Pivot Charter School North Bay
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Pivot Charter School North Bay
Street	2999 Cleveland Avenue
City, State, Zip	Santa Rosa, CA 95403
Phone Number	707-843-4676
Principal	Jayna Gaskell
Email Address	jgaskell@pivotcharter.org
School Website	www.pivotnorthbay.com
County-District-School (CDS) Code	49-70839-0138065

2023-24 District Contact Information

District Name	Pivot Charter School North Bay
Phone Number	707-843-4676
Superintendent	Jayna Gaskell
Email Address	jgaskell@pivotcharter.org
District Website	www.pivotnorthbay.com

2023-24 School Description and Mission Statement

The Mission of Pivot Charter Schools is to instruct students in grades K-12 through a rigorous online educational platform supported by site-based class offerings and individualized attention. The unique educational program coupled with flexible scheduling and a caring environment provides students with the skills, confidence, and motivation to lead a successful and productive life in the 21st century.

Pivot Charter School offers a unique and customized tuition-free public education for students in grades K-12. Our program allows students to access their courses from the comfort of their own homes or from our safe and welcoming resource centers; Pivot is truly a Blended Learning Program. Students at Pivot Charter Schools come from a wide range of backgrounds. They enroll for advanced placement courses, flexibility in scheduling, one-on-one attention, small group learning, to make up credits and to graduate early as well as to take college courses. Many elementary students enroll in Pivot Charter Schools for the small, unique environment that supports their family and the individual student needs. The diversity of our student body is one of the things that makes the Pivot experience unique.

The K-5 program functions as a "homeschool" independent study initiative, where parents take on the role of learning coaches to aid students in learning from the online curriculum. The optional supplemental on site resource center program incorporates hands-on projects, opportunities for socialization, and artistic endeavors. Using a highly acclaimed online curriculum supplemented with additional materials and manipulatives, our K-5 program is further enriched by the guidance, support, remediation, and workshops provided by a credentialed teacher. In the elementary program, parents play a pivotal role in their child's education with the experienced direction, oversight and support of a credentialed teacher. Pivot Charter School strives to ensure that students attain proficiency and demonstrate a mastery of the grade level material.

Pivot Charter Schools recognize that students in grades 6-12 working online and in independent study must have a significant level of independence or support at home in order to be successful, but not all students have that self-motivation, support or independence. Therefore, Pivot has developed onsite programs and an online workshop schedule to support students in meeting their educational goals using the online curriculum. These workshops are taught by credentialed teachers in their subject areas and are created to ensure that students have the support they need to learn more and struggle less. The supplemental programs at Pivot also include regular Fun Fridays and field trips so that students have the opportunity to build a

2023-24 School Description and Mission Statement

school community and socialize with one another.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	3
Grade 1	6
Grade 2	5
Grade 3	3
Grade 4	7
Grade 5	6
Grade 6	16
Grade 7	24
Grade 8	30
Grade 9	79
Grade 10	80
Grade 11	82
Grade 12	53
Total Enrollment	394

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5%
Male	47.5%
American Indian or Alaska Native	1%
Asian	1.5%
Black or African American	2.8%
Filipino	0.3%
Hispanic or Latino	46.7%
Two or More Races	7.6%
White	38.1%
English Learners	9.6%
Foster Youth	2.3%
Homeless	3.8%
Socioeconomically Disadvantaged	57.4%
Students with Disabilities	26.4%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.70	32.69	37.70	58.30	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.40	2.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	16.70	62.39	19.20	29.68	12115.80	4.41
Unknown	1.30	4.88	6.30	9.81	18854.30	6.86
Total Teaching Positions	26.80	100.00	64.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.10	44.26	47.40	72.12	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.52	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.60	3.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	12.60	55.56	12.60	19.29	11953.10	4.28
Unknown	0.00	0.13	2.00	3.09	15831.90	5.67
Total Teaching Positions	22.80	100.00	65.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	15.70	12.60
Total Out-of-Field Teachers	16.70	12.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Pivot Charter School utilizes online curricula for all core subjects. There are sufficient materials for all students. Additionally, Pivot Charter Schools uses supplemental curricula, through i-Ready and Lexia, to provide students with diagnostic assessments and additional instruction and remediation in Language Arts, Mathematics, and Reading. Core courses are provided by Accelerate Education for grade levels K-5 and Apex Learning for grade levels 6-12. Students in grades 6-12 also have access to a variety of electives and CTE courses through eDynamic Learning.

Year and month in which the data were collected	July 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

			Adoption?	Assigned Copy
Reading/Language Arts	2022		Yes	0%
Mathematics	2022		Yes	0%
Science	2022		Yes	0%
History-Social Science	2022		Yes	0%
Foreign Language	2022		Yes	0%
Health	2022		Yes	0%
Visual and Performing Arts	2022		Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A	0%

School Facility Conditions and Planned Improvements

Pivot Charter School North Bay is an independent study charter school and is not required to complete the FIT but the facility works with a management company that responds to any repair requests. They also oversee the regular outside grounds maintenance, cleaning services for the bathrooms and common hallway areas shared by all tenants, and quarterly air-duct filter cleaning for the entire building. The Pivot Site Coordinator and Site Administrator have been overseeing repairs and maintenance specific to our tenancy such as changing light bulbs, small repairs, carpet maintenance, and regular biweekly cleaning. All building improvements have been thoroughly inspected and approved by the City of Santa Rosa. Upon doing our own facilities inspection we report the following information: the overall cleanliness of the site is good, there is no indication of pest or vermin infestation, and the doors and windows are all working properly and securely. The staff and students participate in fire drills, earthquake, and secure lock-down drills annually. In addition, Pivot Charter Schools is required by the risk management company to conduct a review of the facilities, similar to the FIT, annually.

Year and month of the most recent FIT report	N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC ductwork is not configured correctly, hired a company to come up with an improvement plan. Some improvements have been made but not all have been completed yet.
Interior: Interior Surfaces		X		Some blinds need maintenance/replacement in Suite A.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roof is flat, and has annual leaks that get addressed by the property manager as they appear.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Recycling and trash area require frequent clean-up due to non-school use as it is a shared waste facility. Occasional transient traffic through the shared parking lot.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	32	30	51	47	47	46
Mathematics (grades 3-8 and 11)	8	4	36	35	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	168	147	87.50	12.50	29.66
Female	94	81	86.17	13.83	30.38
Male	71	64	90.14	9.86	28.13
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	71	64	90.14	9.86	26.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	16	84.21	15.79	13.33
White	68	59	86.76	13.24	36.21
English Learners	13	10	76.92	23.08	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	92	81	88.04	11.96	21.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	44	81.48	18.52	11.63

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	168	145	86.31	13.69	4.14
Female	94	79	84.04	15.96	2.53
Male	71	64	90.14	9.86	4.69
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	71	63	88.73	11.27	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	16	84.21	15.79	6.25
White	68	58	85.29	14.71	8.62
English Learners	13	10	76.92	23.08	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	92	78	84.78	15.22	3.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	44	81.48	18.52	4.55

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	25.23	16.03		--	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	159	131	82.39	17.61	16.03
Female	91	72	79.12	20.88	11.11
Male	64	56	87.50	12.50	19.64
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	68	57	83.82	16.18	10.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	10	71.43	28.57	--
White	69	58	84.06	15.94	25.86
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	61	79.22	20.78	8.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	30	73.17	26.83	6.67

2022-23 Career Technical Education Programs

While Pivot Charter School is currently developing defined CTE pathways for students, individual CTE courses have been offered to students for many years (see list below for current options).

3D Modeling 1 A/B
Accounting 1 A/B, 2 A/B
Advertising and Sales Promotion
Agriscience 1, 2
Allied Health Assistant 1 A/B
Animation 1 A/B
Applied Building and Construction Skills 2A
Applied Engineering 1 A/B
Biotechnician 1 A/B
Biotechnology 1 A/B
Building and Construction Fundamentals 1A
Business Applications
Business Communications 1 A/B
Business Design & Management 1A
Business Information Management 1 A/B
Business Law 1 A/B
Business Ownership 1 A/B
Career Explorations
Careers in Criminal Justice 1 A/B
Coding 1 A/B
Computer Applications
Computing for College and Careers 1 A/B
Concepts of Engineering and Technology
Cosmetology 1, 2, 3 A/B
Culinary Arts 1 A/B, 2
Cybersecurity 1 A/B
Dental Assistant 1 A/B
Digital Design 1 A/B
Digital Media Fundamentals 1 A/B
Early Childhood Education 1 A/B
EKG Technician 1 A/B
Emergency Medical Responder 1 A/B
Entrepreneurship 1 A/B
Exploring Computer Science A/B
Fashion Design
Forensic Science 1, 2
Forestry and Natural Resources
Foundations of Game Design 1 A/B
Game Design 2 A/B
Game Design for Chromebooks 1 A/B
Health Science 1, 2
Health Science Foundations 1 A/B
Health Science: Public Health
High School Career Discovery
Hospitality & Tourism 1, 2 A/B
Human and Social Services 1
Human Resources Principles A/B
Information Technology Applications
Interior Design
International Business
Introduction to Business & Technology A/B
Introduction to Networking 1 A/B
Introduction to Programming 1 A/B
Law & Order
Legal Admin Specialist 1 A/B
Legal Environment of Business A/B

2022-23 Career Technical Education Programs

Management 1 A/B
Manufacturing
Marketing 2 A/B
Marketing Foundations 1 A/B
Medical Assistant 1 A/B
Medical Diagnostic Technology 1 A/B
Medical Lab Assisting 1 A/B
Medical Office Administration 1 A/B
Medical Terminology 1 A/B
Microsoft Excel
Microsoft Outlook
Microsoft Powerpoint
Microsoft Word
National Security
Network Security Fundamentals 1 A/B
Nursing Assistant 1 A/B
Nutrition & Wellness
Office Administration 1 A/B
Operational Cybersecurity 1 A/B
Peer Counseling
Pharmacology 1 A/B
Plant & Soil Science 1A
Principles of Agriculture, Food & Natural Resources
Principles of Business, Marketing & Finance A/B
Principles of Health Science A/B
Principles of Information Technology A/B
Principles of Public Service
Programming 2 A/B
Renewable Technologies
Restaurant Management
Robotics 1 A/B, 2 A/B
Sports & Entertainment Marketing 1 A/B
Sports Medicine 1 A/B, 2 A/B
Veterinary Science
Web Development 1 A/B, 2 A/B

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	90
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	95.24
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	6.02

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	64.3%	64.3%	64.3%	64.3%	64.3%
Grade 9	37.5%	37.5%	37.5%	37.5%	37.5%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Pivot Charter School hosts multiple information nights each year as well as weekly online parent trainings. There are 8-12 community events that are held annually in which parents can participate. Teachers communicate with parents weekly. Parents are encouraged to attend many of the field trips and assist with community events such as barbecues and hikes. Parent satisfaction surveys are distributed each year, the results of which are reviewed and shared with the staff and Board as well as influence our LCAP. Parents may participate in Governing Board meetings throughout the year.

Although the physical location of the Board meetings is now legislatively required to be in the largest County which Pivot Charter School serves (Sonoma County) parents and the public are welcomed to access and participate in all meetings, by utilizing video conferencing technology which is provided at each Pivot Charter School. A Pivot staff member will be present at each video conference location to ensure the technology is working properly, and that speakers participate when desired. Parents and members of the public can also participate live in all Board meetings from the comfort of their own home by downloading free video conferencing software. Parents and staff do not have to travel to have access to the Board members or

2023-24 Opportunities for Parental Involvement

the Board meetings.

C. Engagement	State Priority: Pupil Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	41.5	29.2	54.6	42.4	29.2	54.6	9.4	7.8	8.2
Graduation Rate	46.3	58.4	42.9	45.6	58.4	42.9	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	119	51	42.9
Female	68	29	42.6
Male	50	21	42.0
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	50	18	36.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	57	30	52.6
English Learners	12	3	25.0
Foster Youth	--	--	--
Homeless	13	4	30.8
Socioeconomically Disadvantaged	86	32	37.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	31	6	19.4

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	476	459	279	60.8
Female	241	237	151	63.7
Male	225	212	123	58.0
Non-Binary	10	10	5	50.0
American Indian or Alaska Native	8	8	6	75.0
Asian	6	6	5	83.3
Black or African American	13	13	7	53.8
Filipino	1	1	1	100.0
Hispanic or Latino	224	214	154	72.0
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	32	29	15	51.7
White	180	176	86	48.9
English Learners	50	48	41	85.4
Foster Youth	11	11	10	90.9
Homeless	16	16	13	81.3
Socioeconomically Disadvantaged	283	271	190	70.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	135	131	94	71.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.19	0.40	0.42	0.22	3.17	3.04	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.42	0
Female	0	0
Male	0.89	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.89	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	4	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.48	0

2023-24 School Safety Plan

Pivot Charter School's current school safety plan includes emergency procedures for fire, earthquake and lock down in addition to many other items such as suicide prevention and dealing with airborne pathogens. Additional information is also included regarding student mental health crisis situations. The safety plan details emergency exit plans, emergency gathering locations, building floor plans, emergency contact lists and emergency resource lists. Details of all available emergency equipment including First Aid Kits, Lock down Kit, and Field Trip First Aid Kit, Staff first aid training documentation and emergency drill logs are kept by the site safety monitor. Staff is trained and certified bi-annually in CPR and First Aid Training. Additionally, Pivot has implemented a universal communication system that can be used as emergency communication with families called ParentSquare.

The school safety plan is updated and reviewed with staff annually at the beginning of each school year in September and throughout the school year, as necessary. The last review occurred in March 2023.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	2	3		
Other	9	4	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	4	1		
1	4	1		
2	4	1		
3	3	1		
4	4	1		
5	2	4		
6	1	23		
Other	7	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	155		
Mathematics	2	159		
Science	3	111	1	
Social Science	4	150		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	129		
Mathematics	2	137		
Science	2	93		
Social Science	4	106		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	44	3	0
Mathematics	3	31	0	0
Science	8	19	1	1
Social Science	5	26	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	91.63

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	4.5
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,796	$3,222	$10,575	$58,682
District	N/A	N/A		$81,786
Percent Difference - School Site and District	N/A	N/A		-32.9
State	N/A	N/A	$7,607	$75,753
Percent Difference - School Site and State	N/A	N/A	32.6	-25.4

Fiscal Year 2022-23 Types of Services Funded

Pivot Charter School provides an independent study program, with online curricula supplemented by site-based offerings at the school's resource center. The school offers additional resources and programs to support the needs of socioeconomically disadvantaged youth, foster and homeless youth, English Learners, and students with special needs. In response to COVID-19 these last few years, Pivot has made some programmatic changes to best accommodate students.

Pivot has always provided computers to students who wish to borrow them from the school. However, due to COVID-19 and other economic factors impacting families, there has been a large increase in the need for Chromebooks and Wi-Fi hotspots to enable all students to successfully engage in Pivot's educational programs remotely and Pivot has been purchasing more of the devices to fill the need.

The majority of school revenues are used to fund instructional programs and to support teachers in customizing Pivot's programs to meet the needs of each individual student. These supports include but are not limited to: professional development opportunities, resources for implementing content standards, training for our online curriculum systems, guidance through the MTSS process, support in assessing and supporting the mental health of students, training in working with students with disabilities, resources for supporting English Learners, and assistance with behavioral intervention strategies.

A wide variety of curricula and assessment tools are used to tailor Pivot's educational programs to the needs of individual students. All students complete benchmark assessments multiple times per year so that teachers can monitor their progress in core skills. Based on each student's progress as well as the results of assessments and meetings with school personnel, supplemental curricula are implemented to target learning loss and gaps in basic skills, to advance the acquisition of English language skills for English Learners, to provide accommodations and modifications for students with special needs, to support individual educational goals, and to enrich students' educational experiences. Pivot utilizes targeted remediation curricula for English Language Arts and mathematics, provides Career Technical Education pathway options, offers Advanced Placement courses, and encourages concurrent enrollment in community colleges. Pivot also offers to pay for the cost of various exams, such as SAT/ACT/AP exams, for socioeconomically disadvantaged students to promote equal access to higher education options.

Supplemental resource center programs have been an integral part of Pivot's blended learning model. Not all students participate in resource center programs, but it is highly encouraged and is effective in facilitating student and parent engagement. Pivot's resource center is used to provide targeted academic support for students, facilitate unique educational experiences via field trips, provide hands-on project-based learning opportunities, provide internet access for students, hold back-to-school information nights, and establish a strong community among families and school personnel. The school also provides bus passes to socioeconomically disadvantaged students to ensure equal access to resource center programs for all students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$56,887	$48,481
Mid-Range Teacher Salary	$74,642	$73,129
Highest Teacher Salary	$114,250	$99,406
Average Principal Salary (Elementary)	$124,089	$117,381
Average Principal Salary (Middle)	$137,004	$128,158
Average Principal Salary (High)	$0	
Superintendent Salary	$201,084	$138,991
Percent of Budget for Teacher Salaries	30.74%	29.34%
Percent of Budget for Administrative Salaries	6.88%	5.99%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

Pivot Charter School teachers receive five to seven preparation and staff development days before the school year starts. This includes training in the use of the online curriculum and assessment systems by the curriculum training staff, special education, MTSS, and differentiated instruction, along with supporting English learners. Teachers are trained in serving students in a learning lab environment where students work primarily on computers. Weekly staff meetings are held as well as monthly supportive staff training for new teachers and existing staff that need extra onsite training. Monthly trainings include topics such as supporting students in virtual learning, MTSS, using assessment data to inform instruction and developing educational programs, student goal setting, service learning, teaching writing strategies, and comprehension, SBAC test-taking strategies, student-led conferences, ELD and end of year close-out. Other opportunities include various workshops and attendance at conferences such as the annual Consortium for Independent Study, Charter Schools Development Center Conference (CSDC), California Charter Schools Association Conference (CCSA), Small School Districts Association Conference, and College Board Forum. Teachers are encouraged to find and attend professional development opportunities covering topics that resonate with their interests and relate to the students with whom they currently work. Recent training and workshops attended by Pivot teachers have covered a wide range of topics such as Social Emotional Learning, Career Technical Education instruction, Trauma Informed Schools, classroom management, behavioral intervention strategies, youth mental health, MTSS, working with emotionally disturbed youth, and fostering positive school communities.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	7	7