § 47605(b): “(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school; (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition; (3) The petition does not contain the [required] number of signatures; (4) The petition does not contain an affirmation of each of the conditions described in subdivision [Education Code §§47605](d); (5) The petition does not contain reasonably comprehensive descriptions of all of the [criteria set forth in Education Code §§47605(b)(5)(A)-(O).]; and (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of [Government Code § 3540 (the Rodda Act, the State’s collective bargaining law for school employees.).]”

WHEREAS, on or about September 13, 2017, Santa Rosa City Schools received a Petition to form the Pivot Charter School North Bay (“Charter School”); and

WHEREAS, the Board at its November 15, 2017 meeting, the Board took action, by a 7-0 vote, to deny the Petition to form the Pivot Charter School North Bay.

WHEREAS, on December 20, 2017, Santa Rosa City Schools received a Second Petition to form the Pivot Charter School North Bay ("Pivot 2"); and

WHEREAS, in compliance with Education Code §47605(b), the Board of Education held a public hearing on January 10, 2018 to determine the level of support for the Petition; and

WHEREAS, the Board, under Education Code §47605(b), is obligated to take action to grant or deny the Petition within 60 days of its submission.

NOW, THEREFORE, BE IT FURTHER RESOLVED AND ORDERED by the Board of Education of Santa Rosa City Schools that the Petition to form the Pivot Charter School North Bay (Pivot 2) is hereby DENIED on the following grounds:

1. The Petition Contains an Unsound Educational Program (Education Code § 47605(b)(1)).
2. Petitioners are Demonstrably Unlikely to Successfully Implement the Program Set Forth in the Petition (Education Code § 47605(b)(2)).
3. The Petition Fails to Contain a Reasonably Comprehensive Description of all 15 Required Elements set forth in Education Code § 47605(b). (Education Code § 47605(b)(5)(A)-(O)).

NOW, THEREFORE, BE IT FURTHER RESOLVED AND ORDERED by Board of Education of Santa Rosa City Schools that the Board hereby adopts the following factual findings in support of its denial, contained in Appendix 1 to this Resolution.

PASSED AND ADOPTED on February 14, 2018, by Board of Education of Santa Rosa City Schools by the following vote:

AYES:

NOES:

ABSTENTIONS:

ABSENCES:

I declare under penalty of perjury that the foregoing resolution was duly passed and adopted on the date and by the vote stated.

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Secretary of the Board of Education  
SANTA ROSA CITY SCHOOLS

# APPENDIX 1

## I. PROCEDURAL BACKGROUND

Pivot has been operating a resource center in Santa Rosa since 2009, under an independent study charter authorized by the Oak Grove Union Elementary School District. (Pivot 2 Petition, p. 16.) Last year, a California court of appeal issued a decision, *Anderson Union High School District v. Shasta Secondary Home School* (2016) 4 Cal.App.5th 262, which found that resource centers located outside the jurisdiction of the authorizing school district were operating in violation of the Education Code. The court's decision made the Pivot North Bay Resource Center illegal since it was located outside the boundaries of its authorizer, Oak Grove.

In July 2017, the State Board of Education granted the Charter School a waiver to allow it to continue operating its resource center through the end of the 2017-2018 school year. (<https://www.cde.ca.gov/be/ag/ag/yr17/agenda201707.asp>) Therefore, on or about September 13, 2017, Santa Rosa City Schools received a Petition to form the Pivot Charter School North Bay ("Charter School"). A charter authorized by this District was necessary for Pivot to achieve compliance with the Education Code's site location requirements before the expiration of the SBE's waiver on June 30, 2018.

At its November 15, 2017 meeting, the Board took action, by a 7-0 vote, to deny the Petition to form the Pivot Charter School North Bay, adopting Staff's recommendation as its findings in support.

On December 20, 2017, Santa Rosa City Schools received a Second Petition to form the Pivot Charter School North Bay ("Pivot 2"). The Pivot 2 Petition proposed to open the same program as proposed in the first Petition, with some minor modifications to the document.

The Board held a public hearing on January 10, 2018 to determine the level of support for the Petition. During the public hearing, lead Petitioner and Chief Executive Officer Jayna Gaskell asked the Board to waive the law affirmed by the court in *Anderson* and allow Pivot to operate its North Bay Resource Center, located within District boundaries, under the charter authorized by Oak Grove, as a "workaround" of current law. The District has not taken any action on the request. Instead, it has evaluated the Pivot 2 Petition under the requirements set forth in law.

Under Education Code § 47605(b), a governing board denying a petition to form a charter school must make written findings to support any of the following grounds for denial:

- "(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school;
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition;
- (3) The petition does not contain the [required] number of signatures;
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision [Education Code §§47605](d);
- (5) The petition does not contain reasonably comprehensive descriptions of all of the [criteria set forth in Education Code §§47605(b)(5)(A)-(O)]; and



(6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of [Government Code § 3540 (the Rodda Act, the State's collective bargaining law for school employees.).]"

Since the Pivot 2 Petition was substantially similar to the Petition denied by the Board on November 15, 2017, the resolution containing the findings in support of that denial is attached, and its content incorporated by reference into the Board's findings, as modified by the attached matrix summarizing the Board's November 15, 2017 findings, any new information provided in the Pivot 2 Petition, and the Charter Review Team's evaluation of whether the new information meets the requirements of law.

Based on the attached findings, the Charter Review Team recommends that the Board of Education deny the Pivot 2 Petition on the following grounds and adopt the following factual findings in support of its denial:

1. The Petition Contains an Unsound Educational Program (Education Code § 47605(b)(1)).
2. Petitioners are Demonstrably Unlikely to Successfully Implement the Program Set Forth in the Petition (Education Code § 47605(b)(2)).
3. The Petition Fails to Contain a Reasonably Comprehensive Description of all 15 Required Elements set forth in Education Code § 47605(b). (Education Code § 47605(b)(5)(A)-(O)).

Respectfully Submitted,

The Charter Review Team

District November 15, 2017 Finding	Pivot 2 Petition's Response	District Reply/Finding	Cured?
<p><b>Petition Signatures</b></p> <p>The affirmation accompanying the teacher signature page lists a different charter school (Pivot Charter School Riverside) and a different school district potential authorizer (Corona Norco Unified School District). All of the signatures were invalid because they were submitted in support of a petition to form a different charter school. (Nov. 15, 2017 Findings, pp. 6-7, incorporated by reference as if set forth herein.)</p>	<p>The Pivot 2 Petition ("Pivot 2") contains signatures in connection with the correctly-identified charter school and authorizer.</p>	<p>Pivot 2 was submitted with signatures corresponding to the correct charter school and authorizer.</p>	<p><b>Yes</b></p>
<p><b>Petitioner Capacity</b></p> <p>Pivot North Valley experienced significant attrition. The Charter School experienced 27% to 47% attrition in the 12<sup>th</sup> grade over the past 6 years. (Nov. 15, 2017 Findings, pp. 5-6.)</p>	<p>"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." The Charter School enrolls a "high transiency" population, and the Charter School is designed to return students to the traditional public school system. (Pivot 2, pp. 22-23.) Many of Pivot's students are at-risk and have socioemotional challenges. (Pivot 2, pp. 24-25.)</p>	<p>Pivot's post-hoc explanation for its academic performance was considered and rejected in the Nov. 15, 2017 Findings.</p>	<p><b>No</b></p>
<p>Many Pivot North Valley students return to District schools credit-deficient.</p>	<p>Many students return to traditional public schools credit deficient because Pivot encourages students to take 2-3 courses a semester if they cannot handle a full load of 5-6, and therefore fall behind. (Pivot 2, p. 86.)</p>	<p>SRCS Data shows that:</p> <ul style="list-style-type: none"> <li>29 Pivot students returned to an SRCS high school from Pivot during the 2016/2017 school year.</li> <li>Students were enrolled at Pivot</li> </ul>	<p><b>No</b></p>

District November 15, 2017 Finding	Pivot 2 Petition's Response	District Reply/Finding	Cured?
		<p>from 1 month to two years and earned 296.5 credits, an average of 10 credits per student.</p> <ul style="list-style-type: none"> <li>• 12 students earned zero credits, including students who were enrolled for 4 to 14 months.</li> <li>• The student who was enrolled for two years earned 25 credits.</li> <li>• Three RSP students were enrolled from 3 to 8 months and earned zero credits.</li> <li>• Out of the 251 students on the list from Pivot, 54 students are not enrolled in a CA public school.</li> <li>• 3 students were enrolled for 1 months or less.</li> </ul> <p>Along with Pivot's performance on the CAASPP, the very low credit numbers show that the Charter School's described educational program and intervention plans are not yielding the desired academic outcomes. The low credit numbers also refute Pivot's stated premise that their role is to remediate and return students successfully to the public school system.</p>	

District November 15, 2017 Finding	Pivot 2 Petition's Response	District Reply/Finding	Cured?
<b>ELEMENT A: EDUCATIONAL PROGRAM</b>			
Based on student performance, the academic program is not "Rigorous," as is claimed by the Petition. (Nov. 15, 2017 Findings, p. 7.) The Petition fails to contain a reasonably comprehensive description of the curriculum, especially differentiated between Elementary (Grades 4-5), Middle (Grades 6-8) and High (Grades 9-12) school students. (Nov. 15, 2017 Findings, p. 8.)	Pivot 2 provides additional information regarding the instructional strategies used in the Compass Learning (K-8) and Apex Learning (9-12) curricula. (Pivot 2, pp. 74-75; 77-78.)	Though Pivot 2 provides more information about the academic program, the Charter School's academic performance demonstrates that its educational program and intervention strategies are not being implemented in the manner contemplated in the Petition, showing a demonstrable unlikelihood of success.	No
The Petition lacks a reasonably comprehensive description of the High School curriculum, and lacks a course list. (Nov. 15, 2017 Findings, p. 8.)	Pivot 2 contains links to UC-approved courses, as well as courses offered under the Apex and Compass curricula. (Pivot 2, p. 71.)	Though Pivot 2 provides more information about the academic program, the Charter School's academic performance demonstrates that its educational program and intervention strategies are not being implemented in the manner contemplated in the Petition, showing a demonstrable unlikelihood of success.	No
The Petition lacks a reasonably comprehensive description of the learning environment for elementary, middle and high school students. (Nov. 15, 2017 Findings, p. 8.)	Pivot 2 contains additional descriptions of the educational setting for students of all grade levels. (Pivot 2, pp. 87-88.)	According to the Nov. 15, 2017 Findings, District Assistant Superintendent K-12 Anna Maria Guzmán, Ed.D and Assistant Superintendent, Student and Family Services Steve Mizera conducted an unannounced site visit to Pivot's Santa Rosa resource center on Wednesday, November 1, 2017. Of the 8 elementary students observed, 6 were at a computer,	No

District November 15, 2017 Finding	Pivot 2 Petition's Response	District Reply/Finding	Cured?
Less than 50% of Pivot students scored "Standard Exceeded" or "Standard Met" on the CAASPP, and score lower than District comparison schools and comparison subgroups. (Nov. 15, 2017 Findings, pp. 9-10.)	The Charter School focuses on an at-risk student population that struggles with social and emotional challenges. (Pivot 2, pp. 22-23; 24-25.)	Pivot's contention was considered and rejected in the Nov. 15, 2017 Findings. The Charter School still will ultimately be assessed on its academic performance, regardless of its pupil demographic.	No
The Petition fails to sufficiently discuss intervention strategies for low-achieving students. (Nov. 15, 2017 Findings, p. 12.)	Pivot 2 includes additional data on the number of students undergoing Level 1 or 2 intervention during the 2016-2017 school year, but does not provide additional intervention strategies under the section titled "Plan for Students Who Are Academically Low Achieving." (Pivot 2, pp. 91-92.)	Given the performance of Pivot schools on the CAASPP, the additional data regarding the number of students on intervention strategies does not sufficiently address the Nov. 15, 2017 Findings.	No
The Petition lacks a reasonably comprehensive description of the plan to educate English Learners in an online setting. (Nov. 15, 2017 Findings, p. 12.)	Pivot 2 supplements the English Learner section to make a passing reference to the new ELD standards, and incorporate use of the English Language Proficiency Assessment for California (ELPAC). (Pivot 2, pp. 103-106.)	Virtually nothing was done in Pivot 2, however, to elaborate upon the teaching strategies for EL's in an online setting, as noted in the Nov. 15, 2017 findings.	No

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District November 15, 2017 Finding	Pivot 2 Petition's Response	District Reply/Finding	Cured?
The Petition lacks a reasonably comprehensive description of the plan to educate special education students specifically calibrated towards online learning. (Nov. 15, 2017 Findings, pp. 12-13.)	Pivot 2 supplements the special education section with discussion of some assessment methods and educational programs used for students in IEP's, as well as data on the number of students on IEP's and their disabilities during the 2016-2017 school year. (Pivot 2, pp. 95-97.)	Pivot does not sufficiently tailor any of these strategies for an online setting in which instructors may not have daily contact with students, as noted in the District's Nov. 15, 2017 Findings.	No
<b>Other New Provisions of Pivot 2:</b>			
<u>Pivot 2 Petition</u> : "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 [E]ducation [C]ode, it may be determined that independent study is not an appropriate placement for the student after significant intervention is implemented." (Pivot 2, p. 89.) <i>See, also</i> , p. 90 ("[i]f, 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.")		The Petition fails to identify how such a student would be exited from independent study in accordance with the expulsion procedure and Education Code section 47605(b)(5)(J) and the new requirements of 47605(b)(5)(J)(i)-(iii).	No
<u>Pivot 2 Petition</u> : Pivot 2 claims that of the non-graduating seniors returning for a 5 <sup>th</sup> year, "most" graduate within that 5 <sup>th</sup> year of high school. (Pivot 2, p. 109.)		The Table on p. 109 of Pivot 2 does not actually show what percentage of students returning for a 5 <sup>th</sup> year graduate in that 5 <sup>th</sup> year. The table does show the graduation rate for seniors in the past 6 years ranges from 27.3% to 52.4%.	No



District November 15, 2017 Finding	Pivot 2 Petition's Response	District Reply/Finding	Cured?
<b>ELEMENT B: MEASURABLE PUPIL OUTCOMES</b>			
<b>ELEMENT C: METHOD OF MEASURING PUPIL OUTCOMES</b>			
The Petition failed to identify pupil outcomes goals by pupil subgroups. Education Code §47607(b)(5)(B) requires that a charter petition contain measurable pupil 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 § 47607.” (Nov. 15, 2017 Findings, p. 8.)	Pivot 2 contends that it is not obligated to address increases in pupil performance by subgroups and that it has followed the SBE LCAP Template. (Pivot 2, p. 115.) Pivot 2 contends that, though not obligated to, it addressed increases in pupil performances in three subgroups: students with disabilities, English Learners and low-income students, even though only the last is a numerically significant subgroup. (Pivot 2, p. 115.)	Pivot 2 erroneously conflates the requirements for its LCAP with the separate Education Code requirement to address pupil outcome goals by pupil subgroups. Contrary to its claim, it also enrolls another statistically significant subgroup – Hispanic/Latino students – for which it did not provide pupil outcome goals or increases in academic performance. (See. Nov. 15, 2017 findings, pp. 15-16, showing 41% Latino population.)	No
<b>ELEMENT D: GOVERNANCE STRUCTURE</b>			
The Board does not meet regularly in Santa Rosa and therefore is not accessible to parents, in violation of the Brown Act. (Nov. 15, 2017 Findings, pp. 13-14.)	Pivot 2 states that Board members meet with parents informally and that parents have access to Board meetings through videoconferencing. Pivot 2 denies that the Brown Act's geographic requirement for meetings applies to charter schools.	Pivot 2 does not change the Board meeting locations in response to the District's findings.	No
<b>ELEMENT E: QUALIFICATIONS TO BE MET BY INDIVIDUALS EMPLOYED AT THE SCHOOL</b>			
The Petition lacks employee qualifications. (Nov. 15, 2017 Findings, pp. 15.)	Pivot 2 includes employee qualifications to its response.	Pivot 2 contains the required employee qualifications.	Yes

District November 15, 2017 Finding	Pivot 2 Petition's Response	District Reply/Finding	Cured?
<b>ELEMENT G: RACIAL AND ETHNIC BALANCE</b>			
The Charter School's demographic profile lags behind that of the District in its proportion of Asian and Hispanic/Latino students. Yet, the Petition's outreach efforts are very general, and are not calibrated to the demographics of Santa Rosa City Schools. (Nov. 15, 2017 Findings, pp. 15-16.)	Pivot 2 adds a list of community organizations with whom it works with "to promote the school and enrollment and support services of the schools." (Pivot 2, p. 158.)	Pivot's response is only cursory and does not represent a reasonably comprehensive recruitment plan targeted to the unrepresented groups.	<b>No</b>
<b>ELEMENT H: ADMISSION REQUIREMENTS</b>			
The Petition lacks a reasonably comprehensive description of how the admissions preferences would be implemented. (Nov. 15, 2017 Findings, pp. 16-17.)	Pivot 2 has been amended to describe how the admissions preferences would be implemented. In the event that the number of applicants exceeds openings, the Charter School would accept applicants in the order of preferences (siblings, children of employees, in-District students) until seats are filled.	Pivot has provided additional information on how its admissions preferences would be implemented. It also makes a brief reference to new requirements added to Education Code section 47605(d)(2)(B) (i)-(iv) as of January 1, 2018	<b>Yes.</b>
<b>ELEMENT J: SUSPENSION AND EXPULSION PROCEDURES</b>			
There is a discrepancy between the grounds for discretionary suspension offenses in the Petition and student handbook. The Petition lists as a Discretionary Suspension Offense "[p]ossessed, sold, or otherwise furnished any knife, unless, in the case of possession of any object of this type, the student had obtained written	Pivot 2 states that "[a]ll handbooks will be updated for all new laws in summer 2018 and will be promptly provided to the authorizer." (Pivot 2, p. 164.)	The handbook has not been changed, and the discrepancy remains. (Pivot 2, Appendix K, p. 30.) The discrepancy in the mandatory/discretionary grounds for discipline remains a due process concern	<b>No</b>

District November 15, 2017 Finding	Pivot 2 Petition's Response	District Reply/Finding	Cured?
<p>permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence." (Petition, p. 29.) "The Student/Parent Handbook" lists the same offense – possession, sale or furnishing of a knife – as a "Non-Discretionary Suspension and Expulsion Offense." [Pivot 1 Petition, Appendix K, p. 29.] (Nov. 15, 2017 Findings, pp. 17-18.)</p>		<p>for students.</p> <p>This section was amended, though, to include the new requirements of Education Code section 47605(b)(5)(J), effective January 1, 2018.</p>	
<b>ELEMENT K: MANNER FOR COVERING STRS, PERS, OR SOCIAL SECURITY</b>			
<p>STRS/PERS: The Petition contains an incorrect threshold of .75 FTE for eligibility for participation in the State Teachers Retirement System (STRS). (Nov. 15, 2017 Findings, pp. 18-19.)</p>	<p>Pivot 2 changes STRS membership to "certificated employees who are deemed eligible under state law." (Pivot 2, p. 184.)</p>	<p>Pivot has provided the required information.</p>	<b>Yes</b>
<b>ELEMENT N: DISPUTE RESOLUTION PROCEDURE</b>			
<p>The Dispute Resolution procedure imposes improper limitations/obligations on the District. (Nov. 15, 2017 Findings, pp. 19-20.)</p>	<p>Pivot 2 omits the offending provisions.</p>	<p>Pivot has provided the required information.</p>	<b>Yes</b>
<b>DISTRICT/AUTHORIZER IMPACT</b>			
<p>District Impact: The Petition fails to indemnify the District. (Nov. 15, 2017 Findings, pp. 20.)</p>	<p>Pivot 2 does not address indemnification.</p>	<p>Pivot has not provided the required information.</p>	<b>No</b>

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**RESOLUTION OF THE  
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WHEREAS, by enacting the Charter Schools Act (Ed. Code §§ 47600, *et seq.*), the Legislature has declared its intent to provide opportunities to teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure for the purposes specified therein; and

WHEREAS, the Legislature has declared its intent that charter schools are and should become an integral part of the California educational system, and the establishment of charter schools should be encouraged, and that charter schools are part of and under the jurisdiction of the Public School System and the exclusive control of the officers of the public schools; and

WHEREAS, although charter schools are exempt from many of the laws governing school districts, in return for that flexibility, they are accountable for complying with the terms of their charters and applicable law; and

WHEREAS, Education Code §47605(b) charges school district and governing boards and county boards of education with the responsibility of reviewing charter petitions to determine whether they meet the legal requirements for a successful charter petition; and

WHEREAS, a successful charter petition must contain reasonably comprehensive descriptions of the criteria set forth in Education Code § 47605(b)(5)(A)-(O), as well as the affirmations and other requirements set forth in Education Code §47605; and

WHEREAS, a governing board may deny a petition to form a charter school if it makes written findings to support any of the following under Education Code § 47605(b): “(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school; (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition; (3) The petition does not contain the [required] number of signatures; (4) The petition does not contain an affirmation of each of the conditions described in subdivision [Education Code §§47605](d); (5) The petition does not contain reasonably comprehensive descriptions of all of the [criteria set forth in Education Code §§47605(b)(5)(A)-(O).]; and (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of [Government Code § 3540 (the Rodda Act, the State’s collective bargaining law for school employees.).]”

WHEREAS, on or about September 13, 2017, Santa Rosa City Schools received a Petition to form the Pivot Charter School North Bay (“Charter School”); and

WHEREAS, in compliance with Education Code §47605(b), the Board of Education held a public hearing on October 25, 2017, to determine the level of support for the Petition; and

WHEREAS, the Board, under Education Code §47605(b), is obligated to take action to grant or deny the Petition within 60 days of its submission; and

# APPENDIX 1

Under Education Code § 47605(b), a governing board denying a petition to form a charter school must make written findings to support any of the following grounds for denial:

- “(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school;
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition;
- (3) The petition does not contain the [required] number of signatures;
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision [Education Code §§47605](d);
- (5) The petition does not contain reasonably comprehensive descriptions of all of the [criteria set forth in Education Code §§47605(b)(5)(A)-(O).]; and
- (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of [Government Code § 3540 (the Rodda Act, the State’s collective bargaining law for school employees.).]”

Following are the Board of Education’s findings in support of its denial of the Petition:

#### **PETITIONER CAPACITY**

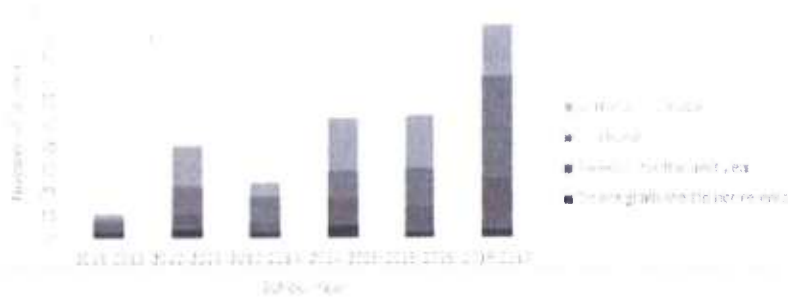
*Cal. Admin. Code tit. 5, s 11967.5.1(c)(2) allows a potential authorizing agency to assess petitioner capacity “in determining whether charter petitioners are ‘demonstrably unlikely to successfully implement the program,’ including the determination that “[t]he petitioners are unfamiliar in the [authorizing agency’s] judgment with the content of the petition or the requirements of law that would apply to the proposed charter school.” The potential authorizer may also consider “[i]f the petitioners have a past history of involvement in charter schools or other education agencies (public or private), the history is one that the State Board of Education regards as unsuccessful, e.g., the petitioners have been associated with a charter school of which the charter has been revoked or a private school that has ceased operation for reasons within the petitioners’ control.” (Cal. Admin. Code tit. 5, s 11967.5.1(c)(1).)*

Petitioners operate four (4) Pivot charter schools throughout the State. Under the above-cited regulation, the performance of the Pivot charter schools can be considered in determining whether the Petitioners are demonstrably likely to successfully implement the program set forth in the Petition.

Student Attrition: The Petition acknowledges and addresses the Pivot North Bay Charter School’s significant level of student attrition on pp. 16-17 of its Petition. The Petition provides the following data regarding the breakdown of students who remain in the program, as well as those who do not:



Pivot Online Charter - North Bay  
Status Change Report  
Grade 12



	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%

(Petition, p. 17.)

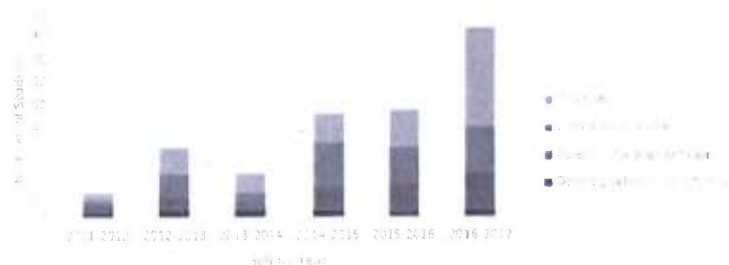
The data appearing on p. 17 of the Petition differ from that presented in the “Pivot Charter School North Bay Data Summary Report,” submitted by the Petitioners on October 21, 2017. (Attached as **Exhibit A**.) The chart submitted with the Data Summary Report shows the following data:

All 12<sup>th</sup> Grade Students

	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%

All 12<sup>th</sup> Grade Students

Pivot Online Charter - North Bay  
Status Change Report  
Grade 12



The reason for the disparity between the two sets of data is not clear from the documentation provided by the Petitioners. Nonetheless, the percentage of 12<sup>th</sup> grade students either withdrawing mid-year, or not graduating or re-enrolling, is significant (based on data provided in the Data Summary Report):

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
36.4%	42.0%	35%	47.8%	37.5%	27.4%

Therefore, the Pivot North Bay Charter School saw anywhere from 27% to 47% attrition in the 12<sup>th</sup> grade over the past 6 school years. Despite the explanations provided by the Petitioners, attrition and turnover of this magnitude makes it impossible for a charter school to sustain academic achievement and student growth.

#### Legality of Santa Rosa Resource Center:

The court's decision in *Anderson Union High School District v. Shasta Secondary Home School* (2016) 4 Cal.App.5th 262 found that resource centers located outside the jurisdiction of the authorizing school district were operating in violation of the Education Code. The court's decision made the Pivot North Bay Resource Center illegal since it was located outside the boundaries of its authorizer, the Oak Grove Union School District.

According to the Petition, Pivot has been operating a resource center in Santa Rosa since 2009. (Petition, p. 13). In July 2017, the State Board of Education granted the Charter School a waiver to allow it to continue operating its resource center through the end of the 2017-2018 school year. (<https://www.cde.ca.gov/be/ag/ag/yr17/agenda201707.asp>) Therefore, this Petition has been submitted to Santa Rosa City Schools in an attempt to achieve compliance with the Education Code's site location requirements before the expiration of the SBE's waiver on June 30, 2018.

#### **SIGNATURE REQUIREMENT**

Ed. Code § 47605(a)(1)(A) states that to be eligible for consideration, "[t]he petition is signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation." Ed. Code § 47605(a) (3) states that "[a] petition shall include a prominent statement that a signature on the petition means that the parent or legal guardian is meaningfully interested in having his or her child or ward attend the charter school, or in the case of a teacher's signature, means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition."

The Petition was accompanied by the signatures of 16 teachers. However, the signature page states the following:

**We the undersigned** believe that the attached charter for the creation of Pivot Charter School Riverside (the "Charter School") merits consideration and hereby petition the governing board of the Corona Norco Unified School district 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." (Emphasis Original.)

The affirmation accompanying the teacher signature page lists a different charter school (Pivot Charter School Riverside) and a different school district potential authorizer (Corona Norco Unified School District.) All of the teachers signing the Petition have telephone numbers in Northern California area codes. All of the signatures are also invalid because they were submitted in support of a petition to form a different charter school. Therefore, the District has no obligation to evaluate or take action on the Petition, and the failure to submit the required signatures can alone constitute grounds for denial of the Petition.

## **ELEMENT A: EDUCATIONAL PROGRAM**

*Education Code §47605(b)(5)(i) requires a charter petition to contain a reasonably comprehensive description of "the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an 'educated person' in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners."*

Staff found that the Petition lacked a reasonably comprehensive description of the required elements, and presented an unsound educational program, as set forth below:

### **1. Educational Program of the School**

Pivot North Bay Charter School educates students from grades K-12. The Petition provides a very general overview of the curriculum offered, with Apex Learning for high school and Compass Learning for middle and elementary school. The Charter School also uses Edmentum to provide Career & Technical Education courses, and Edgenuity and Lexia Reading as supplemental criteria. (Petition, p. 59-63.)

The Petition states that one of the core foundational components of the Charter School's educational program is "Rigorous Academics." The Petition states that "[r]aising 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 college courses and Advanced Placement classes." (Petition, p. 64.)

As will be noted below, the Charter School's academic performance across its different schools is inadequate. Therefore, the District requires a reasonably comprehensive description of the curriculum offered to K-12 students that supports the claim that the Charter School's academic program is rigorous. However, the Petition fails to meet this standard.



For elementary students, the Petition fails to contain a reasonably comprehensive curriculum for each of the grade levels, and most importantly, the four core subject areas. While the Petition cites to Compass Learning for middle and elementary school students, it does not specify whether this online program covers each of the 4 core areas of curriculum for elementary grades. For example, the Petition identifies Lexia Reading as an online program used to develop language skills for young students. However, the Petition fails to identify any specific curricular or supplemental material in the area of math, which should receive special emphasis due to the Charter Schools' poor performance in this subject area.

For High School, while the Petition cites to Apex Learning as the applicable curriculum, the Petition likewise fails to provide a reasonably comprehensive description of the curriculum or course offerings, beyond a course list only identifying the general subjects offered to high school students in the two academic tracks offered at that grade level: University Prep and The Liberal Arts Academy. (Petition, p. 67.) While the Petition states that the curriculum meets UC/CSU a-g requirements, very little information is provided about the specific curriculum or coursework. Therefore, there is no way to determine whether the proposed curriculum is compliant with Common Core State Standards and Next Generation Science Standards, as the Petition claims. (Petition, p. 59.) The Petition also lacks any information regarding scope and sequence of instruction, or the articulation of curriculum over multiple school years.

The Petition also fails to contain crucial information regarding the differentiation of online instruction for students in the early primary grade levels. The Petition contains contradictory information on whether it provides Transitional Kindergarten. (See, e.g., reference to "K-5" program, p. 14; reference to "TK-12," p. 43; reference to "TK" and "K," p. 54; reference to "TK-5" and "TK-12," p. 57; reference to "K-3," p. 59; "Transitional Kindergarten-Fifth Grade," p. 69.) The Petition contains a section describing the elementary program and schedule at the Charter School (Petition, p. 69). However, that section makes no differentiation among students ranging from TK/K to fifth grade. Students may choose to attend one to five 3-hour sessions a week. However, TK-age students have much different socialization and learning needs than fifth graders. The Petition only contains one sentence regarding how it would provide classroom socialization skills for elementary-aged students: "[t]he elementary program also focuses on socialization skills with numerous opportunities for students to interact with peers aged 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." (Petition, p. 69.) However, the Petition does not contain a reasonably comprehensive description of how the charter school would provide a structured and regular introduction and exposure to a classroom environment for students of a grade range (TK/K) who are acclimating to different educational settings. The Petition also fails to address the appropriateness of an online non-classroom based program for very young (TK/K) students, and does not contain any research-based findings to support a learning approach in which a TK/K student could only be in a classroom setting one time a week, and engaging in online learning the rest of the week.. Instead, the Petition only contains a one-size-fits-all educational setting for a range of ages spanning 7 ½ years that have dramatically varied learning needs and classroom skills.

## 2. Target Student Population

Education Code §47605(b)(5)(G) requires a petition to contain a reasonably comprehensive description of “[t]he means by which the charter school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” The Petition must also describe the “specific educational interests, backgrounds or challenges” of its target student population (5 C.C.R. § 11967.5.1(f)(1)(A).)

The Petition identifies a target student population with a significant proportion of at-risk students, with 54.1% socioeconomically disadvantaged, 6% classified as English Learners, and 22.3% from a household where English is not a first language. (Petition, P. 48.) The Petition further describes the targeted student population of consisting of students in need of increased class offerings, missing credits, having scheduling conflicts, needed a special instructional setting, and accelerated learners. (Petition, p. 48.) The Petition provides a demographic breakdown of its student population on p. 51.

See discussion on p 15, below, regarding ethnic and racial balance.

## 3. Framework for Instructional Design

The Petition lacks “a framework for instructional design that is aligned with the needs of the target student population.” (5 C.C.R. § 11967.5.1(f)(1)(C).) The Petition lists the “foundational components” of the Charter School’s educational programs on pp. 64-65:

- Personalized Support;
- Flexible Scheduling;
- Unique Physical Learning Requirement;
- Rigorous Academics;
- The 4 C’s – Collaboration, Communication, Critical Thinking and Creativity;
- School-to-Career Goal Setting;
- Service Learning.

The Petition states the Charter School’s teachers (“Education Coordinators”) can run “daily reports showing daily activity and progress for each student.” (Petition, p. 65.) The Petition also states that “[p]erformance is measured through demonstration of standards-based competency, not by ‘seat time’ (hours spent in classroom). 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.” (Petition, p. 66.)

However, the performance data for the Pivot charter schools show that in almost all cases, less than 50% students scored “Standard Exceeded” or “Standard Met” in English Language Arts or Mathematics. The performance in math is considerably poorer:

Percentage of All Students Scoring “Standard Exceeded” or “Standard Met”				
	2016		2015	
	ELA	Math	ELA	Math
Pivot North Bay	37%	4%	40%	22%
North Valley	51%	21%	47%	24%
Riverside County	38%	16%	31%	8%
San Diego	43%	18%	63%	26%

(See, **Exhibit B.**)

Additional data regarding the performance of Pivot-North Bay students relative to that of the District is contained in the accompanying power point, and is incorporated by reference into this Resolution.

According to data provided in the Pivot petition, Pivot students generally score lower than local comparison group schools on the SBAC ELA and Math tests, including local independent study schools. (Petition, pp. 26-31)

The Petition also claims growth in performance on the CAASPP in particular student subgroups, such as Hispanic/Latino students, special education students, socioeconomically disadvantaged students, and English Language Learners. (Petition, pp. 20-25.) However, not all of these cohorts appear to constitute a numerically significant pupil subgroup. Education Code section 52020 (3)(A) provides that:

. . . [A] numerically significant pupil subgroup is one that meets both of the following criteria:

(i) The subgroup consists of at least 50 pupils each of whom has a valid test score.

(ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.

(B) If a subgroup does not constitute 15 percent of the total population of pupils at a school who have valid test scores, the subgroup may constitute a numerically significant pupil subgroup if it has at least 100 valid test scores.

The demographic information provided in the Petition regarding the percentage of Hispanic/Latino students (Petition, p. 52), socioeconomically disadvantaged students (p. 23, 50); English Learners (p. 24, 51) and special education students (p. 21) shows that only socioeconomically disadvantaged students constitute a numerically significant subgroup of tested pupils under Education Code section 52020 (3)(A).

Based on the substandard performance of Pivot Charter Schools on the CAASPP, the Petition’s educational program and methods for assessing student progress in achieving proficiency in State



standards in English Language Arts and Mathematics do not constitute a sound educational program. Though the Petition states that rigor is one of the foundational components of the Charter School's educational program (Petition, p. 64), the educational program and assessment methods used by the Charter School have not been successful in bringing at least half of its students within the "Standard Met" or "Standard Exceeded" categories on the CAASPP in ELA or Mathematics. Therefore, the Petition lacks a reasonably comprehensive description of a "a framework for instructional design that is aligned with the needs of the target student population."

4. Site Visit

District Assistant Superintendent K-12 Anna Maria Guzmán, Ed.D and Assistant Superintendent, Student and Family Services Steve Mizera conducted an unannounced site visit to Pivot's Santa Rosa resource center on Wednesday, November 1, 2017. Of the 8 elementary students observed, 6 were at a computer, and 2 were off task (playing or wandering around.) Of the 6 middle school students observed, a number were on their smartphones. Of the 25 high-school students observed, only three were engaged in instruction (math). No hands-on instruction was observed. The onsite learning environment was significantly different than that portrayed in the video that the Petitioners showed at the Public Hearing.

5. Actions to Achieve Annual Goals

Education Code § 47605(b)(5)(A)(ii) requires the Petition to contain "[t]he specific annual goals" for "each subgroup of pupils identified pursuant to [Education Code] § 52052, to be achieved in the state priorities."

The Petition cites to Appendix B, the Charter School's Local Control Accountability Plan (LCAP), for proof of compliance with this requirement. The Charter School's LCAP, under Goal #3, states that "Pivot Charter School will increase student performance on grade-level appropriate academic standards." While the LCAP identifies the Charter School's annual goals under the applicable state priorities, it does not contain goals for "each subgroup of pupils," as is required under Education Code § 47605(b)(5)(A)(ii). Therefore, this section of the Petition fails to meet the reasonably comprehensive standard set forth in the Education Code.

6. What it Means to be an "Educated Person" in the 21st Century and Enabling Pupils to become Self-Motivated, Competent, and Lifelong Learners

The Petition addresses the 21<sup>st</sup> Century requirement on p. 58.

7. How Learning Best Occurs

The Petition explicitly addresses the requirement of How Learning Best Occurs on p. 28 of the Petition, and also through the summary of the educational program's core foundational components on pp. 64-65 of the Petition.

8. Low-Achieving Students

The Petition addresses this requirement on pp. 73-74. Given the percentage of students failing to score “Standard Exceeded” or “Standard Met” on the CAASPP ELA and Math tests, the Petition needs to set forth a more detailed process for assessing and monitoring pupil progress, and interventions for students performing below grade level.

9. High-Achieving Students

The Petition addresses this requirement on pp. 73.

10. Education of Specialized Student Populations

a. English Language Learners

The Petition’s “Plan for English Learners” (Petition, pp. 82-84) contains a cursory description of the basic procedures used for identifying English Language Learners and reclassifying them as English-proficient. It also contains a summary list of instructional strategies for English Learner students, as well as a brief list of steps taken to monitor and evaluate program effectiveness. (Petition, pp. 82-84.) However, the Petition’s generic description of how the Charter School would provide services to English Language Learners does not meet the reasonably comprehensive standard because it does not address how the Charter School would meet its legal obligations in a virtual setting, with varying amounts of classroom-based direct instruction. This section lacks a reasonably comprehensive description of how the Charter School would assess English Language proficiency in a non-classroom based, virtual setting. The Petition’s discussion of its strategies for English Learner instruction also does not reference or incorporate the new State ELD Standards. (See, e.g., <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>.)

b. Special Education

The Petition states that the current Pivot North Bay Charter School is a member as a Local Educational Agency (LEA) of the El Dorado Special Education Local Plan Area (“SELPA”). (Petition, p. 75.) The Petition contains a general recitation of the basic legal obligations for providing special education services, including notification and coordination; identification and referral; assessments; IEP meetings; development and implementation; interim and initial placements; non-public placements and due process hearings. However, the Petition’s description of how the Charter School would provide special education services is a generic one similar to that used in many charter petitions. Nowhere does the special education section of the Petition address how the Charter School would meet its legal obligations under special education law within the context of an online program in which teachers may have actual contact with students as infrequently as once a week. This section of the Petition says nothing about how the Charter School would implement the terms of student IEPs within the context of its online setting. Other than a passing reference that “[t]he charter school shall also provide all home-school coordination and information exchange” (Petition, p. 79), the Petition does not address how it would effectuate and monitor IEP implementation with the reduced teacher contact time in a virtual learning setting. Moreover, the Petition states that, for a student transferring to the

Charter School from a district-operated program within the same SELPA, or from a school outside of California, during the academic year would continue to receive services comparable to those described in the prior IEP. (Petition, p. 79.) However, the Petition does not describe how the Charter School, with its online education program, would provide services comparable to a classroom-based program.

**ELEMENT B: MEASURABLE PUPIL OUTCOMES**

**ELEMENT C: METHOD OF MEASURING PUPIL OUTCOMES**

*Education Code §47607(b)(5)(B) requires that a charter petition contain measurable pupil 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 § 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of § 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.”*

Pupil Outcome Goals

Under Section II (“Measurable Pupil Outcomes”), the Petition cites to Appendix B, the Charter School’s Local Control Accountability Plan (LCAP), for proof of compliance with this requirement. As has been noted above, the Charter School’s LCAP, under Goal #3, states that “Pivot Charter School will increase student performance on grade-level appropriate academic standards.” While the LCAP identifies the Charter School’s annual goals under the applicable state priorities, it does not contain goals for “each subgroup of pupils,” as is required under Education Code § 47605(b)(5)(A)(ii). Therefore, this section of the Petition fails to meet the reasonably comprehensive standard set forth in the Education Code.

Under Section III (“Methods of Assessment”), the Petition states that the Charter School “is committed to conducting some form of assessment on an annual, quarterly, weekly and daily basis in all core curricular areas.” (Petition, p. 92.) The Petition identifies two programs, IO Insights and i-ready, that the Charter School intends to implement to monitor and assess pupil progress. IO Insights allows teachers and administrators “to visualize and analyze student achievement data” and “provides data visualization with sorting, filtering and grouping members of the student’s educational team.” (Petition, p. 93.) i-Ready provides “a detailed action plan and resources for differentiated instruction” and “[r]eports and ongoing progress monitoring [that] 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.” (Petition, p. 93.)

However, because the Charter School only implemented IO Insights and i-ready at the beginning of the 2017-2018 school year, these assessment and monitoring programs were not in effect during the school years for which pupil performance data in the Petition is cited. The Petition does not explain why the Charter School waited eight years before implementing these assessment programs or what has been used by teachers to monitor and assess pupil performance the past eight years.



## ELEMENT D: GOVERNANCE STRUCTURE

5 C.C.R. § 11967.5.1(f)(4)(b) provides that a Petition should:

*“[I]nclude evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that:*

- (i) the charter school will become and remain a viable enterprise;*
- (ii) there will be active and effective representation of interested parties, including, but not limited to parents and guardians; and*
- (iii) the educational program will be successful.”*

Education Code §47604(a) provides that “[c]harter schools may elect to operate as, or be operated by, a nonprofit public benefit corporation.” The Charter School is operated by the Roads Education Organization (“Roads”), a California non-profit public benefit corporation. (Petition, p. 99.) The Roads board governs the Pivot Online Charter North Bay School, North Valley (Butte County) School, and the San Diego School. The Petitioner’s Power Point Presentation at the October 25, 2017 public hearing did not list a fourth school in Riverside County. The appeal of the renewal petition for that school was denied by the Riverside County Board of Education, and it appears that school is slated to close.<sup>1</sup>

The Petition states that the Roads Board meets at least quarterly, with the physical location of the Board meeting rotating “among the areas served by each Pivot Charter School.” (Petition, p. 100.) Though no further information is provided, it can be inferred that the four board meetings a year will be held in the North Bay, Butte County, and the San Diego area.

While the Petition claims that the Board meetings shall comply with the Brown Act, that statute requires the Charter School to meet within its jurisdictional boundaries. Government Code §54954(b) provides that “[r]egular and special meetings of the legislative body shall be held within the boundaries of the territory over which the local agency exercises jurisdiction,” subject to exceptions not addressed in the Petition. A charter school’s jurisdictional boundary is generally considered to be that of the school district to which it initially sought authorization, or from which it obtained authorization. (See, *Anderson Union High School District v. Shasta Secondary Home School* (2016) 4 Cal.App.5th 262, 277 (“[a]ccordingly, section 47605, subdivision (a), including its geographic restrictions, must apply to all charter schools whether classroom-based or nonclassroom-based”); Education Code §47065(j)(1) (“[a] charter school that receives approval of its petition from a county board of education or from the state board on appeal shall be subject to the same requirements concerning geographic location to which it would otherwise be subject if it received approval from the entity to which it originally submitted its petition.”).)

Of a more practical concern, under the Petition, the Roads board could physically meet in Santa Rosa as few as 1-2 times a year under the current charter. Although the Petition states that the Charter School would provide videoconference at “at least one resource center location per charter school,” this meeting and location schedule raises significant concerns regarding access to the Charter School’s governance process. (Petition, p. 100.) A parent/guardian without the

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<sup>1</sup> <http://www.pe.com/2017/05/04/charter-school-for-at-risk-kids-may-close-corona-center/>

resources to travel to the board meetings occurring in other parts of the State would have only 1-2 opportunities a year to address the Board in person.

#### **ELEMENT E: QUALIFICATIONS TO BE MET BY INDIVIDUALS EMPLOYED AT THE SCHOOL**

*5 C.C.R. § 11967.5.1(f)(5)(c) requires petitioners to “identify those positions that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions.”*

The Education Code requires this section of the Petition to identify key positions and “specify additional qualifications expected of individuals assigned to those positions.” Although the Petition lists a number of positions, it only contains a “description of duties,” and contains no information regarding the qualifications of those positions. (Petition, pp. 109-124.) This portion of the Petition therefore fails to meet legal requirements.

#### **ELEMENT F: PROCEDURES FOR ENSURING HEALTH & SAFETY OF STUDENTS**

*5 C.C.R. § 11967.5.1(f)(6) requires that the Petition address “[t]he procedures that the school will follow to ensure the health and safety of pupils and staff, as required by Education Code section 47605(b)(5)(F), at a minimum: (A) Require that each employee of the school furnish the school with a criminal record summary as described in Education Code section 44237. (B) Include the examination of faculty and staff for tuberculosis as described in Education Code section 49406. (C) Require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school. (D) Provide for the screening of pupils' vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.*

The Petition addresses this requirement on pp. 125-128.

#### **ELEMENT G: RACIAL AND ETHNIC BALANCE**

*Education Code § 47605(d)(1) states that charter schools “shall not discriminate against a pupil on the basis of the characteristics listed in [Education Code] Section 220.” Education Code § 47605(b)(5)(G) also requires a petition to contain a reasonably comprehensive description of “[t]he means by which the charter school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”*

Pivot Charter School North Bay’s demographic profile compares with the District’s as follows:

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
<u>Pivot Online Charter - North Bay</u>	310	1.9%	1.9%	1.3%	0.3%	41.0%	0.0%	44.2%	8.4%	1.0%
<u>Oak Grove Union Elementary</u>	1,139	1.1%	1.1%	1.9%	0.2%	32.6%	0.1%	55.6%	6.6%	0.6%
<u>Sonoma County</u>	70,940	1.6%	0.9%	3.2%	0.7%	45.3%	0.4%	43.0%	4.2%	0.7%
<u>Statewide</u>	6,228,235	5.6%	0.5%	9.0%	2.5%	54.2%	0.5%	23.6%	3.3%	0.7%

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
<u>Santa Rosa Elementary</u>	5,315	1.8%	0.7%	4.0%	0.9%	51.8%	0.2%	26.2%	3.9%	0.5%
<u>Sonoma County</u>	70,940	1.6%	0.9%	3.2%	0.7%	45.3%	0.4%	43.0%	4.2%	0.7%
<u>Statewide</u>	6,228,235	5.6%	0.5%	9.0%	2.5%	54.2%	0.5%	23.6%	3.3%	0.7%

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
<u>Santa Rosa High</u>	11,283	2.2%	0.8%	5.6%	1.0%	47.6%	0.5%	36.4%	5.1%	0.8%
<u>Sonoma County</u>	70,940	1.6%	0.9%	3.2%	0.7%	45.3%	0.4%	43.0%	4.2%	0.7%
<u>Statewide</u>	6,228,235	5.6%	0.5%	9.0%	2.5%	54.2%	0.5%	23.6%	3.3%	0.7%

The Charter School's demographic profile lags behind that of the District in its proportion of Asian and Hispanic/Latino students. Yet, the Petition's outreach efforts are very general, and do not seem calibrated to the demographics of Santa Rosa City Schools. For example, the Petition states that the Charter School would develop "partnerships with local racially and ethnically-affiliated community organizations as a source of referrals for prospective students" without providing any further details. (Petition, p. 129.) Given that Pivot Charter School-North Bay's demographic profile does not match that of the District, the Petitioners must provide a more reasonably comprehensive description of how the Charter School would achieve the racial and ethnic balance of the District, as required in the Education Code.

## ELEMENT H: ADMISSION REQUIREMENTS

*Education Code 47605(d)(2)(B) states that, in the enrollment lottery, "[i]f the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law." (5 C.C.R. § 11967.5.1(f)(8).)*

The Petition states that in the event that the number of applicants exceeds available seats, the Charter School would conduct a public random drawing, with admissions preferences being granted as follows:

- "Siblings of students already attending Pivot Charter School North Bay



- Children of Pivot Charter School North Bay employees
- Residents of the District.” (Petition, p. 130.)

The Petition lacks a reasonably comprehensive description of how the Charter School would implement the “preference” for in-District students required by law. The Petition does not describe whether siblings and children would be offered seats first, with any remaining seats offered to in-District students, or whether the Charter School would use a weighing system to favor applicants falling under any of the above categories. Because the law requires charter schools to provide preference to in-District students, the Petition’s description of the public random drawing fails to meet the reasonably comprehensive standard as it fails to describe how the required preferences would be implemented.

#### **ELEMENT I: MANNER FOR CONDUCTING ANNUAL, INDEPENDENT AUDITS**

*The Petition must address “[t]he manner in which annual, independent, financial audits 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, as required by Education Code section 47605(b)(5)(I), at a minimum:*

*(A) Specify who is responsible for contracting and overseeing the independent audit.*

*(B) Specify that the auditor will have experience in education finance.*

*(C) Outline the process of providing audit reports to the State Board of Education, California Department of Education, or other agency as the State Board of Education may direct, and specifying the time line in which audit exceptions will typically be addressed. (5 C.C.R. § 11967.5.1(f)(9).)*

This element is addressed on pp. 105-106.

#### **ELEMENT J: SUSPENSION AND EXPULSION PROCEDURES**

*The Petition must “provide evidence that the petitioners reviewed the lists of offenses and discipline procedures and believe their lists provide adequate safety for students, staff, and visitors to the school and serve the best interests of the school’s students and their parents/guardians” and to “provide due process for all students.” (See, e.g., 5 C.C.R. § 11967.5.1(f)(10)(c), (e)(1).)*

The Petition contains the list of Discretionary Suspension Offenses on pp. 134-138, which “closely mirrors” the grounds set forth in the Education Code. (Petition, p. 134.) A list of Discretionary Suspension Offenses also appears on pp. 27-29 of the “Student/Parent Handbook and Policies,” attached as Appendix K of the Petition. The lists mostly align, with the exception that the Petition lists as a Discretionary Suspension Offense “[p]ossessed, 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.” (Petition, p. 29.) “The Student/Parent Handbook” lists the same offense – possession, sale or furnishing of a knife – as a “Non-

Discretionary Suspension and Expulsion Offense.” This discrepancy could prove to be a due process issue for a student facing disciplinary charges under this ground. (5 C.C.R. § 11967.5.1(f)(10).)

#### **ELEMENT K: MANNER FOR COVERING STRS, PERS, OR SOCIAL SECURITY**

*The Petition must describe “[t]he manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security, as required by Education Code section 47605(b)(5)(K), at a minimum, specifies the positions to be covered under each system and the staff who will be responsible for ensuring that appropriate arrangements for that coverage have been made.” (5 C.C.R. § 11967.5.1(f)(11).)*

The Petition addresses this element on p. 151. The Petition states that “[e]ligible (.75 FTE) certificated employees shall participate in the State Teachers’ Retirement System (“STRS”) in which the employer and the employee each contribute the statutory amount.” The Petition fails to address why the threshold for eligibility is .75 FTE.

Education Code § 47611(a) provides that:

If a charter school chooses to make the State Teacher’s Retirement Plan available, all employees of the charter school who perform creditable service shall be entitled to have that service covered under the plan’s Defined Benefit Program or Cash Balance Benefit Program, and all provisions of Part 13 (commencing with Section 22000) and Part 14 (commencing with Section 26000) shall apply in the same manner as the provisions apply to other public schools in the school district that granted the charter.

Education Code § 22502(a) provides that:

Any person employed by a school district or county office of education to perform creditable service on a part-time basis, who is not already a member of the Defined Benefit Program, shall become a member as of the first day of the pay period following his or her employment to perform creditable service for 50 percent or more of the full-time position, unless excluded from membership pursuant to Section 22601.

Education Code § § 22601.5(a) provides that:

Any person employed by a school district or county office of education to perform creditable service who is not already a member in the Defined Benefit Program and whose basis of employment is less than 50 percent of the time an employer requires for the full-time position is excluded from mandatory membership in the Defined Benefit Program.

Under Education Code § 47611(a), for charter schools participating in STRS, the Education Code provisions regarding the retirement system “shall apply in the same manner as the provisions apply to other public schools in the school district that granted the charter.” Therefore, there is no apparent legal basis for the Charter School creating its own arbitrary cut-off at .75 FTE for STRS eligibility, when employees are eligible if they serve “service for 50 percent or more of the full-time position” under Education Code § 22502(a).

#### **ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

*This section must address “[t]he public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools, as required by Education Code section 47605(b)(5)(L), at a minimum, specify that the parent or guardian of each pupil enrolled in the charter school shall be informed that the pupils has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the local education agency.” (5 C.C.R. § 11967.5.1(f)(12).)*

The Petition addresses this element on p. 152.

#### **ELEMENT M: EMPLOYEE RIGHTS**

*This section must contain a “description of the rights of any employees 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, as required by Education Code section 47605(b)(5)(M), at a minimum, specifies that an employee of the charter school shall have the following rights: (A) Any rights upon leaving the employment of a local education agency to work in the charter school that the local education agency may specify. (B) Any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify. (C) Any other rights upon leaving employment to work in the charter school and any rights to return to a previous employer after working in the charter school that the State Board of Education determines to be reasonable and not in conflict with any provisions of law that apply to the charter school or to the employer from which the employee comes to the charter school or to which the employee returns from the charter school. (5 C.C.R. § 11967.5.1(f)(13).)*

The Petition addresses this element on p. 153.

#### **ELEMENT N: DISPUTE RESOLUTION PROCEDURE**

*This section must address “[t]he procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter, as required by Education Code section 47605(b)(5)(N), at a minimum:*

*... (B) Describe how the costs of the dispute resolution process, if needed, would be funded.*



*... (D) Recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47604.5, the matter will be addressed at the [authorizer's/]State Board of Education's discretion in accordance with that provision of law and any regulations pertaining thereto. (5 C.C.R. § 11967.5.1(f)(14).)*

The dispute resolution procedure is set forth on pp. 154-155 of the Petition. The Petition states that “[t]he Charter School will not, at any time, refer complaints to the District. If the District receives any complaints or reports about the Charter School, the District will promptly refer them to the Board or administrative staff of the Charter School for resolution.” (Petition, p. 154.) The Petition purports to state that “[t]he District agrees not to intervene or become involved in any internal dispute unless the Board of Directors has requested the District to intervene in the Dispute. (*Id.*)

It is not the place of a charter petitioner to direct the District to refer complaints to the Charter School, or to purportedly prescribe that the District agrees “not to intervene or become involved in any internal dispute” of the Charter School. Education Code section 47607(c)(1)(A) and (D) provide that the District has jurisdiction under its oversight duties over whether the Charter School has complied with the terms of its charter, and with applicable law. Therefore, to the extent that any third-party complaint constitutes either a violation of the charter and/or applicable law, the District has the legal right and obligation to intervene. The Dispute Resolution section of the Petition therefore violates the authorizer’s oversight duties.

## **ELEMENT O: CLOSURE PROCEDURES**

The Petition addresses this element on pp. 154-155.

## **DISTRICT/AUTHORIZER IMPACT**

*The petitioners must provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and the school district. The description of the facilities to be used by the charter school shall specify where the school intends to locate. (Education Code §47605(g))*

The Petition addresses this element on pp. 154-155.

## **FISCAL/BUDGET**

*Education Code § 47605(g) states that “[t]he petitioner shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.”*

The Petition addresses this element in Appendices G and H.



## CONCLUSION AND RECOMMENDATION

Based on the above, the Charter Review Team recommends that the Board of Education deny the Petition on the following grounds and adopt the following factual findings in support of its denial:

1. The Petition Contains an Unsound Educational Program (Education Code § 47605(b)(1)).
2. Petitioners are Demonstrably Unlikely to Successfully Implement the Program Set Forth in the Petition (Education Code § 47605(b)(2)).
3. The petition does not contain the required number of signatures. (Education Code § 47605(b)(3)).
4. The Petition Fails to Contain a Reasonably Comprehensive Description of all 15 Required Elements set forth in Education Code § 47605(b). (Education Code § 47605(b)(5)(A)-(O)).

Respectfully Submitted,

The Charter Review Team

# EXHIBIT A



PIVOT CHARTER SCHOOL NORTH BAY  
DATA SUMMARY

Submitted to the Staff and Board of Education of Santa Rosa City Schools

October 21, 2017

Dear Board of Education Members of the Santa Rosa City Schools (SRCS) and SRCS Staff:

Thank you for the opportunity to provide a summary of the data that was submitted in our charter petition and to provide additional data that has been requested by either staff or Board members since our submission. Perusing a 400 page charter petition is a daunting task even in the best of times no less when the community is faced with such tragic loss and an unknown future. These last weeks have been filled with such grief and fear it seems a difficult time to be asking you all to consider our charter petition. For that, I sincerely apologize.

The data included in this summary report is primarily from the charter petition but is being summarized and updated herein as requested by staff. As requested, some additional data is also being provided with greater detail regarding the flow of students between Pivot Charter School North Bay and SRCS.

We are looking forward to our public hearing on Wednesday and answering any questions you may have about our students or our program.

Respectfully,

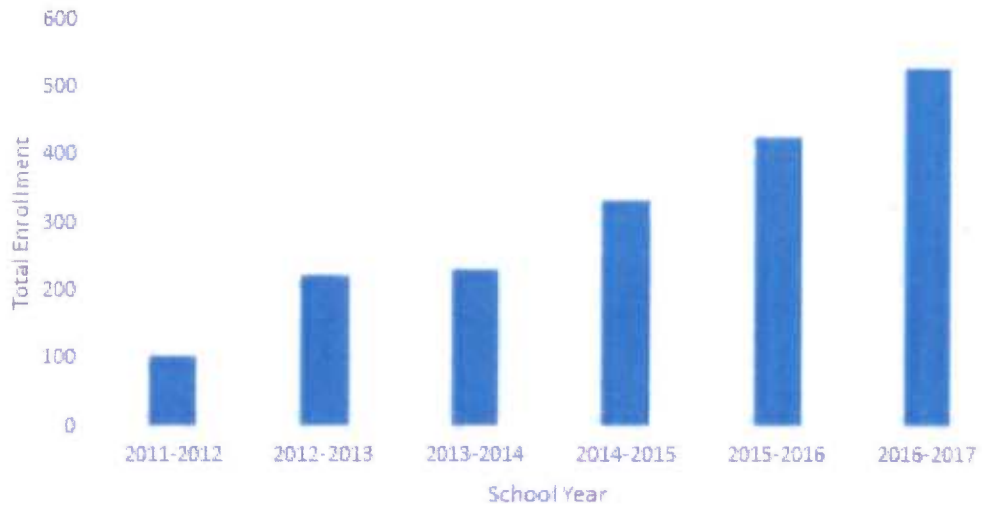
A handwritten signature in blue ink that reads "Jayna L. Gaskell".

Jayna L. Gaskell  
Executive Director  
Roads Education Organization/Pivot Charter Schools

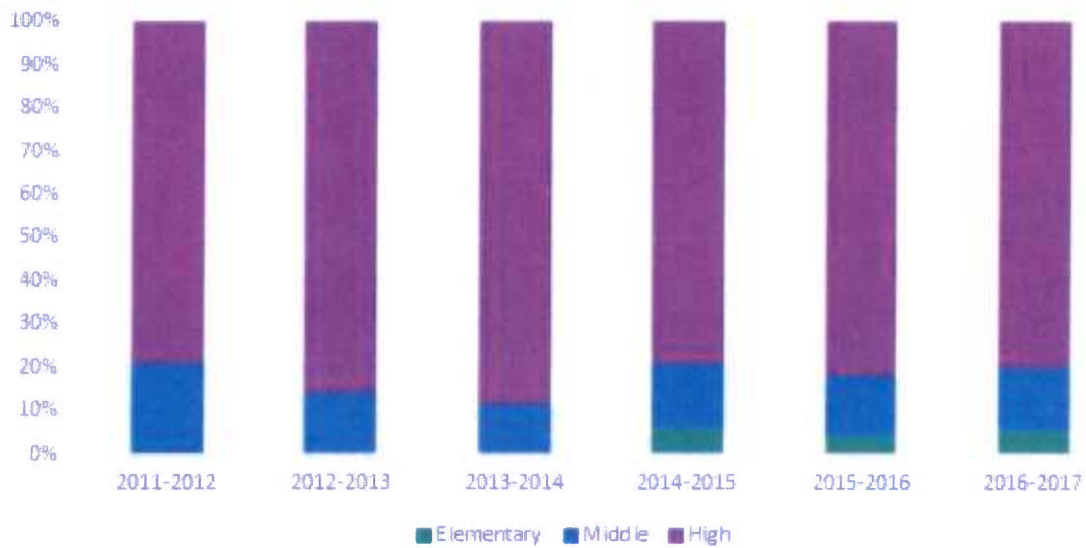


## Enrollment

Pivot Online Charter - North Bay  
Enrollment



Pivot Online Charter - North Bay  
Grade Level Enrollment



### Male / Female

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%

### New Enrollment Each Year

Pivot Online Charter - North Bay  
Re-Enrolled vs New Students



### Student Demographics

School Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Socio-Economically Disadvantaged	13.3%	27.8%	44.6%	51.7%	55.5%	54.1%	44.0%
Special Education	13.3%	11.7%	10.8%	10.8%	10.3%	15.1%	17.7%
English Language Learner	5.7%	5.8%	2.6%	6.3%	7.5%	6.0%	6.9%
Homeless	5.8%	2.2%	2.2%	4.5%	4.9%	4.2%	3.6%

2017-2018 Updated Data:

Homeless/Foster: 4.1%  
 Pregnant/Parenting: 3%  
 SPED: 17.7%  
 EL: 6.9%  
 SES: 44.8%

---

Race

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%

ETHNICITY

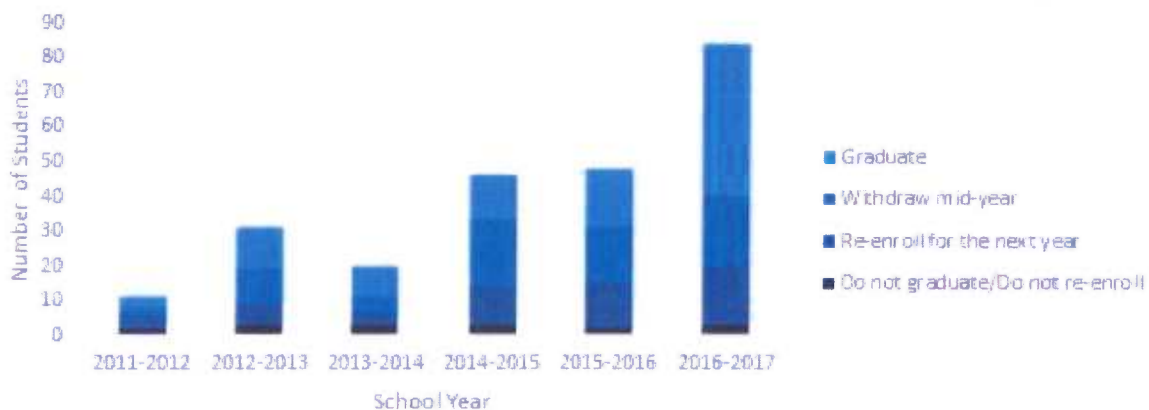
School Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Hispanic	29.5%	34.5%	32.9%	33.6%	39.6%	38.8%
Not Hispanic	70.5%	65.5%	67.1%	66.4%	60.4%	61.2%

### All 12<sup>th</sup> Grade Students

	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%

### All 12<sup>th</sup> Grade Students

Pivot Online Charter - North Bay  
Status Change Report  
Grade 12



### SRCS 12<sup>th</sup> Grade Students

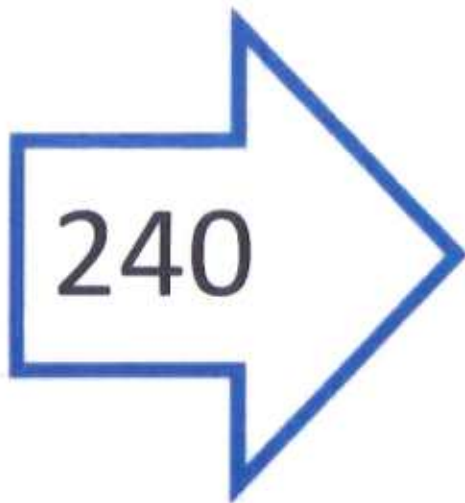
#### Santa Rosa City Schools Represented at Pivot North Bay's Graduation

	2014-2015	2015-2016	2016-2017
Number of Students Originally from SRCS that Graduated at Pivot	5	7	16
Percentage of Total Graduates	38%	41%	36%

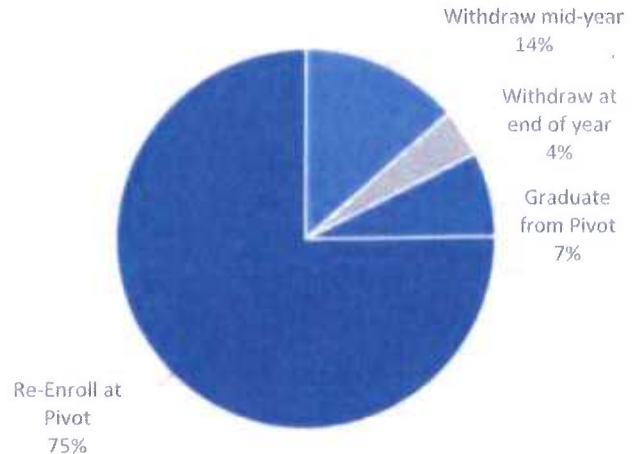


## SANTA ROSA CITY SCHOOLS STUDENTS ENROLLED AT PIVOT CHARTER SCHOOL

2016-2017



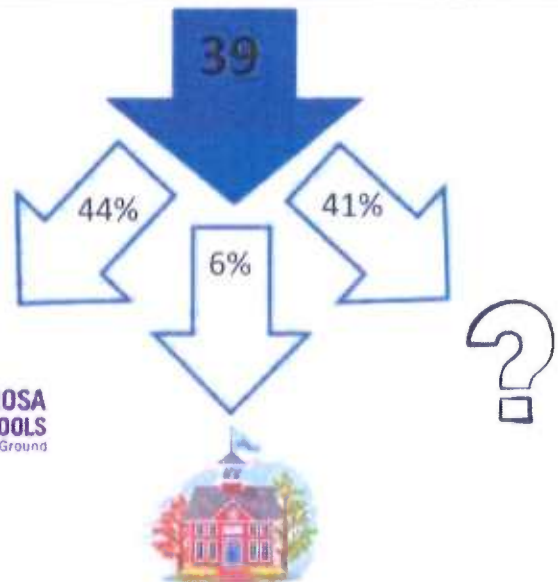
240 students enrolled at Pivot North Bay from a Santa Rosa City School (Santa Rosa Elementary or Santa Rosa High) during the 2016-2017 school year. This represents 44.7% of Pivot North Bay's total enrollment for that year.



For the 2016-2017 school year, 30 students withdrew from Pivot mid-year and did not re-enroll with Pivot, 9 students chose not to re-enroll at the end of the year for the following year, and 16 students graduated from Pivot. So 210 SRCS students finished the year with Pivot.

In the 2016-2017 school year, of 240, 39 students originally from a Santa Rosa City School (Santa Rosa Elementary or Santa Rosa High) left Pivot North Bay. Where did they go?

Of the 39 students that left Pivot North Bay during the 2016-2017 school year, 44% returned to a Santa Rosa City School, 6% enrolled at a school in another district, and 41% either were considered a drop out or their status cannot be confirmed.

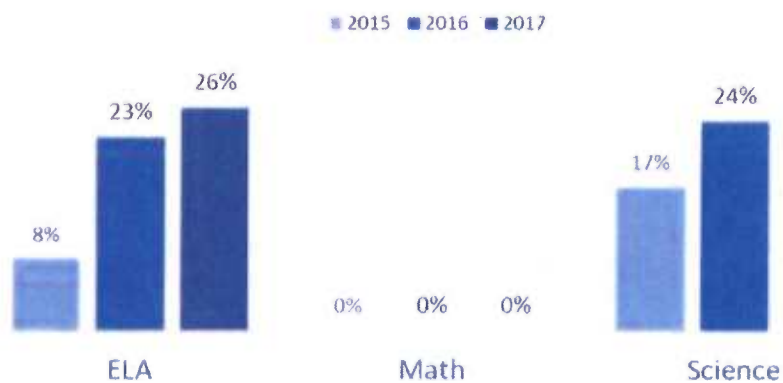


## CAASP TEST SCORE DATA

### 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.

### CAASPP: % Met or Exceeded Hispanic or Latino

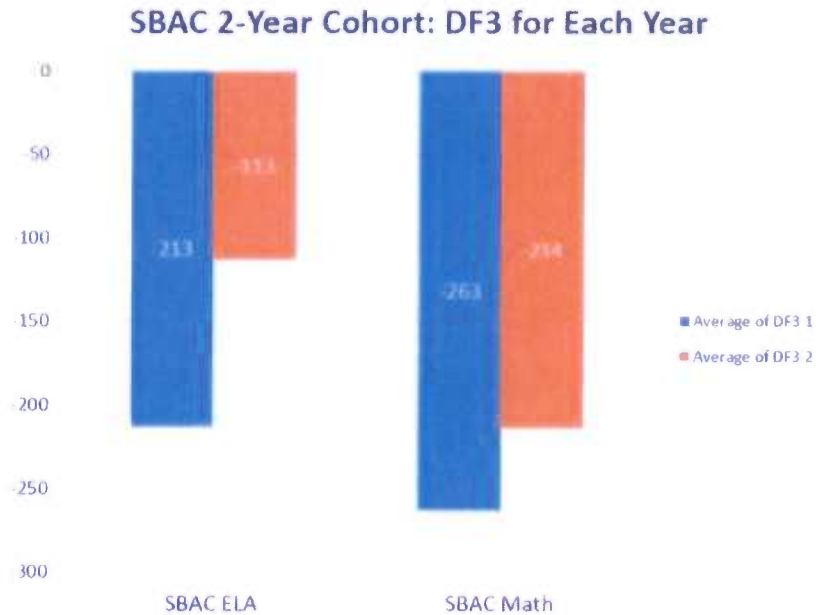
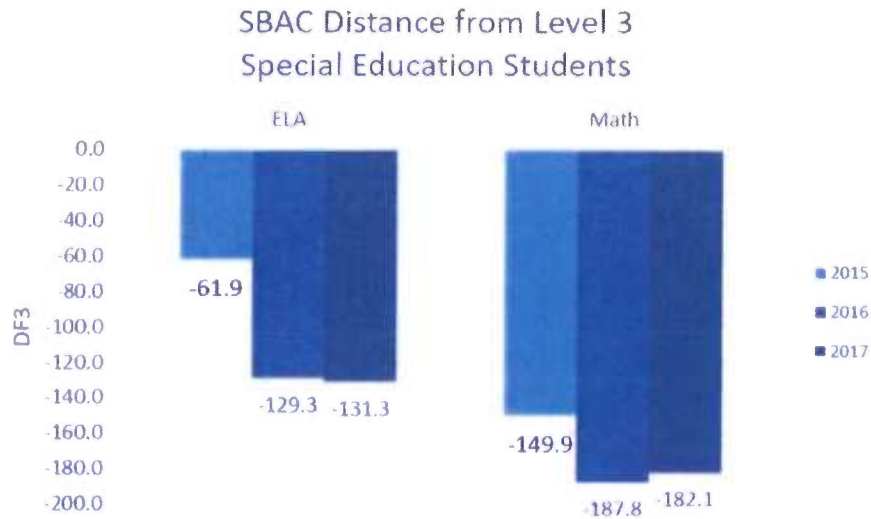


### CAASPP OVERVIEW Hispanic or Latino



## Special Education Students

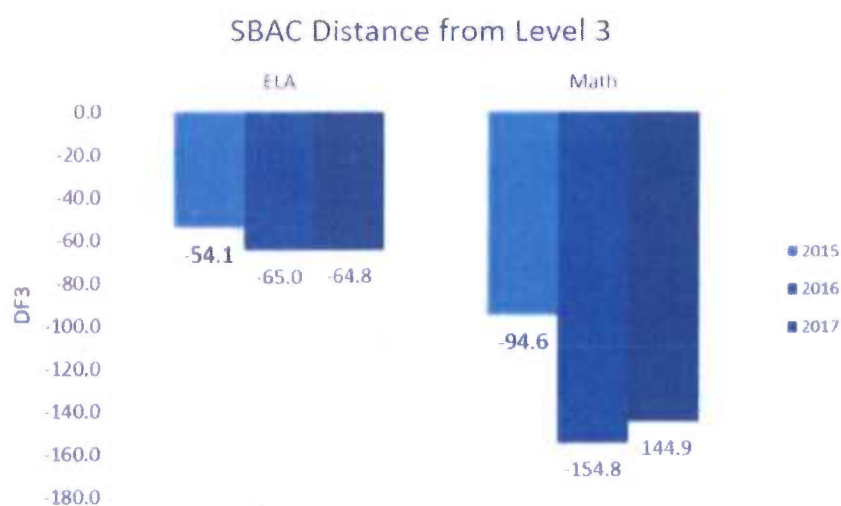
Pivot Online Charter School saw growth from 2016 to 2017 in Mathematics for its special education population (average increase of 5.7 points per student) as measured by the distance from level 3, the distance from meeting the standard. There was no growth in English Language Arts.



## Economically Disadvantaged Students

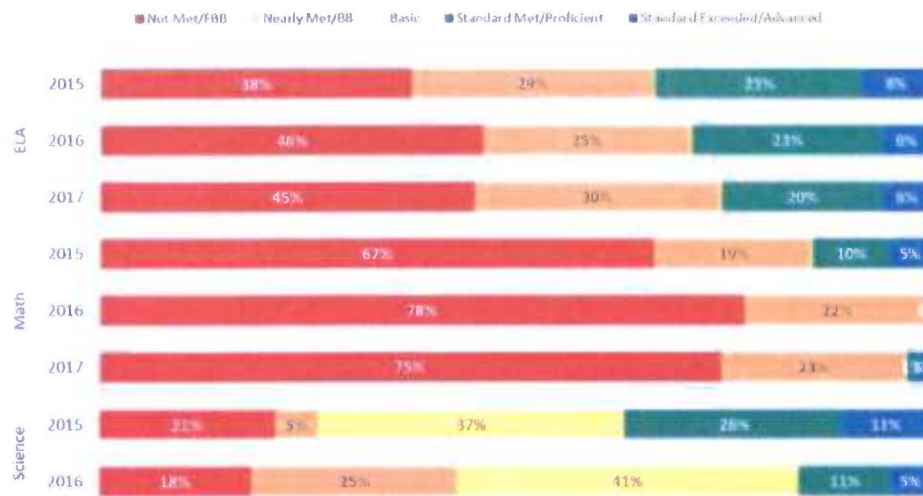
Economically disadvantaged students at Pivot North Bay, on average, are getting closer to meeting the standards for English Language Arts and Mathematics. They have increased an average of 0.2 points per student for ELA and also increased an average of 9.9 points per student for Math.

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%).





## CAASPP OVERVIEW Economically Disadvantaged Students

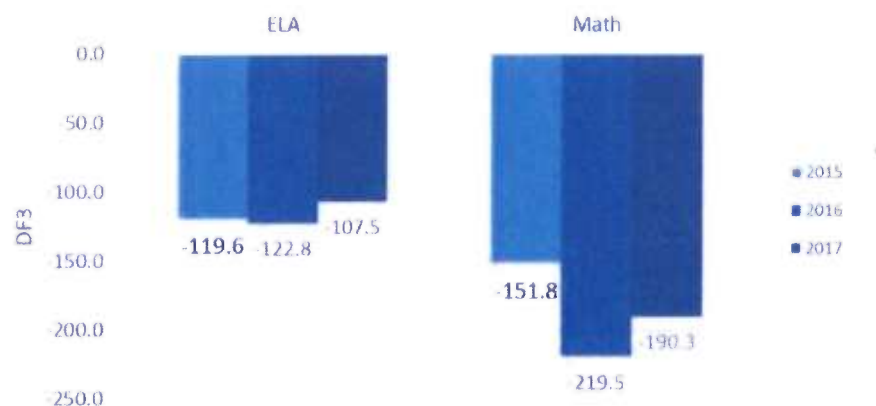


## English Learners

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.

## SBAC Distance from Level 3 English Learners



## CAASPP OVERVIEW English Learners

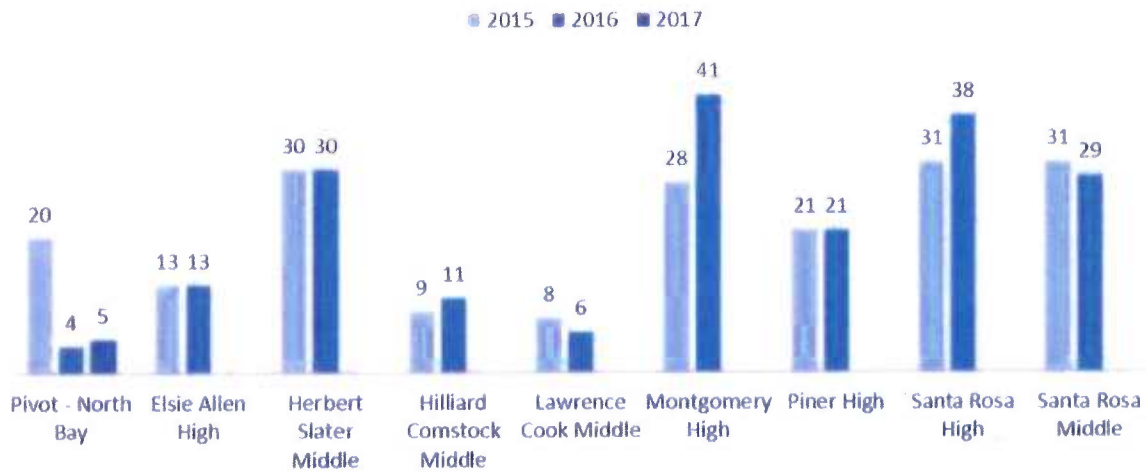


## Comparison Schools

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



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

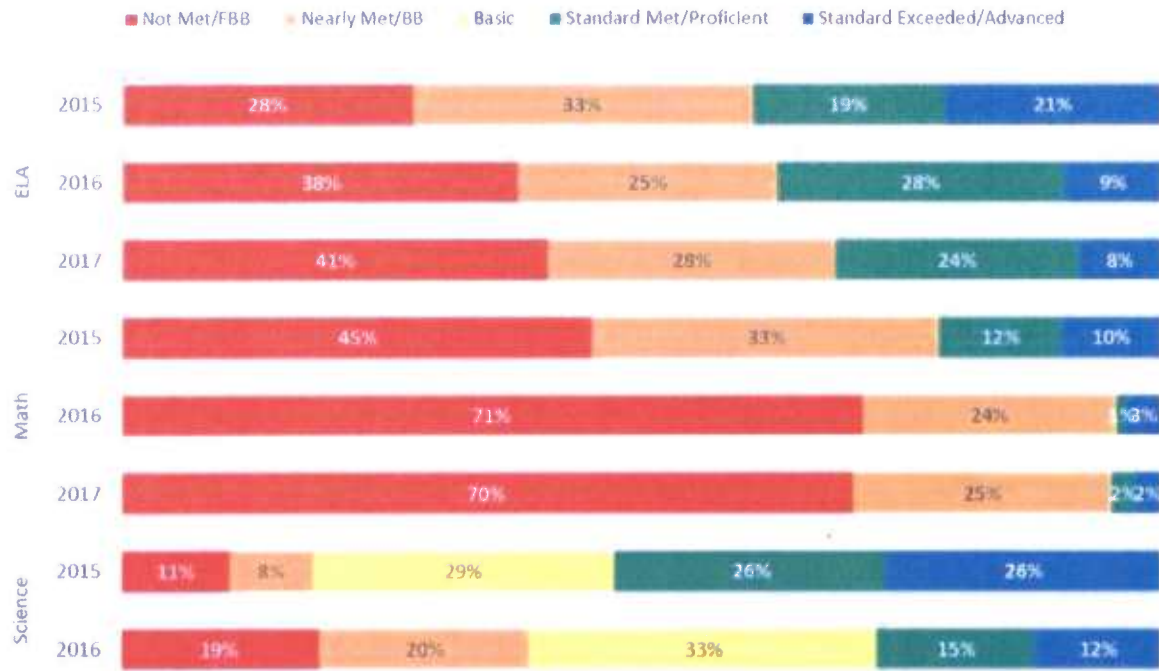


### Overall CAASPP Analysis for Total Student Population

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.

## CAASPP OVERVIEW

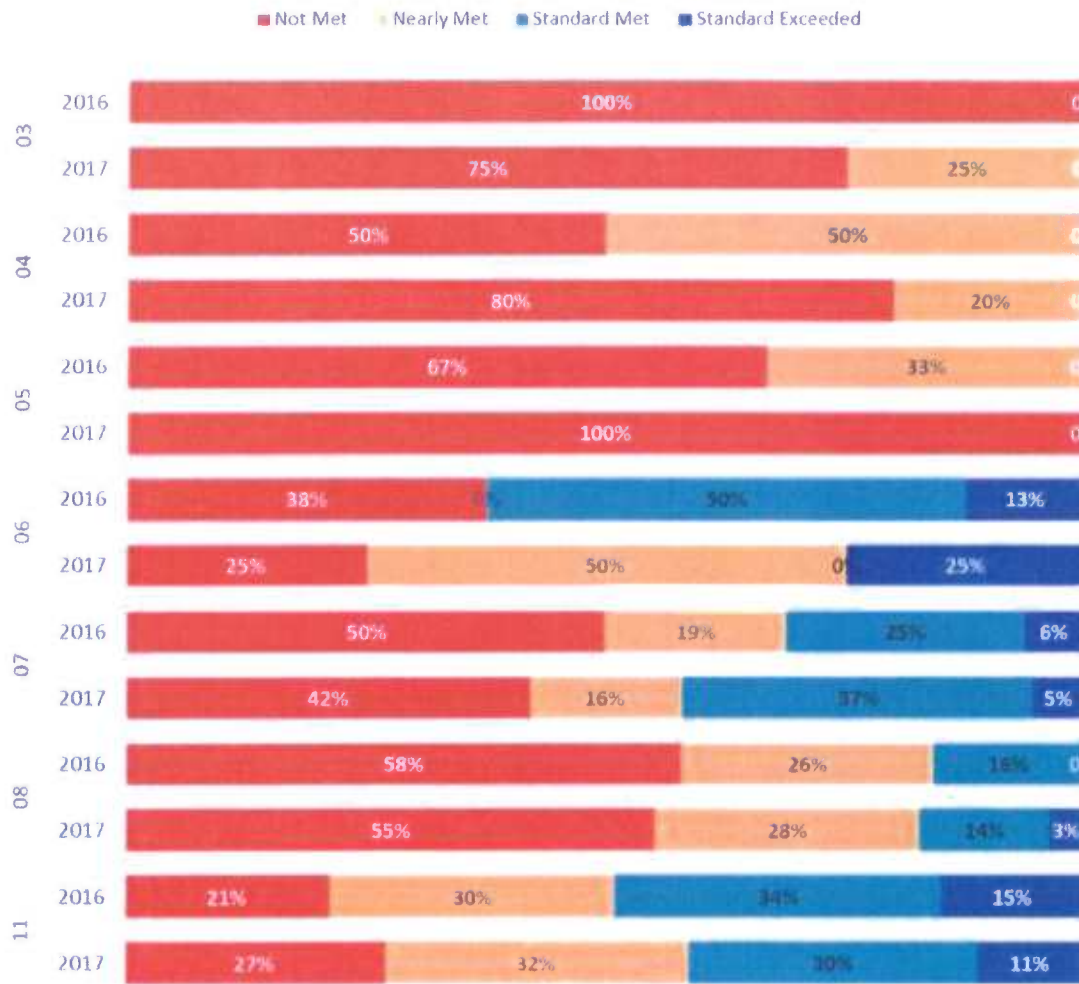


Analysis by grade level shows that the most growth in English Language Arts occurred in the middle school grades. Grade 6 showed a decrease in students that did not meet the standard (from 38% to 25%). Grade 7 showed both a decrease in students that did not meet the standard (from 50% to 42%) and an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



## SBAC English Language Arts



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%).

## SBAC MATHEMATICS



### Frequently Asked Questions Regarding Pivot North Bay

#### 1. How does Pivot North Bay serve special education students?

Pivot Charter School operates as its own LEA for purposes of special education, and are a member in good standing of the El Dorado County Charter SELPA. Our authorizer is not responsible in any way for providing, paying for, or assuming liability for special education and related services for our students. We enroll all students who wish to attend, regardless of disability. Pivot has provided services (through either 504 or IEPs) to students currently or in the past including, but not limited to: specialized academic instruction, one-on-one nursing assistance, counseling, occupational therapy, speech and language and nonpublic school placements.

2. Who governs Pivot Charter School North Bay?

Our not-for-profit corporation, Roads Education Organization, governs the four Pivot Charter Schools. The Governing Board is made up of dedicated volunteer public servants (two former school district superintendents, two city managers, a public finance expert, a UCR staff member and an entrepreneur) representing our local areas. We are a very accountable public school with strong leadership that has no ties with any outside corporations.

3. Is Pivot Charter School North Bay required to participate in state mandated testing?

We are required to annually take part in the state's CAASPP program, although we frequently have too few students to have numerically significant results on our Dashboard. We are developing local indicators using embedded assessments and i-Ready benchmark assessments to include on our Dashboard in the future.

4. How many teachers serve Pivot Charter School North Bay students?

The teacher to student ratio at the resource center is 10:1. The school wide FTE to ADA ratio is 19:1. Teacher "caseloads" are 25-30 students.

5. How much do teachers make at Pivot?

The first year teacher salary is \$47,000.

6. What type of benefits do Pivot employees receive?

All employees working 25 hours or more receive 100% of their medical, dental and vision covered by Pivot, with access to multiple plans under Blue Shield and Kaiser. Our certificated employees participate in STRS and our Board has established a 403(b) retirement plan for our non-certificated staff, as PERS was not available to us at the time of setting up the plan.

7. How does Pivot Charter School North Bay spend its public dollars?

Roughly 65-70% of our budget is allocated to certificated and non-certificated salaries and benefits. Approximately 5% of our budget is allocated to books, supplies and our online curriculum (similar to a traditional public school's textbooks). At least 9-10% is allocated to rent and utilities. Roughly 10% is spent on administrative operations such as dues and memberships, insurance, legal fees, and banking and accounting fees. The remainder is allocated to instructional operations such as credentialed consultants, field trips and professional development.



8. Is Pivot North Bay accredited?

Pivot is fully WASC accredited.

9. Can students apply to a University of CA or Cal State college?

Pivot Charter School North Bay maintains a full University of California A-G approved course list, with the exception of lab sciences and some arts courses. Pivot has UC approved alternatives for completing lab science and arts admission requirements built into the students' educational plans. Pivot has two "academies" from which students can choose.

10. How are students served and what happens to students who do come to the resource center?

Students can attend the resource center anywhere from 1 to 5 days a week for three hours a day, either in a morning or an afternoon program. Students can opt to participate "virtually," but must be making adequate progress and completing a pre-defined number of assignments each day. Virtual students can get online tutoring and are in contact with their teacher at least weekly, usually more often. Virtual students join us for field trips and events such as our prom.

11. What does Pivot Charter School North Bay need from its authorizer?

We are an operationally independent charter school, in that we do not "need" services from our authorizer. As required by law, our budgets, interim reporting and ADA reporting is sent to the District for review and forwarded on to the county and state. Charter schools pay authorizers 1% of revenue for this oversight (about \$34,000).

12. Are there other areas on which the District and the charter school can collaborate that could be a potential source of revenue for the District?

Pivot North Bay would be interested in working with the District if it would like to set up a fee for services agreement for needs such as instructional coaching or food services (for examples) if the District is interested in such an arrangement.

13. Has Pivot North Bay budgeted for any additional fees that may go to the District?

Pivot has allocated an additional 2% (roughly \$69,000) of revenue for potential District services, beyond the Education Code-stipulated 1% fee for oversight which could be specified for use in an MOU.



# EXHIBIT B

[Back to Search](#)  
[Print Test Results](#) | [Get Research Files](#)

Smarter Balanced Assessment Test Results for:

## Pivot Online Charter - North Bay School

CDS Code: 49-70839-0120584

Pivot Online Charter - North Bay District

Sonoma County

SUMMARY REPORT

CHANGE OVER TIME

### Report Options

Select Year:

2016

Select Group/Subgroup:

All Students (Default)

Apply Selections

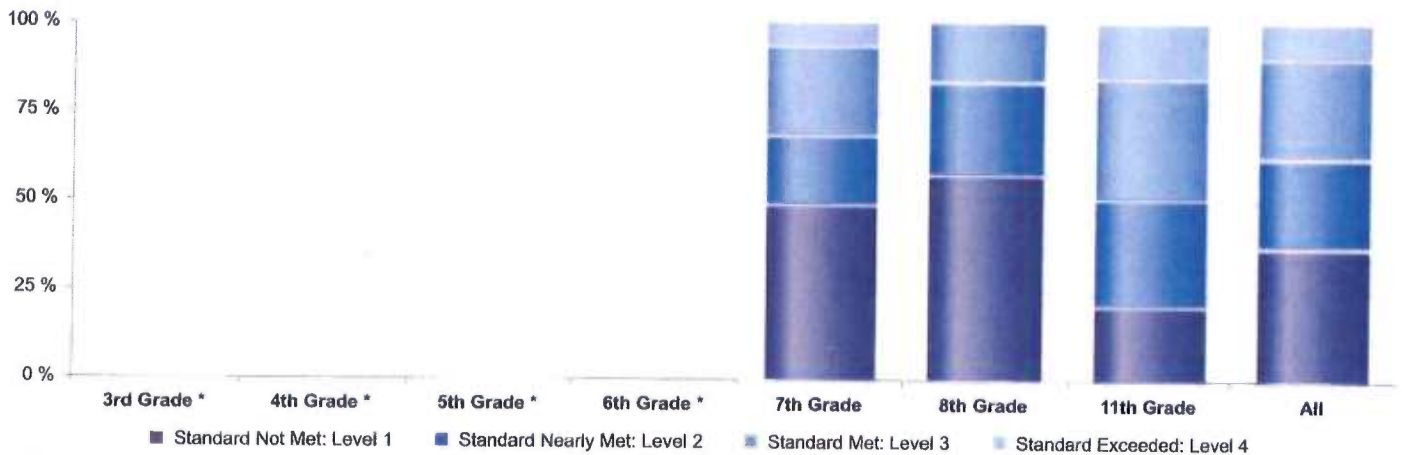
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "N/A" will be displayed instead of the number of students when student subgroup counts are 10 or fewer.

### Smarter Balanced Results (2016)

#### ENGLISH LANGUAGE ARTS/LITERACY

##### Achievement Level Distribution







[English Language Arts/Literacy Achievement Level Descriptors](#)

#### ▼ All Students (accessible data)

##### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	3	3	3	10	20	26	83	148
# of Students Tested	2	2	3	8	18	20	49	102


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores	2	2	3	8	16	19	47	97
Mean Scale Score	*	*	*	*	2499.3	2482.9	2567.3	N/A
 Standard Exceeded: Level 4	*	*	*	*	6 %	0 %	15 %	9 %
 Standard Met: Level 3	*	*	*	*	25 %	16 %	34 %	28 %
 Standard Nearly Met: Level 2	*	*	*	*	19 %	26 %	30 %	25 %
 Standard Not Met: Level 1	*	*	*	*	50 %	58 %	21 %	38 %

#### English Language Arts/Literacy Scale Score Ranges


### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


#### **READING: How well do students understand stories and information that they read?**

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	25 %	5 %	30 %	22 %
Near Standard	*	*	*	*	31 %	37 %	49 %	44 %
Below Standard	*	*	*	*	44 %	58 %	21 %	34 %


#### **WRITING: How well do students communicate in writing?**

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	7 %	5 %	20 %	14 %
Near Standard	*	*	*	*	47 %	37 %	41 %	37 %
Below Standard	*	*	*	*	47 %	58 %	39 %	49 %

#### **LISTENING: How well do students understand spoken information?**

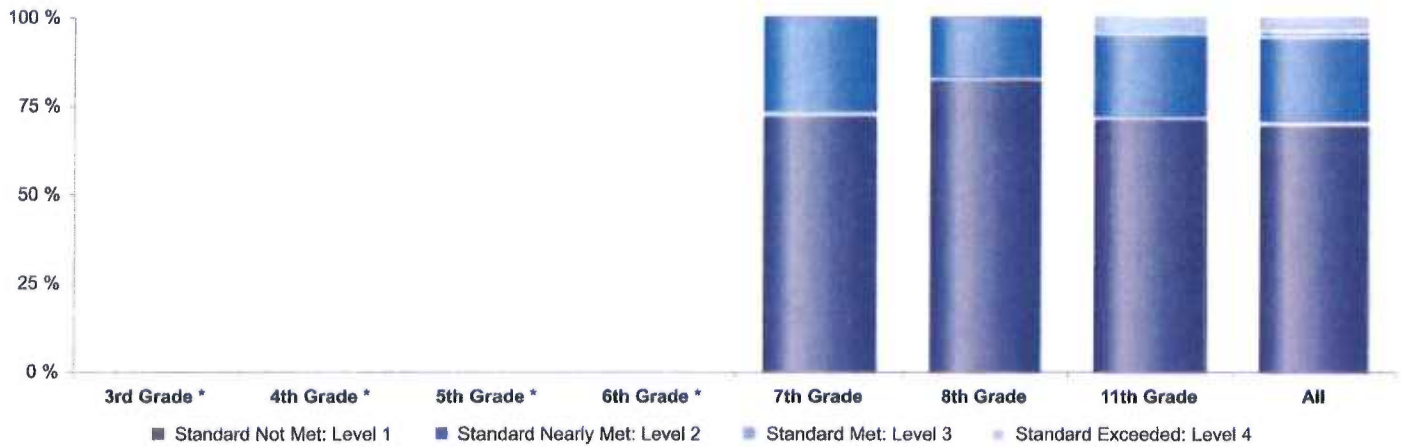
 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	13 %	11 %	32 %	24 %
Near Standard	*	*	*	*	63 %	42 %	53 %	49 %
Below Standard	*	*	*	*	25 %	47 %	15 %	27 %

#### **RESEARCH/INQUIRY: How well can students find and present information about a topic?**

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	13 %	16 %	17 %	15 %
Near Standard	*	*	*	*	63 %	26 %	66 %	57 %
Below Standard	*	*	*	*	25 %	58 %	17 %	28 %

## MATHEMATICS

### Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

### ▼ All Students (accessible data)

#### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	3	3	3	10	20	26	83	148
# of Students Tested	2	2	3	8	18	19	49	101
# of Students With Scores	2	2	2	8	15	18	47	94
Mean Scale Score	*	*	*	*	2445.9	2413.6	2498.8	N/A
Standard Exceeded: Level 4	*	*	*	*	0 %	0 %	4 %	3 %
Standard Met: Level 3	*	*	*	*	0 %	0 %	0 %	1 %
Standard Nearly Met: Level 2	*	*	*	*	27 %	17 %	23 %	24 %
Standard Not Met: Level 1	*	*	*	*	73 %	83 %	72 %	71 %

[Mathematics Scale Score Ranges](#)

#### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

#### CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	0 %	0 %	4 %	3 %
Near Standard	*	*	*	*	13 %	11 %	19 %	17 %
Below Standard	*	*	*	*	87 %	89 %	77 %	80 %



**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	0 %	0 %	4 %	3 %
Near Standard	*	*	*	*	40 %	39 %	40 %	38 %
Below Standard	*	*	*	*	60 %	61 %	55 %	59 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	0 %	0 %	4 %	3 %
Near Standard	*	*	*	*	53 %	28 %	49 %	47 %
Below Standard	*	*	*	*	47 %	72 %	47 %	50 %

[Mathematics Area Achievement Level Descriptors](#)



## 2016 CAASPP Test Results

### Pivot Online Charter - North Bay School

#### All Students - California Standards Test Scores

County Name: Sonoma County

District Name: Pivot Online Charter - North Bay District

School Name: Pivot Online Charter - North Bay School

CDS Code: 49-70839-0120584

Total Enrollment - All Students: 118

Total Number Tested - All Students: 85

Total Students with Scores - All Students: 84

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively.

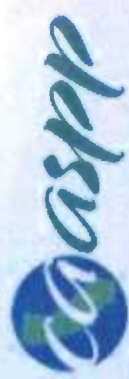
An asterisk (\*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

#### Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11
Reported Enrollment	N/A	N/A	N/A	3	N/A	N/A	26	N/A	89	N/A

#### CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested	N/A	N/A	N/A	3	N/A	N/A	16	N/A	66	N/A
Students with Scores	N/A	N/A	N/A	3	N/A	N/A	16	N/A	65	N/A
Mean Scale Score	N/A	N/A	N/A	*	N/A	N/A	296.9	N/A	327.1	N/A
% Advanced	N/A	N/A	N/A	*	N/A	N/A	6 %	N/A	14 %	N/A
% Proficient	N/A	N/A	N/A	*	N/A	N/A	13 %	N/A	15 %	N/A
% Basic	N/A	N/A	N/A	*	N/A	N/A	25 %	N/A	35 %	N/A
% Below Basic	N/A	N/A	N/A	*	N/A	N/A	19 %	N/A	22 %	N/A
% Far Below Basic	N/A	N/A	N/A	*	N/A	N/A	38 %	N/A	14 %	N/A



# 2015

## Test Results for English Language Arts/Literacy and Mathematics

California Assessment of  
Student Performance and Progress



Test Results

Research Files

Science/STS Test Results

About CAASPP

Contact

Test Results for:

## Pivot Online Charter - North Bay School

CDS Code: 49-70839-0120584

Pivot Online Charter - North Bay District

Sonoma County

[Edit Search Criteria](#)

Total Number of Students Enrolled in Grades Tested in School: 139

Total Number of Students Tested in School: 78

Select to Review Results by Group/Subgroup:

All Students (Default)

Select

Print Test Results

### Export Report

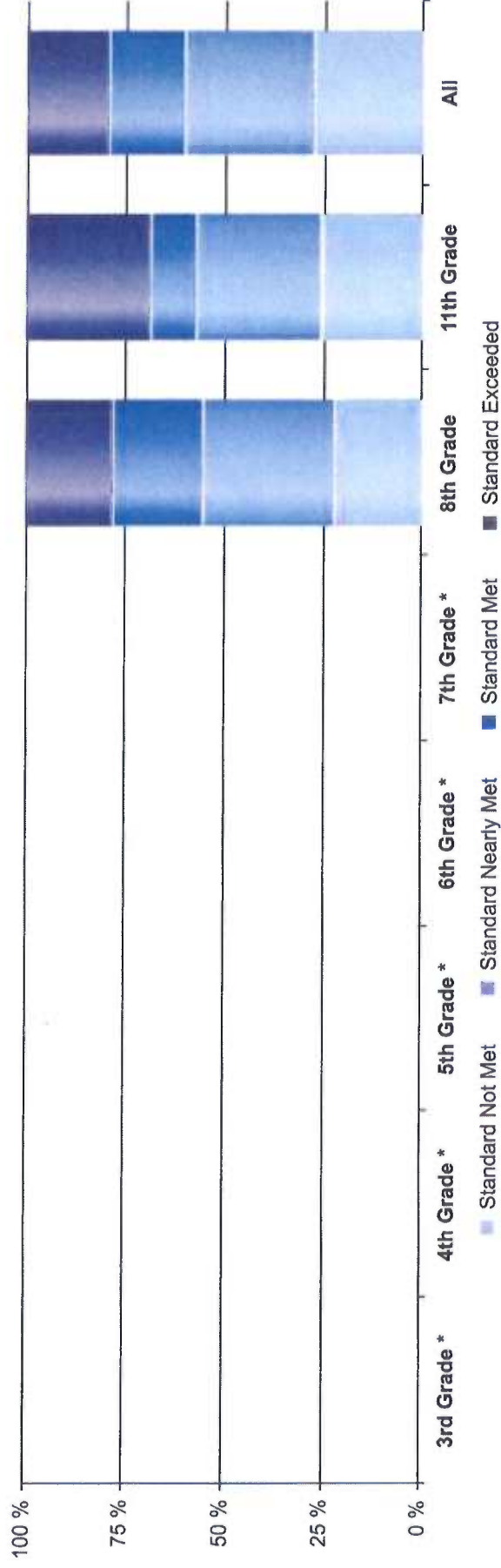
Export these test results as a [Research File](#) for more complex analyses and customized reporting of the data.

Please note: because these exams are based on more challenging academic standards, the results are too fundamentally different to compare to old scores. Instead, these scores are a starting point—a baseline for the progress students will make over time. To learn more, see [Understanding CAASPP Reports](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on Internet test results where 10 or fewer students had valid test scores.

ENGLISH LANGUAGE ARTS/LITERACY

## Achievement Level Distribution







[English Language Arts/Literacy Achievement Level Descriptors](#)

## ▼ All Students

## Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	2	2	2	5	14	20	41	86
Number of Students Tested	1	2	2	4	8	11	21	49
Percent of Enrolled Students Tested	50.0 %	100.0 %	100.0 %	80.0 %	57.1 %	55.0 %	51.2 %	57.0 %
Number of Students With Scores	1	1	2	4	7	9	19	43
Mean Scale Score	*	*	*	*	*	2566.0	2570.4	N/A




	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Standard Exceeded	*	*	*	*	*	22 %	32 %	21 %
 Standard Met	*	*	*	*	*	22 %	11 %	19 %
 Standard Nearly Met	*	*	*	*	*	33 %	32 %	33 %
 Standard Not Met	*	*	*	*	*	22 %	26 %	28 %


### English Language Arts/Literacy Scale Score Ranges

#### Areas


#### Reading: Demonstrating understanding of literary and non-fictional texts

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	*	*	*	*	*	33 %	42 %	28 %
At or Near Standard	*	*	*	*	*	44 %	21 %	37 %
Below Standard	*	*	*	*	*	22 %	37 %	35 %


#### Writing: Producing clear and purposeful writing

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	*	*	*	*	*	22 %	16 %	14 %
At or Near Standard	*	*	*	*	*	33 %	53 %	47 %
Below Standard	*	*	*	*	*	44 %	32 %	40 %

## Listening: Demonstrating effective communication skills

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	*	*	*	*	*	22 %	11 %	16 %
At or Near Standard	*	*	*	*	*	56 %	53 %	58 %
Below Standard	*	*	*	*	*	22 %	37 %	26 %

## Research/Inquiry: Investigating, analyzing, and presenting information

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	*	*	*	*	*	11 %	32 %	21 %
At or Near Standard	*	*	*	*	*	78 %	37 %	56 %
Below Standard	*	*	*	*	*	11 %	32 %	23 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

## MATHEMATICS

### Achievement Level Distribution



	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Standard Met	*	*	*	*	*	*	11 %	12 %
 Standard Nearly Met	*	*	*	*	*	*	28 %	33 %
 Standard Not Met	*	*	*	*	*	*	56 %	45 %

### Mathematics Scale Score Ranges

### Areas

### CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	17 %	17 %
At or Near Standard	*	*	*	*	*	*	11 %	24 %
Below Standard	*	*	*	*	*	*	72 %	60 %




### PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	11 %	14 %
At or Near Standard	*	*	*	*	*	*	61 %	55 %
Below Standard	*	*	*	*	*	*	28 %	31 %





COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	*	*	*	*	*	*	11 %	12 %
At or Near Standard	*	*	*	*	*	*	50 %	52 %
Below Standard	*	*	*	*	*	*	39 %	36 %

Mathematics Area Achievement Level Descriptors



## 2015 CAASPP Test Results

### Pivot Online Charter - North Bay School

#### All Students - California Standards Test Scores

County Name: Sonoma County

District Name: Pivot Online Charter - North Bay District

School Name: Pivot Online Charter - North Bay School

CDS Code: 49-70839-0120584

Total Enrollment: 139

Total Number Tested: 78

Total Number Tested in Selected Subgroup: 78

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively.

An asterisk (\*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

#### Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11
Reported Enrollment				2			20		53	

#### CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested				2			10		26	
% of Enrollment				100.0 %			50.0 %		49.1 %	
Students with Scores				2			8		26	
Mean Scale Score				*			*		353.9	
% Advanced				*			*		19 %	
% Proficient				*			*		27 %	
% Basic				*			*		38 %	
% Below Basic				*			*		8 %	
% Far Below Basic				*			*		8 %	



## 2014 CAASPP Test Results

### Sonoma County

#### All Students - California Alternate Performance Assessment Scores

Total Number Tested in CAPA: 505

Percent Tested: (505 / 15775) 3 %

County Name: Sonoma County

District Name: ----

School Name: ----

CDS Code: 49-00000-0000000

Total Number Tested: 15,775

Total Number Tested in Selected Subgroup: 15,775

An asterisk (\*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

#### CAPA English-Language Arts

Result Type	Level I Grades 2-11	Level II Grades 2-3	Level III Grades 4-5	Level IV Grades 6-8	Level V Grades 9-11
Students Tested	90	76	102	115	122
Students with Scores	90	76	102	115	122
Mean Scale Score	36.6	40.4	40.6	39.4	38.4
% At or Above Proficient	72 %	88 %	86 %	77 %	77 %

#### CAPA Mathematics

Result Type	Level I Grades 2-11	Level II Grades 2-3	Level III Grades 4-5	Level IV Grades 6-8	Level V Grades 9-11
Students Tested	90	75	102	115	122
Students with Scores	90	75	102	115	122
Mean Scale Score	32.2	39.0	37.2	36.5	37.0
% At or Above Proficient	56 %	73 %	74 %	67 %	75 %

#### CAPA Science

Result Type	Level I Grades 2-11	Level II Grades 2-3	Level III Grades 4-5	Level IV Grades 6-8	Level V Grades 9-11
Students Tested	18		59	41	36
Students with Scores	18		59	41	36
Mean Scale Score	27.4		37.2	35.3	36.1
% At or Above Proficient	39 %		80 %	66 %	58 %



## 2014 CAASPP Test Results

### Pivot Online Charter - North School

#### All Students - California Standards Test Scores

County Name: Sonoma County

District Name: Pivot Online Charter - North District

School Name: Pivot Online Charter - North School

CDS Code: 49-70839-0120584

Total Number Tested: 34

Total Number Tested in Selected Subgroup: 34

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. EOC stands for end-of-course.

An asterisk (\*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

#### CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							9		25		
Students with Scores							9		25		
Mean Scale Score							*		335.5		
% Advanced							*		12 %		
% Proficient							*		24 %		
% Basic							*		40 %		
% Below Basic							*		8 %		
% Far Below Basic							*		16 %		

Print Report

California Department of Education

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[< Back to Search](#)[Print Test Results](#) | [Get Research Files](#)

Smarter Balanced Assessment Test Results for:

## Pivot Charter School North Valley School

CDS Code: 04-61457-0125252

Pivot Charter School North Valley District

Butte County

**SUMMARY REPORT**

## CHANGE OVER TIME

### Report Options

Select Year:

2016

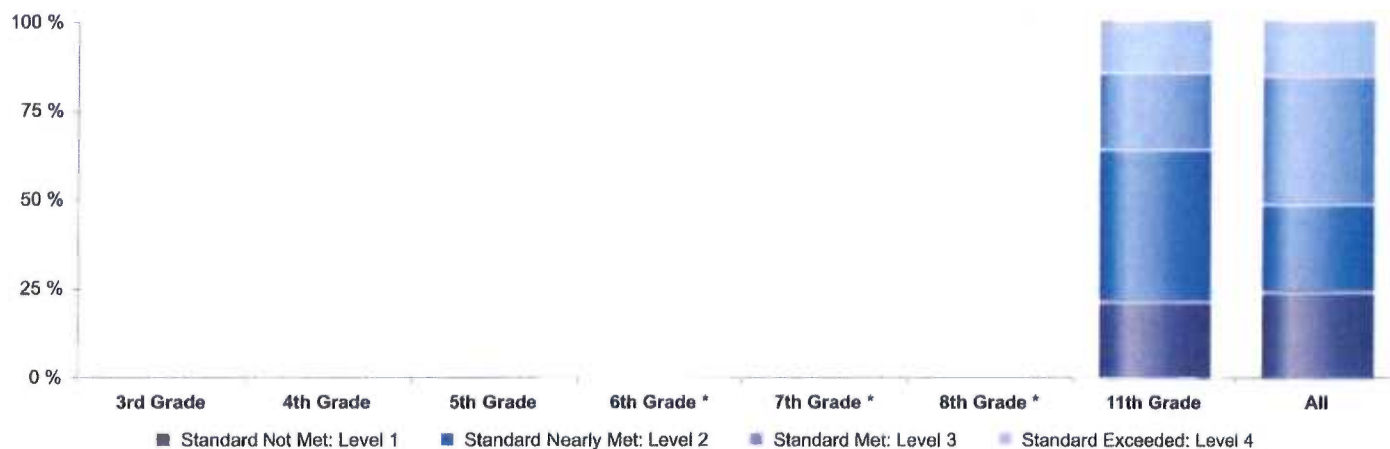
Select Group/Subgroup:

All Students (Default)





**Apply Selections**To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "N/A" will be displayed instead of the number of students when student subgroup counts are 10 or fewer.

### Smarter Balanced Results (2016)

**ENGLISH LANGUAGE ARTS/LITERACY****Achievement Level Distribution**[English Language Arts/Literacy Achievement Level Descriptors](#)**▼ All Students (accessible data)****Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	2	9	11	16	38
# of Students Tested	N/A	N/A	N/A	2	9	8	14	33


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores	N/A	N/A	N/A	2	9	8	14	33
Mean Scale Score	N/A	N/A	N/A	*	*	*	2567.2	N/A
 Standard Exceeded: Level 4	N/A	N/A	N/A	*	*	*	14 %	15 %
 Standard Met: Level 3	N/A	N/A	N/A	*	*	*	21 %	36 %
 Standard Nearly Met: Level 2	N/A	N/A	N/A	*	*	*	43 %	24 %
 Standard Not Met: Level 1	N/A	N/A	N/A	*	*	*	21 %	24 %

#### English Language Arts/Literacy Scale Score Ranges


### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


#### **READING: How well do students understand stories and information that they read?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	*	*	*	21 %	27 %
	Near Standard	N/A	N/A	N/A	*	*	*	57 %	45 %
	Below Standard	N/A	N/A	N/A	*	*	*	21 %	27 %


#### **WRITING: How well do students communicate in writing?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	*	*	*	14 %	18 %
	Near Standard	N/A	N/A	N/A	*	*	*	57 %	52 %
	Below Standard	N/A	N/A	N/A	*	*	*	29 %	30 %

#### **LISTENING: How well do students understand spoken information?**

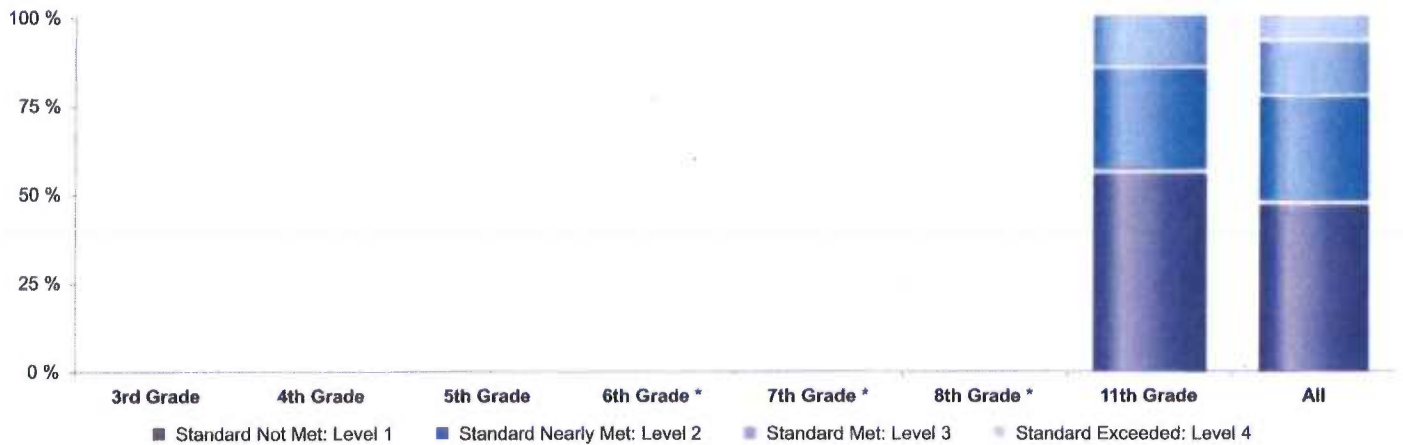
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	*	*	*	14 %	15 %
	Near Standard	N/A	N/A	N/A	*	*	*	71 %	73 %
	Below Standard	N/A	N/A	N/A	*	*	*	14 %	12 %

#### **RESEARCH/INQUIRY: How well can students find and present information about a topic?**

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	*	*	*	14 %	21 %
	Near Standard	N/A	N/A	N/A	*	*	*	71 %	58 %
	Below Standard	N/A	N/A	N/A	*	*	*	14 %	21 %

## MATHEMATICS

### Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

### ▼ All Students (accessible data)

#### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	N/A	N/A	N/A	2	9	11	16	38
# of Students Tested	N/A	N/A	N/A	2	9	8	14	33
# of Students With Scores	N/A	N/A	N/A	2	9	8	14	33
Mean Scale Score	N/A	N/A	N/A	*	*	*	2548.2	N/A
Standard Exceeded: Level 4	N/A	N/A	N/A	*	*	*	0 %	6 %
Standard Met: Level 3	N/A	N/A	N/A	*	*	*	14 %	15 %
Standard Nearly Met: Level 2	N/A	N/A	N/A	*	*	*	29 %	30 %
Standard Not Met: Level 1	N/A	N/A	N/A	*	*	*	57 %	48 %

[Mathematics Scale Score Ranges](#)

#### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

#### CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	*	*	*	7 %	6 %
Near Standard	N/A	N/A	N/A	*	*	*	36 %	36 %
Below Standard	N/A	N/A	N/A	*	*	*	57 %	58 %

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	*	*	*	0 %	9 %
Near Standard	N/A	N/A	N/A	*	*	*	57 %	52 %
Below Standard	N/A	N/A	N/A	*	*	*	43 %	39 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	N/A	N/A	N/A	*	*	*	0 %	3 %
Near Standard	N/A	N/A	N/A	*	*	*	57 %	55 %
Below Standard	N/A	N/A	N/A	*	*	*	43 %	42 %

[Mathematics Area Achievement Level Descriptors](#)





## 2016 CAASPP Test Results

### Pivot Charter School North Valley School

#### All Students - California Standards Test Scores

County Name: Butte County

District Name: Pivot Charter School North Valley District

School Name: Pivot Charter School North Valley School

CDS Code: 04-61457-0125252

Total Enrollment - All Students: 39

Total Number Tested - All Students: 31

Total Students with Scores - All Students: 20

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively.

An asterisk (\*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

#### Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11
Reported Enrollment	N/A	N/A	N/A	N/A	N/A	N/A	11	N/A	28	N/A

#### CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	10	N/A	21	N/A
Students with Scores	N/A	N/A	N/A	N/A	N/A	N/A	6	N/A	14	N/A
Mean Scale Score	N/A	N/A	N/A	N/A	N/A	N/A	*	N/A	329.1	N/A
% Advanced	N/A	N/A	N/A	N/A	N/A	N/A	*	N/A	7 %	N/A
% Proficient	N/A	N/A	N/A	N/A	N/A	N/A	*	N/A	36 %	N/A
% Basic	N/A	N/A	N/A	N/A	N/A	N/A	*	N/A	29 %	N/A
% Below Basic	N/A	N/A	N/A	N/A	N/A	N/A	*	N/A	14 %	N/A
% Far Below Basic	N/A	N/A	N/A	N/A	N/A	N/A	*	N/A	14 %	N/A



Test Results for:

## Pivot Charter School North Valley School

CDS Code: 04-61457-0125252

Pivot Charter School North Valley District

Butte County

[Edit Search Criteria](#)

Total Number of Students Enrolled in Grades Tested in School: 57

Total Number of Students Tested in School: 22

**Select to Review Results by Group/Subgroup:**

All Students (Default)



Print Test Results

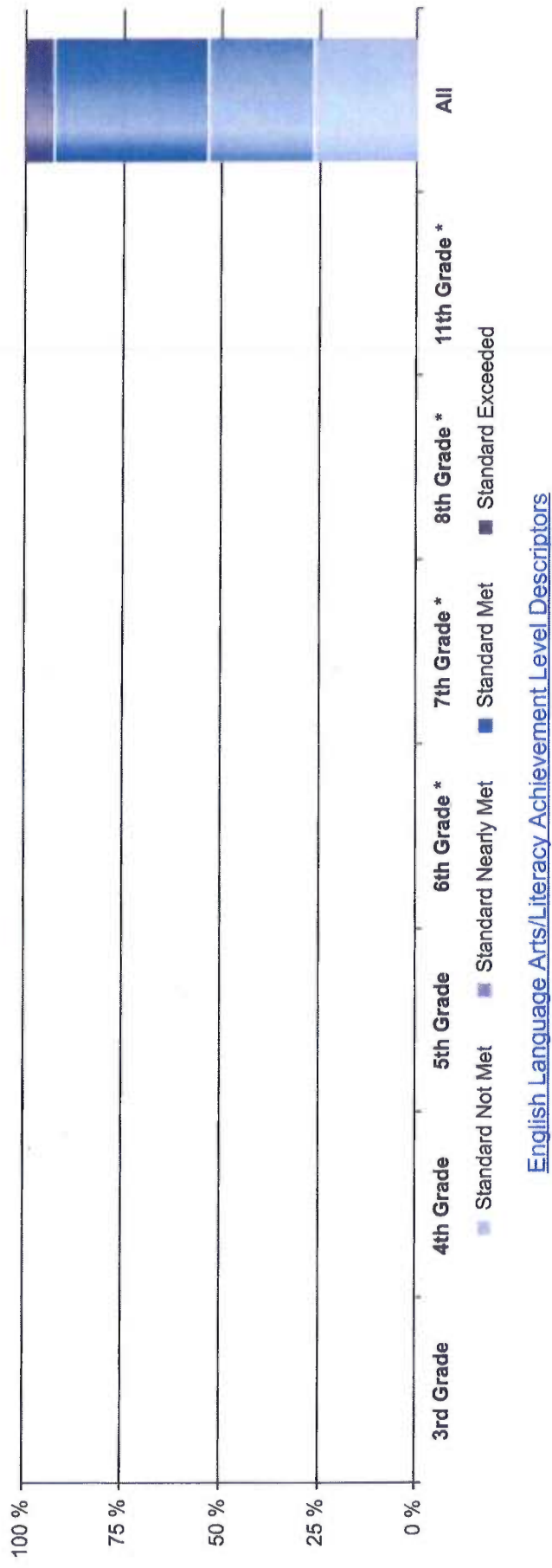
### Export Report

[Export these test results as a Research File](#)  
for more complex analyses and customized  
reporting of the data.

Please note: because these exams are based on more challenging academic standards, the results are too fundamentally different to compare to old scores. Instead, these scores are a starting point—a baseline for the progress students will make over time. To learn more, see [Understanding CAASPP Reports](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on Internet test results where 10 or fewer students had valid test scores.

Achievement Level Distribution







▼ All Students

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	2	8	7	39
Number of Students Tested	N/A	N/A	N/A	N/A	2	3	5	17
Percent of Enrolled Students Tested	N/A	N/A	N/A	N/A	100.0 %	37.5 %	71.4 %	43.6 %
Number of Students With Scores	N/A	N/A	N/A	N/A	1	3	5	15
Mean Scale Score	N/A	N/A	N/A	N/A	*	*	*	N/A




	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Standard Exceeded	N/A	N/A	N/A	*	*	*	*	7 %
 Standard Met	N/A	N/A	N/A	*	*	*	*	40 %
 Standard Nearly Met	N/A	N/A	N/A	*	*	*	*	27 %
 Standard Not Met	N/A	N/A	N/A	*	*	*	*	27 %


### English Language Arts/Literacy Scale Score Ranges

#### Areas

#### Reading: Demonstrating understanding of literary and non-fictional texts


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	*	*	*	*	20 %
At or Near Standard	N/A	N/A	N/A	*	*	*	*	60 %
Below Standard	N/A	N/A	N/A	*	*	*	*	20 %

#### Writing: Producing clear and purposeful writing


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	*	*	*	*	13 %
At or Near Standard	N/A	N/A	N/A	*	*	*	*	67 %
Below Standard	N/A	N/A	N/A	*	*	*	*	20 %



Listening: Demonstrating effective communication skills

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	*	*	*	*	20 %
At or Near Standard	N/A	N/A	N/A	*	*	*	*	53 %
Below Standard	N/A	N/A	N/A	*	*	*	*	27 %

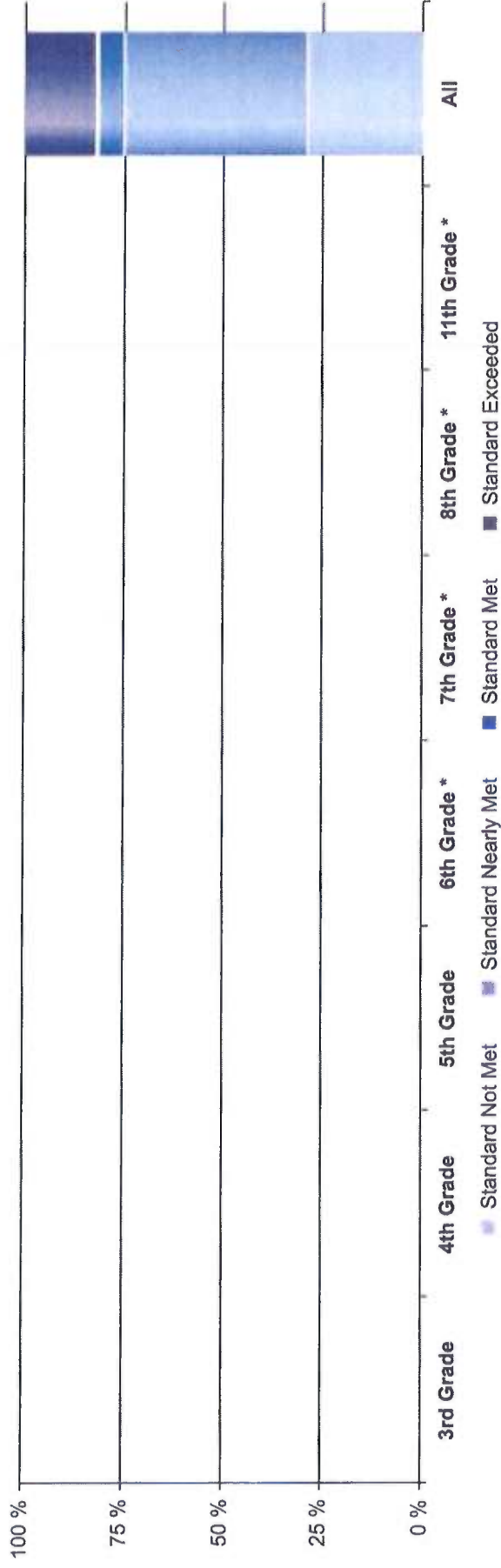
Research/Inquiry: Investigating, analyzing, and presenting information

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	*	*	*	*	13 %
At or Near Standard	N/A	N/A	N/A	*	*	*	*	60 %
Below Standard	N/A	N/A	N/A	*	*	*	*	27 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

MATHEMATICS

Achievement Level Distribution



### ▼ All Students

### Overall Achievement


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	2	8	7	39
Number of Students Tested	N/A	N/A	N/A	N/A	2	3	5	17
Percent of Enrolled Students Tested	N/A	N/A	N/A	N/A	100.0 %	37.5 %	71.4 %	43.6 %
Number of Students With Scores	N/A	N/A	N/A	N/A	2	3	5	17
Mean Scale Score	N/A	N/A	N/A	N/A	*	*	*	N/A
Standard Exceeded	N/A	N/A	N/A	N/A	*	*	*	18 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Standard Met	N/A	N/A	N/A	*	*	*	*	6 %
 Standard Nearly Met	N/A	N/A	N/A	*	*	*	*	47 %
 Standard Not Met	N/A	N/A	N/A	*	*	*	*	29 %


### Mathematics Scale Score Ranges

## Areas


## CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	*	*	*	*	24 %
At or Near Standard	N/A	N/A	N/A	*	*	*	*	18 %
Below Standard	N/A	N/A	N/A	*	*	*	*	59 %

## PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	*	*	*	*	18 %
At or Near Standard	N/A	N/A	N/A	*	*	*	*	53 %
Below Standard	N/A	N/A	N/A	*	*	*	*	29 %

COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	*	*	*	12 %
	At or Near Standard	N/A	N/A	N/A	*	*	*	53 %
	Below Standard	N/A	N/A	N/A	*	*	*	35 %

[Mathematics Area Achievement Level Descriptors](#)





## 2015 CAASPP Test Results

### Pivot Charter School North Valley School

#### All Students - California Standards Test Scores

County Name: Butte County

District Name: Pivot Charter School North Valley District

School Name: Pivot Charter School North Valley School

CDS Code: 04-61457-0125252

Total Enrollment: 57

Total Number Tested: 22

Total Number Tested in Selected Subgroup: 22

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively.

An asterisk (\*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

#### Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11
Reported Enrollment							7		18	

#### CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested							5		5	
% of Enrollment							71.4 %		27.8 %	
Students with Scores							5		5	
Mean Scale Score							*		*	
% Advanced							*		*	
% Proficient							*		*	
% Basic							*		*	
% Below Basic							*		*	
% Far Below Basic							*		*	



## 2014 CAASPP Paper-based Test Results

### Test Results Search

[CAASPP Home](#) | [Test Results Search](#) | [Test Results Adv. Search](#) | [Research Files](#) | [Help](#) | [About 2014 CAASPP](#) | [Contact Us](#)

[View County List](#) | [View District List](#) | [View Charter School List](#)

Select a Test:	CAPA	▼
County:	Butte	▼
District:	(none selected)	▼
School:	(no district selected)	▼
Group:	All Students	▼
Subgroup:	All Students	▼

[View Report](#) | [Download Research File](#)

All students are required to take the tests for the grade in which they are enrolled.

To protect student confidentiality, test results are not reported on this site for any group when 10 or fewer students had valid test scores.

Individual student results are not reported on this site. School districts must forward individual CAASPP Student Reports to parents/guardians within 20 working days of having received the reports. Parents/guardians who do not receive their child's report should contact the school or school district where the child was tested to request the results.

Determine which test results you want to view—test (CST, CMA, CAPA, or STS); for the state, or for a specific county, district, or school; and the group and/or subgroup.

#### State Results:

- To view the state results, select the test, and then select the **View Report** button in the panel above.

#### All Other Test Results:

- To view all other test results, select the test, and the county, district, school, group, and/or subgroup (as appropriate) in the panel above and then select the **View Report** button.

For detailed information about using the selection panel to find desired test results, select:

- [Finding Test Results](#)

For information about printing the test results, select:

- [Printing Test Results](#)

*Note:* In order to print the full page width, adjust the print setting to landscape.

## More About CAASPP

- [About 2014 CAASPP](#)—Find information about the tests used and the subjects and grades tested for the 2014 CAASPP System.
- [CAASPP Help](#)—Get help in finding, understanding, using and comparing, and printing test results.
- [STAR Test Results](#)—Here is a link to 1998–2013 STAR test results.



## 2014 CAASPP Test Results

### Pivot Charter - North Valley School

#### All Students - California Standards Test Scores

County Name: Butte County

District Name: Pivot Charter - North Valley District

School Name: Pivot Charter - North Valley School

CDS Code: 04-61457-0125252

Total Number Tested: 11

Total Number Tested in Selected Subgroup: 11

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. EOC stands for end-of-course.

An asterisk (\*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

#### CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							4		7		
Students with Scores							4		7		
Mean Scale Score							*		*		
% Advanced							*		*		
% Proficient							*		*		
% Basic							*		*		
% Below Basic							*		*		
% Far Below Basic							*		*		



[< Back to Search](#)[Print Test Results](#) | [Get Research Files](#)

Smarter Balanced Assessment Test Results for:

## Pivot Charter School Riverside County School

CDS Code: 33-67157-0125245

Pivot Charter School Riverside County District

Riverside County

SUMMARY REPORT

CHANGE OVER TIME

### Report Options

Select Year:

2016



Select Group/Subgroup:

All Students (Default)



Apply Selections

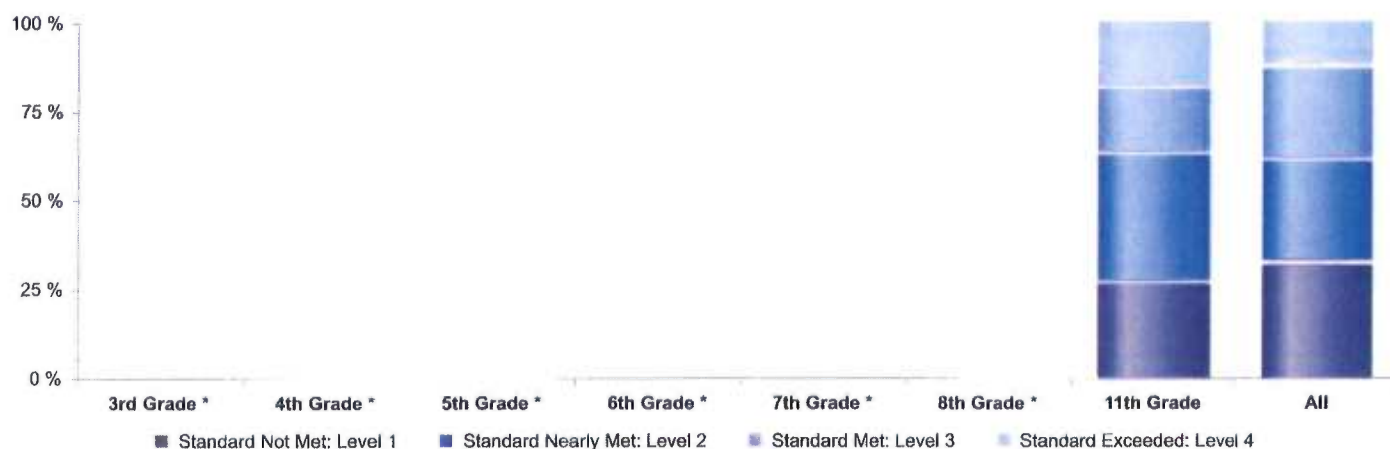
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "N/A" will be displayed instead of the number of students when student subgroup counts are 10 or fewer.

### Smarter Balanced Results (2016)

#### ENGLISH LANGUAGE ARTS/LITERACY

##### Achievement Level Distribution

[English Language Arts/Literacy Achievement Level Descriptors](#)

#### ▼ All Students (accessible data)

##### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	5	3	3	6	8	10	13	48
# of Students Tested	3	3	2	6	7	10	11	42





[illegible]

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	9 %	10 %
Near Standard	*	*	*	*	*	*	55 %	45 %
Below Standard	*	*	*	*	*	*	36 %	45 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	*	*	9 %	5 %
Near Standard	*	*	*	*	*	*	45 %	67 %
Below Standard	*	*	*	*	*	*	45 %	29 %

[Mathematics Area Achievement Level Descriptors](#)



## 2016 CAASPP Test Results

### Pivot Charter School Riverside County School

#### All Students - California Standards Test Scores

County Name: Riverside County

District Name: Pivot Charter School Riverside County District

School Name: Pivot Charter School Riverside County School

CDS Code: 33-67157-0125245

Total Enrollment - All Students: 35

Total Number Tested - All Students: 30

Total Students with Scores - All Students: 30

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively.

An asterisk (\*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

#### Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11
Reported Enrollment	N/A	N/A	N/A	3	N/A	N/A	10	N/A	22	N/A

#### CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested	N/A	N/A	N/A	2	N/A	N/A	10	N/A	18	N/A
Students with Scores	N/A	N/A	N/A	2	N/A	N/A	10	N/A	18	N/A
Mean Scale Score	N/A	N/A	N/A	*	N/A	N/A	*	N/A	334.9	N/A
% Advanced	N/A	N/A	N/A	*	N/A	N/A	*	N/A	6 %	N/A
% Proficient	N/A	N/A	N/A	*	N/A	N/A	*	N/A	33 %	N/A
% Basic	N/A	N/A	N/A	*	N/A	N/A	*	N/A	39 %	N/A
% Below Basic	N/A	N/A	N/A	*	N/A	N/A	*	N/A	17 %	N/A
% Far Below Basic	N/A	N/A	N/A	*	N/A	N/A	*	N/A	6 %	N/A





Test Results for:

## Pivot Charter School Riverside County School

CDS Code: 33-67157-0125245

Pivot Charter School Riverside County District

Riverside County

[Edit Search Criteria](#)

Total Number of Students Enrolled in Grades Tested in School: 21

Total Number of Students Tested in School: 17

Select to Review Results by Group/Subgroup:

All Students (Default)

☐

Select

Print Test Results

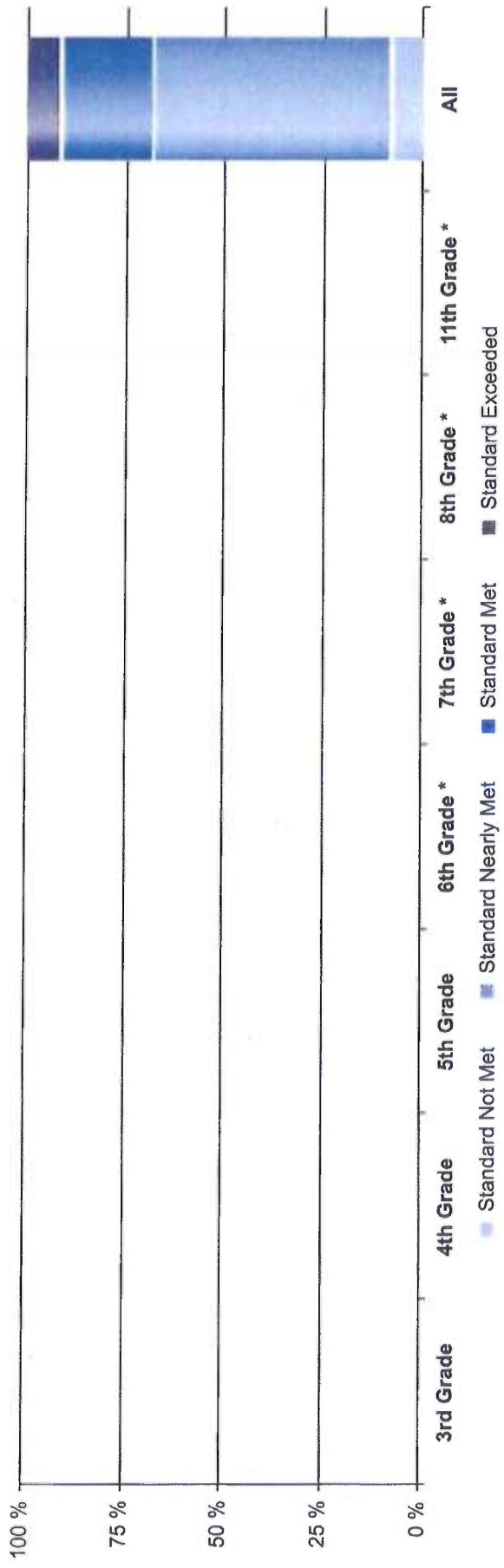
### Export Report

Export these test results as a [Research File](#) for more complex analyses and customized reporting of the data.

Please note: because these exams are based on more challenging academic standards, the results are too fundamentally different to compare to old scores. Instead, these scores are a starting point—a baseline for the progress students will make over time. To learn more, see [Understanding CAASPP Reports](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on Internet test results where 10 or fewer students had valid test scores.

Achievement Level Distribution







[English Language Arts/Literacy Achievement Level Descriptors](#)

▼ All Students

Overall Achievement


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	4	2	4	14
Number of Students Tested	N/A	N/A	N/A	N/A	4	2	3	13
Percent of Enrolled Students Tested	N/A	N/A	N/A	N/A	100.0 %	100.0 %	75.0 %	92.9 %
Number of Students With Scores	N/A	N/A	N/A	N/A	4	2	3	13
Mean Scale Score	N/A	N/A	N/A	N/A	*	*	*	N/A

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Standard Exceeded	N/A	N/A	N/A	*	*	*	*	8 %
 Standard Met	N/A	N/A	N/A	*	*	*	*	23 %
 Standard Nearly Met	N/A	N/A	N/A	*	*	*	*	62 %
 Standard Not Met	N/A	N/A	N/A	*	*	*	*	8 %


[English Language Arts/Literacy Scale Score Ranges](#)

## Areas


### Reading: Demonstrating understanding of literary and non-fictional texts

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	*	*	*	*	31 %
At or Near Standard	N/A	N/A	N/A	*	*	*	*	62 %
Below Standard	N/A	N/A	N/A	*	*	*	*	8 %


### Writing: Producing clear and purposeful writing

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	*	*	*	*	8 %
At or Near Standard	N/A	N/A	N/A	*	*	*	*	54 %
Below Standard	N/A	N/A	N/A	*	*	*	*	38 %

## Listening: Demonstrating effective communication skills

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	*	*	*	23 %
	At or Near Standard	N/A	N/A	N/A	*	*	*	54 %
	Below Standard	N/A	N/A	N/A	*	*	*	23 %

## Research/Inquiry: Investigating, analyzing, and presenting information

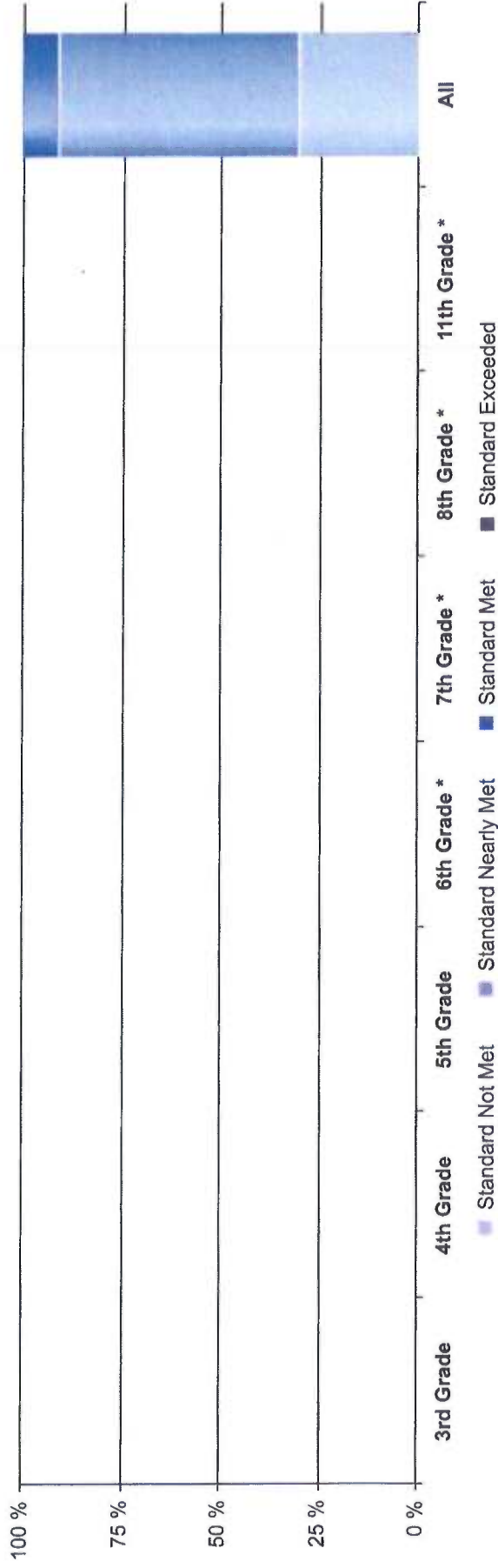
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	N/A	N/A	N/A	*	*	*	8 %
	At or Near Standard	N/A	N/A	N/A	*	*	*	69 %
	Below Standard	N/A	N/A	N/A	*	*	*	23 %

[English Language Arts/Literacy Area Achievement Level Descriptors](#)

## MATHEMATICS

### Achievement Level Distribution





▼ All Students

## Overall Achievement


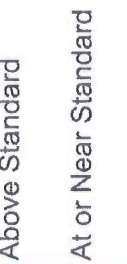

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	N/A	N/A	N/A	N/A	4	2	4	14
Number of Students Tested	N/A	N/A	N/A	N/A	4	2	3	13
Percent of Enrolled Students Tested	N/A	N/A	N/A	N/A	100.0 %	100.0 %	75.0 %	92.9 %
Number of Students With Scores	N/A	N/A	N/A	N/A	4	2	3	13
Mean Scale Score	N/A	N/A	N/A	N/A	*	*	*	N/A
Standard Exceeded	N/A	N/A	N/A	N/A	*	*	*	0 %

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Standard Met	N/A	N/A	N/A	*	*	*	*	8 %
 Standard Nearly Met	N/A	N/A	N/A	*	*	*	*	62 %
 Standard Not Met	N/A	N/A	N/A	*	*	*	*	31 %

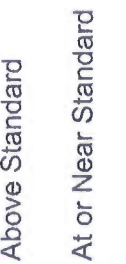

#### Mathematics Scale Score Ranges

### Areas


## CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	*	*	*	*	0 %
 At or Near Standard	N/A	N/A	N/A	*	*	*	*	46 %
 Below Standard	N/A	N/A	N/A	*	*	*	*	54 %

## PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	*	*	*	*	0 %
 At or Near Standard	N/A	N/A	N/A	*	*	*	*	85 %
 Below Standard	N/A	N/A	N/A	*	*	*	*	15 %

# COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	N/A	N/A	N/A	*	*	*	*	0 %
At or Near Standard	N/A	N/A	N/A	*	*	*	*	62 %
Below Standard	N/A	N/A	N/A	*	*	*	*	38 %

[Mathematics Area Achievement Level Descriptors](#)



## 2015 CAASPP Test Results

### Pivot Charter School Riverside County School

#### All Students - California Standards Test Scores

County Name: Riverside County

District Name: Pivot Charter School Riverside County District

School Name: Pivot Charter School Riverside County School

CDS Code: 33-67157-0125245

Total Enrollment: 21

Total Number Tested: 17

Total Number Tested in Selected Subgroup: 17

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively.

An asterisk (\*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

#### Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11
Reported Enrollment							4		7	

#### CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested							3		4	
% of Enrollment							75.0 %		57.1 %	
Students with Scores							3		4	
Mean Scale Score							*		*	
% Advanced							*		*	
% Proficient							*		*	
% Basic							*		*	
% Below Basic							*		*	
% Far Below Basic							*		*	





## 2014 CAASPP Test Results

### Nuview Union District

#### All Students - California Alternate Performance Assessment Scores

Total Number Tested in CAPA: 1

Percent Tested: (1 / 488) 0 %

County Name: Riverside County

District Name: Nuview Union District

School Name: ----

CDS Code: 33-67157-0000000

Total Number Tested: 488

Total Number Tested in Selected Subgroup: 488

An asterisk (\*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

#### CAPA English-Language Arts

Result Type	Level I Grades 2-11	Level II Grades 2-3	Level III Grades 4-5	Level IV Grades 6-8	Level V Grades 9-11
Students Tested	1				
Students with Scores	1				
Mean Scale Score	*				
% At or Above Proficient	*				

#### CAPA Mathematics

Result Type	Level I Grades 2-11	Level II Grades 2-3	Level III Grades 4-5	Level IV Grades 6-8	Level V Grades 9-11
Students Tested	1				
Students with Scores	1				
Mean Scale Score	*				
% At or Above Proficient	*				



## 2014 CAASPP Test Results

### Nuvview Union District

#### All Students - California Standards Test Scores

County Name: Riverside County

District Name: Nuvview Union District

School Name: ----

CDS Code: 33-67157-0000000

Total Number Tested: 488

Total Number Tested in Selected Subgroup: 488

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. EOC stands for end-of-course.

An asterisk (\*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

#### CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested				145			179		144		
Students with Scores				144			179		144		
Mean Scale Score				351.9			364.7		373.6		
% Advanced				18 %			34 %		29 %		
% Proficient				35 %			25 %		44 %		
% Basic				30 %			25 %		18 %		
% Below Basic				8 %			9 %		7 %		
% Far Below Basic				9 %			8 %		1 %		

[< Back to Search](#)[Print Test Results](#) | [Get Research Files](#)

Smarter Balanced Assessment Test Results for:

## Pivot Charter School - San Diego School

CDS Code: 37-68213-0123240

Pivot Charter School - San Diego District

San Diego County

SUMMARY REPORT

CHANGE OVER TIME

### Report Options

Select Year:

2016

Select Group/Subgroup:

All Students (Default)

Apply Selections

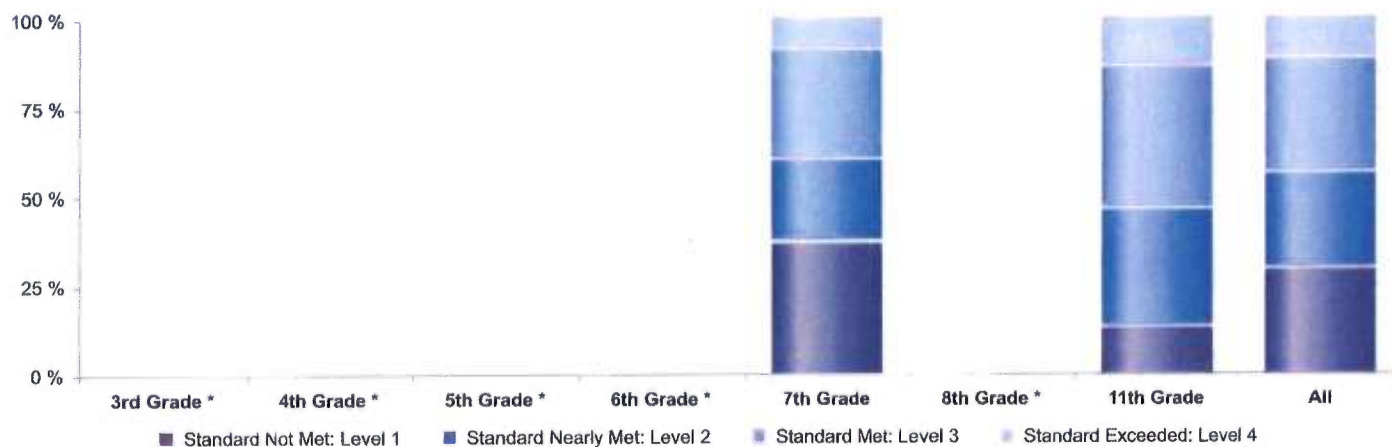
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "N/A" will be displayed instead of the number of students when student subgroup counts are 10 or fewer.

### Smarter Balanced Results (2016)

#### ENGLISH LANGUAGE ARTS/LITERACY

##### Achievement Level Distribution

[English Language Arts/Literacy Achievement Level Descriptors](#)

#### ▼ All Students (accessible data)

##### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	2	3	6	11	14	9	15	60
# of Students Tested	2	2	6	10	13	8	15	56



	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students With Scores	2	2	6	10	13	8	15	56
Mean Scale Score	*	*	*	*	2524.5	*	2590.7	N/A
Standard Exceeded: Level 4	*	*	*	*	8 %	*	13 %	11 %
Standard Met: Level 3	*	*	*	*	31 %	*	40 %	32 %
Standard Nearly Met: Level 2	*	*	*	*	23 %	*	33 %	27 %
Standard Not Met: Level 1	*	*	*	*	38 %	*	13 %	30 %

#### English Language Arts/Literacy Scale Score Ranges

### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

#### READING: How well do students understand stories and information that they read?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	8 %	*	27 %	22 %
Near Standard	*	*	*	*	50 %	*	60 %	47 %
Below Standard	*	*	*	*	42 %	*	13 %	31 %

#### WRITING: How well do students communicate in writing?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	17 %	*	13 %	9 %
Near Standard	*	*	*	*	50 %	*	60 %	53 %
Below Standard	*	*	*	*	33 %	*	27 %	38 %

#### LISTENING: How well do students understand spoken information?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	17 %	*	20 %	16 %
Near Standard	*	*	*	*	75 %	*	67 %	73 %
Below Standard	*	*	*	*	8 %	*	13 %	11 %

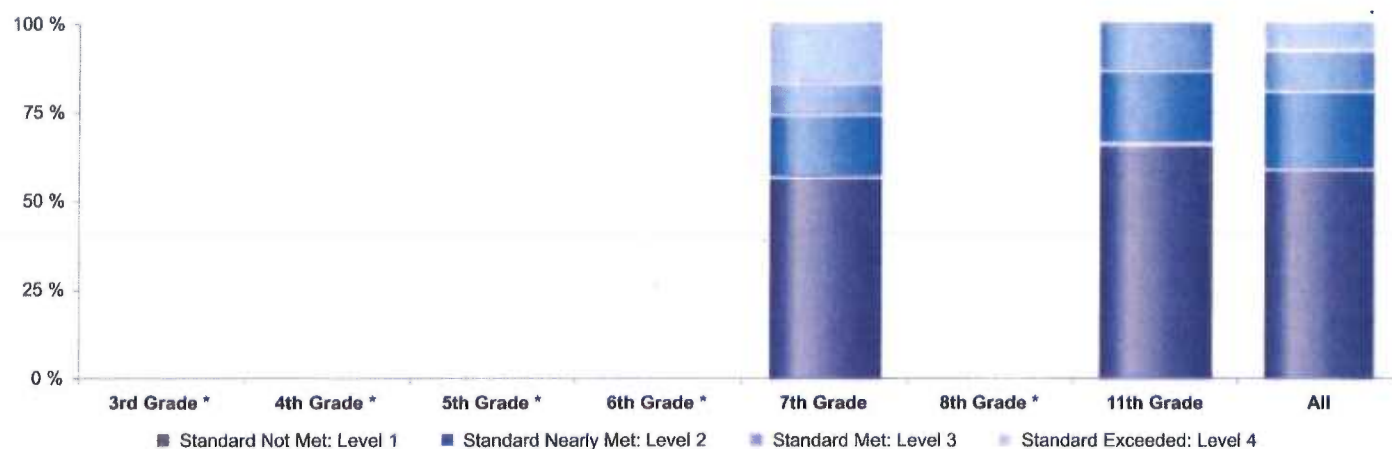
#### RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	17 %	*	27 %	18 %
Near Standard	*	*	*	*	58 %	*	60 %	64 %
Below Standard	*	*	*	*	25 %	*	13 %	18 %



## MATHEMATICS

### Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

### ▼ All Students (accessible data)

#### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	2	3	6	11	14	9	15	60
# of Students Tested	2	2	6	10	13	8	15	56
# of Students With Scores	2	2	6	10	12	8	15	55
Mean Scale Score	*	*	*	*	2481.0	*	2509.7	N/A
Standard Exceeded: Level 4	*	*	*	*	17 %	*	0 %	7 %
Standard Met: Level 3	*	*	*	*	8 %	*	13 %	11 %
Standard Nearly Met: Level 2	*	*	*	*	17 %	*	20 %	22 %
Standard Not Met: Level 1	*	*	*	*	58 %	*	67 %	60 %

[Mathematics Scale Score Ranges](#)


#### Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.


#### CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	17 %	*	0 %	7 %
Near Standard	*	*	*	*	8 %	*	20 %	19 %
Below Standard	*	*	*	*	75 %	*	80 %	74 %

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	17 %	*	0 %	7 %
Near Standard	*	*	*	*	33 %	*	53 %	47 %
Below Standard	*	*	*	*	50 %	*	47 %	45 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	17 %	*	0 %	9 %
Near Standard	*	*	*	*	42 %	*	53 %	38 %
Below Standard	*	*	*	*	42 %	*	47 %	53 %

[Mathematics Area Achievement Level Descriptors](#)



## 2016 CAASPP Test Results

### Pivot Charter School - San Diego School

#### All Students - California Standards Test Scores

County Name: San Diego County

District Name: Pivot Charter School - San Diego District

School Name: Pivot Charter School - San Diego School

CDS Code: 37-68213-0123240

Total Enrollment - All Students: 29

Total Number Tested - All Students: 26

Total Students with Scores - All Students: 26

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively.

An asterisk (\*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

#### Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11
Reported Enrollment	N/A	N/A	N/A	6	N/A	N/A	9	N/A	14	N/A

#### CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested	N/A	N/A	N/A	6	N/A	N/A	8	N/A	12	N/A
Students with Scores	N/A	N/A	N/A	6	N/A	N/A	8	N/A	12	N/A
Mean Scale Score	N/A	N/A	N/A	*	N/A	N/A	*	N/A	360.3	N/A
% Advanced	N/A	N/A	N/A	*	N/A	N/A	*	N/A	25 %	N/A
% Proficient	N/A	N/A	N/A	*	N/A	N/A	*	N/A	25 %	N/A
% Basic	N/A	N/A	N/A	*	N/A	N/A	*	N/A	42 %	N/A
% Below Basic	N/A	N/A	N/A	*	N/A	N/A	*	N/A	8 %	N/A
% Far Below Basic	N/A	N/A	N/A	*	N/A	N/A	*	N/A	0 %	N/A





Test Results for:

## Pivot Charter School - San Diego School

CDS Code: 37-68213-0123240

Pivot Charter School - San Diego District

San Diego County

[Edit Search Criteria](#)

Total Number of Students Enrolled in Grades Tested in School: 87

Total Number of Students Tested in School: 51

Select to Review Results by Group/Subgroup:

All Students (Default)

Select

Print Test Results

### Export Report

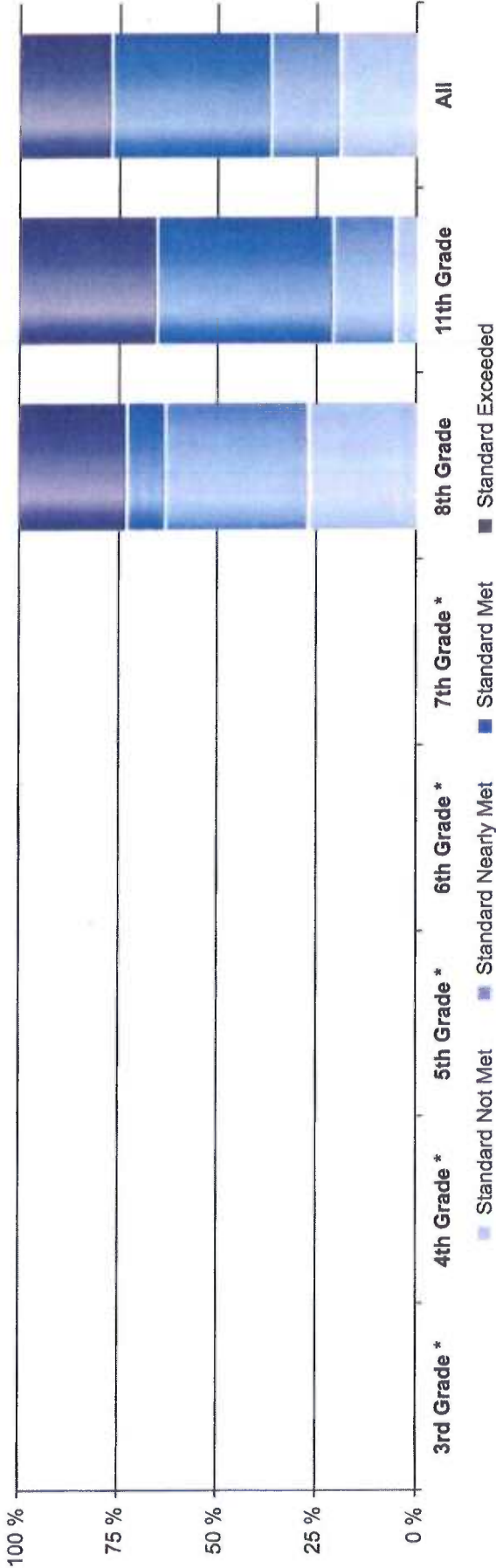
[Export these test results as a Research File](#)  
for more complex analyses and customized  
reporting of the data.

Please note: because these exams are based on more challenging academic standards, the results are too fundamentally different to compare to old scores. Instead, these scores are a starting point—a baseline for the progress students will make over time. To learn more, see [Understanding CAASPP Reports](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on Internet test results where 10 or fewer students had valid test scores.



Achievement Level Distribution







[English Language Arts/Literacy Achievement Level Descriptors](#)

▼ All Students

Overall Achievement


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	2	6	6	6	8	14	29	71
Number of Students Tested	0	4	4	3	7	12	20	50
Percent of Enrolled Students Tested	0.0 %	66.7 %	66.7 %	50.0 %	87.5 %	85.7 %	69.0 %	70.4 %
Number of Students With Scores	0	3	3	3	7	11	20	47
Mean Scale Score	*	*	*	*	*	2563.7	2648.9	N/A

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Standard Exceeded	*	*	*	*	*	27 %	35 %	23 %
 Standard Met	*	*	*	*	*	9 %	45 %	40 %
 Standard Nearly Met	*	*	*	*	*	36 %	15 %	17 %
 Standard Not Met	*	*	*	*	*	27 %	5 %	19 %


[English Language Arts/Literacy Scale Score Ranges](#)

## Areas


### Reading: Demonstrating understanding of literary and non-fictional texts

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	*	*	*	*	*	36 %	40 %	36 %
At or Near Standard	*	*	*	*	*	36 %	55 %	45 %
Below Standard	*	*	*	*	*	27 %	5 %	19 %


### Writing: Producing clear and purposeful writing

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	*	*	*	*	*	27 %	47 %	30 %
At or Near Standard	*	*	*	*	*	27 %	53 %	46 %
Below Standard	*	*	*	*	*	45 %	0 %	24 %

Listening: Demonstrating effective communication skills

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	*	*	*	*	*	18 %	50 %	30 %
At or Near Standard	*	*	*	*	*	64 %	40 %	57 %
Below Standard	*	*	*	*	*	18 %	10 %	13 %

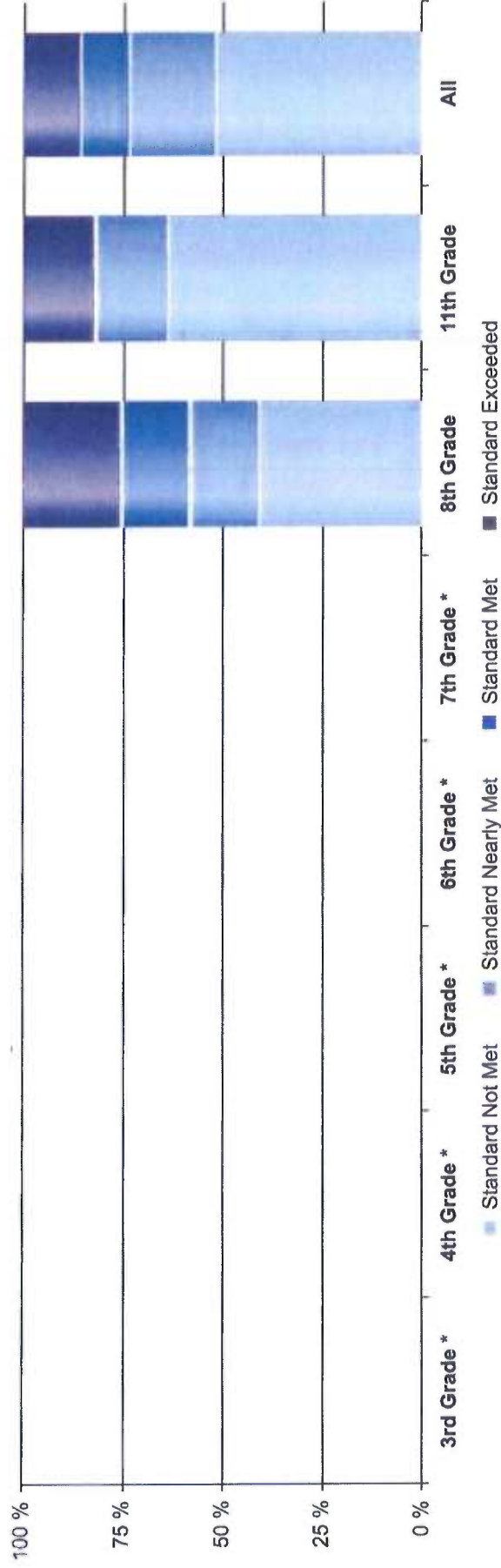
Research/Inquiry: Investigating, analyzing, and presenting information

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	*	*	*	*	*	18 %	35 %	28 %
At or Near Standard	*	*	*	*	*	55 %	50 %	53 %
Below Standard	*	*	*	*	*	27 %	15 %	19 %

English Language Arts/Literacy Area Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution






▼ All Students

## Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	2	6	6	6	8	14	29	71
Number of Students Tested	0	3	3	3	2	12	18	45
Percent of Enrolled Students Tested	0.0 %	50.0 %	50.0 %	50.0 %	87.5 %	85.7 %	62.1 %	63.4 %
Number of Students With Scores	0	3	3	3	6	12	17	43
Mean Scale Score	*	*	*	*	*	2550.6	2532.0	N/A
Standard Exceeded	*	*	*	*	*	25 %	18 %	14 %




	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Standard Met	*	*	*	*	*	17 %	0 %	12 %
 Standard Nearly Met	*	*	*	*	*	17 %	18 %	21 %
 Standard Not Met	*	*	*	*	*	42 %	65 %	53 %


#### Mathematics Scale Score Ranges

### Areas


### CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	*	*	*	*	*	25 %	18 %	14 %
At or Near Standard	*	*	*	*	*	25 %	6 %	19 %
Below Standard	*	*	*	*	*	50 %	76 %	67 %

### PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	*	*	*	*	*	42 %	18 %	19 %
At or Near Standard	*	*	*	*	*	33 %	53 %	49 %
Below Standard	*	*	*	*	*	25 %	29 %	33 %

# **COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	*	*	*	*	*	8 %	18 %	12 %
At or Near Standard	*	*	*	*	*	50 %	47 %	49 %
Below Standard	*	*	*	*	*	42 %	35 %	40 %

Mathematics Area Achievement Level Descriptors



## 2015 CAASPP Test Results

### Pivot Charter School - San Diego School

#### All Students - California Standards Test Scores

County Name: San Diego County

District Name: Pivot Charter School - San Diego District

School Name: Pivot Charter School - San Diego School

CDS Code: 37-68213-0123240

Total Enrollment: 87

Total Number Tested: 51

Total Number Tested in Selected Subgroup: 51

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively.

An asterisk (\*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

#### Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11
Reported Enrollment				6			14		16	

#### CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested				2			7		1	
% of Enrollment				33.3 %			50.0 %		6.3 %	
Students with Scores				2			7		1	
Mean Scale Score				*			*		*	
% Advanced				*			*		*	
% Proficient				*			*		*	
% Basic				*			*		*	
% Below Basic				*			*		*	
% Far Below Basic				*			*		*	



## 2014 CAASPP Test Results

### San Diego County

#### All Students - California Alternate Performance Assessment Scores

Total Number Tested in CAPA: 3863

Percent Tested: (3863 / 113048) 3 %

County Name: San Diego County

District Name: ----

School Name: ----

CDS Code: 37-00000-0000000

Total Number Tested: 113,048

Total Number Tested in Selected Subgroup: 113,048

An asterisk (\*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

#### CAPA English-Language Arts

Result Type	Level I Grades 2-11	Level II Grades 2-3	Level III Grades 4-5	Level IV Grades 6-8	Level V Grades 9-11
Students Tested	920	503	557	923	953
Students with Scores	920	503	557	923	953
Mean Scale Score	39.9	37.6	39.2	39.4	39.0
% At or Above Proficient	81 %	73 %	83 %	76 %	79 %

#### CAPA Mathematics

Result Type	Level I Grades 2-11	Level II Grades 2-3	Level III Grades 4-5	Level IV Grades 6-8	Level V Grades 9-11
Students Tested	912	505	555	920	947
Students with Scores	912	505	555	920	947
Mean Scale Score	35.4	36.3	35.9	36.6	37.7
% At or Above Proficient	63 %	61 %	61 %	66 %	69 %

#### CAPA Science

Result Type	Level I Grades 2-11	Level II Grades 2-3	Level III Grades 4-5	Level IV Grades 6-8	Level V Grades 9-11
Students Tested	246		261	314	335
Students with Scores	246		261	314	335
Mean Scale Score	35.4		35.9	35.7	35.9
% At or Above Proficient	60 %		67 %	65 %	63 %





## 2014 CAASPP Test Results

### Pivot Charter School - San Di School

#### All Students - California Standards Test Scores

County Name: San Diego County

District Name: Pivot Charter School - San Di District

School Name: Pivot Charter School - San Di School

CDS Code: 37-68213-0123240

Total Number Tested: 20

Total Number Tested in Selected Subgroup: 20

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. EOC stands for end-of-course.

An asterisk (\*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

#### CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested							4		16		
Students with Scores							4		16		
Mean Scale Score							*		360.4		
% Advanced							*		38 %		
% Proficient							*		25 %		
% Basic							*		19 %		
% Below Basic							*		6 %		
% Far Below Basic							*		13 %		