

Pivot Charter School North Bay

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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
Grade Span	K-12
County-District-School (CDS) Code	49-70839-0138065

2025-26 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

2025-26 School Description and Mission Statement

The mission of Pivot Charter Schools is to transform students' (in grades K-12) experience in education. By establishing strong relationships, providing a caring environment, and building the skills required to be an independent learner, Pivot Charter Schools promotes and graduates confident, self-actualized humans. Using an individualized online curriculum coupled with personalized paths, students in grades K-12 receive ongoing support, communication, and oversight.

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 Flex 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

2025-26 School Description and Mission Statement

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 individual student's 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 a credentialed teacher's guidance, support, remediation, and workshops. 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, online workshops, and a tutoring schedule to help students meet their educational goals using the online curriculum. These workshops and tutoring sessions 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 social activities such as barbecues, movie afternoons, and food truck days as well as numerous field trips so that students have the opportunity to build a school community and socialize with one another.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	5
Grade 1	6
Grade 2	3
Grade 3	8
Grade 4	5
Grade 5	7
Grade 6	12
Grade 7	18
Grade 8	30
Grade 9	49
Grade 10	62
Grade 11	95
Grade 12	137
Total Enrollment	437

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	50.1
Non-Binary	1.1
American Indian or Alaska Native	3.2
Asian	2.1
Black or African American	2.5
Filipino	0.7
Hispanic or Latino	36.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	8.9
White	43.9
English Learners	13
Foster Youth	1.4
Homeless	1.6
Socioeconomically Disadvantaged	65.2
Students with Disabilities	26.3

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.

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)	10.1	44.26	47.4	72.12	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	1.52	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.6	3.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	12.6	55.56	12.6	19.29	11953.1	4.28
Unknown/Incomplete/NA	0	0.13	2	3.09	15831.9	5.67
Total Teaching Positions	22.8	100	65.7	100	279044.8	100

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.

2022-23 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)	14.7	63.13	53.7	83.02	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	8.1	35.15	9.1	14.2	11746.9	4.23
Unknown/Incomplete/NA	0.3	1.67	1.7	2.76	14303.8	5.15
Total Teaching Positions	23.3	100	64.7	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	19.7	75	54.5	82.5	230039.4	100
Intern Credential Holders Properly Assigned	0.8	3.04	0.8	1.21	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1	1.51	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.7	21.73	7.7	11.67	12112.8	4.34
Unknown/Incomplete/NA	0	0.23	2	3.11	13705.8	4.91
Total Teaching Positions	26.3	100	66.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.5	0
Local Assignment Options	12.60	7.6	5.7
Total Out-of-Field Teachers	12.60	8.1	5.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Pivot Charter School utilizes online curricula for all core and elective subjects. There are sufficient materials for all students. Additionally, Pivot Charter Schools uses supplemental curricula, through i-Ready and IXL to provide students with diagnostic assessments and additional instruction, skills practice, 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. TeachTown is the curriculum used with all students who are designated as Extensive Support Needs (ESN) and for whom an alternate pathway to graduation or a certificate of completion is appropriate.

Year and month in which the data were collected

July 2022

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2022	0%
Mathematics	2022	0%
Science	2022	0%
History-Social Science	2022	0%
Foreign Language	2022	0%
Health	2022	0%
Visual and Performing Arts	2022	0%
Science Laboratory Equipment (grades 9-12)	2022	0%

Note: Cells with N/A values do not require data.

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

School Facility Conditions and Planned Improvements

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			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		There have been recurring ant issues, preventative schoolwide measure are in place for pest management.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	30	29	53	50	47	48
Mathematics (grades 3-8 and 11)	12	11	37	33	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	195	175	89.74	10.26	29.31
Female	101	92	91.09	8.91	25.27
Male	90	80	88.89	11.11	32.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	76	68	89.47	10.53	22.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	17	94.44	5.56	37.50
White	85	76	89.41	10.59	30.26
English Learners	18	16	88.89	11.11	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	116	108	93.10	6.90	25.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	40	97.56	2.44	22.50

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	195	172	88.21	11.79	10.59
Female	101	90	89.11	10.89	9.09
Male	90	79	87.78	12.22	12.66
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	76	65	85.53	14.47	7.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	17	94.44	5.56	11.76
White	85	76	89.41	10.59	13.51
English Learners	18	15	83.33	16.67	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	116	105	90.52	9.48	6.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	39	95.12	4.88	2.56

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	15.08	17.73		--	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	238	199	83.61	16.39	16.08
Female	122	99	81.15	18.85	13.13
Male	112	97	86.61	13.39	19.59
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	79	67	84.81	15.19	11.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	18	90.00	10.00	22.22
White	124	103	83.06	16.94	16.50
English Learners	23	20	86.96	13.04	5.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	143	122	85.31	14.69	13.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	41	75.93	24.07	2.44

2024-25 Career Technical Education Programs

Due to the flexible nature of independent study and the variety of courses available via our online curriculum, we can customize CTE pathways based on individual students' interests and or previously completed coursework. A list of the CTE courses available to our students is listed below. In the 24-25 school year, Pivot had students complete a CTE pathway in Early Childhood Education and Business through a combination of our CTE courses and real-world work or volunteer experiences.

- 3D Modeling 1 A & B
- Accounting 1 A & B
- Accounting 2 A & B
- Adobe After Effects
- Adobe Illustrator
- Adobe InDesign
- Adobe Photoshop
- Adobe Premiere Pro
- Advertising and Sales Promotion
- Agriscience 1 & 2
- Animation 1 A & B
- Applied Building and Construction Skills (On-Site)
- Applied Engineering 1 A & B

2024-25 Career Technical Education Programs

Building and Construction Fundamentals (On-Site)
 Business and Finance - Capstone
 Business Applications
 Business Design & Management 1A (On-Site)
 Business Ownership 1 A & B
 Careers in Criminal Justice 1 A & B
 Child Development 1 A & B
 Computer Science Discoveries (On-Site)
 Concepts of Engineering and Technology
 Cosmetology 1 & 2
 Culinary Arts 1 A & B
 Cybersecurity 1 A & B
 Digital Photography 1 A & B
 Education, Child Development, and Family Services - Capstone
 Emergency Medical Responder 1 A & B
 Entrepreneurship 1 A & B
 Exploring Computer Science A & B
 Fashion Design
 Food Safety: Practices and Procedures
 Forensic Science 1 & 2
 Forestry and Natural Resources
 Game Design for Chromebooks 1 A & B
 Health and Medicine: EMT
 Health Science 1 & 2
 High School Career Discovery
 Hospitality & Tourism 1 & 2
 Interior Design
 Introduction to Programming 1 A & B
 Marketing Foundations 1 A & B
 Nursing Assistant 1 A & B
 Peer Counseling
 Plant & Soil Science 1 & 2 (On-Site)
 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
 Renewable Technologies
 Sports Medicine 1 A & B
 Teaching and Education 1 A & B
 Veterinary Science

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	41
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	97.08
Graduates Who Completed All Courses Required for UC/CSU Admission	20.73

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	31%	31%	31%	31%	31%
Grade 9	49%	49%	49%	49%	49%

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.

2025-26 Opportunities for Parental Involvement

Pivot Charter School hosts multiple information nights each year as well as weekly online parent trainings. The school also hosts parent "homerooms" or professional development on various topics throughout the year such as "How do I know how my student is doing and how can I support them." There are 8-12 community events that are held annually in which parents can participate. Teachers communicate with parents weekly, if not more frequently. 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 Governing Board meetings is now legislatively required to be in the county where Pivot Charter Schools serve the highest number of students (Sonoma County), parents and the public are welcome 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

2025-26 Opportunities for Parental Involvement

their own homes via video conference. Parents and staff do not have to travel to have access to the Board members or the Board meetings.

C. 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	54.6	48.3	51.2	54.6	48.3	51.2	8.2	8.9	8
Graduation Rate	42.9	50.3	47.2	42.9	50.3	47.2	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	125	59	47.2
Female	68	26	38.2
Male	55	32	58.2
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	41	17	41.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	62	33	53.2
English Learners	21	7	33.3
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	105	47	44.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	41	16	39.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	552	532	310	58.3
Female	278	269	162	60.2
Male	266	256	145	56.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	14	14	7	50.0
Asian	12	12	8	66.7
Black or African American	13	13	7	53.8
Filipino	--	--	--	--
Hispanic or Latino	203	198	129	65.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	50	45	23	51.1
White	245	236	129	54.7
English Learners	67	66	47	71.2
Foster Youth	--	--	--	--
Homeless	14	11	10	90.9
Socioeconomically Disadvantaged	365	350	226	64.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	145	144	93	64.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.42	1.71	0.91	3.04	3.38	3.08	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.19	0	0	0.07	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.91	0.00
Female	0.36	0.00
Male	1.50	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.48	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.82	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.37	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.38	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Pivot Charter School's current school safety plan includes emergency procedures for fire, earthquake, and lockdown 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, Lockdown Kit, Field Trip First Aid Kits, 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.

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.

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
K	1	3	0	0
1	3	3	0	0
2	1	10	0	0
3	2	3	0	0
4	2	7	0	0
5	6	3	0	0
6	6	11	0	0
Other	20	1	1	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	2	3	0	0
1	1	4	0	0
2	2	8	0	0
3	1	3	0	0
4	1	3	0	0
5	3	13	0	0
6	3	10	0	0
Other	9	7	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	5	4		
1	4	6		
2	2	4		
3	3	9		
4	2	8		
5	5	4		
6	6	8		
Other	16	4	1	

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	7	31	1	2
Mathematics	7	29	2	1
Science	5	25		1
Social Science	17	17	1	3

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	17	14		4
Mathematics	9	14	1	
Science	14	9	1	1
Social Science	26	5	2	1

2024-25 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	145.86

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$13,943	\$3,554	\$10,389	\$64,272
District	N/A	N/A		\$91,907
Percent Difference - School Site and District	N/A	N/A		-35.4
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	-7.0	-28.1

Fiscal Year 2024-25 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.

Pivot also issues connectivity devices such as Kajeets to ensure students have access to the internet at home as well.

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

Fiscal Year 2024-25 Types of Services Funded

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 fee waivers for various exams, such as SAT/ACT/AP exams, so that socioeconomically disadvantaged students have equitable 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$63,650	\$55,248
Mid-Range Teacher Salary	\$83,513	\$80,746
Highest Teacher Salary	\$125,828	\$109,655
Average Principal Salary (Elementary)	\$159,484	\$133,828
Average Principal Salary (Middle)	\$147,339	\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$241,108	\$155,954
Percent of Budget for Teacher Salaries	27.11%	25.26%
Percent of Budget for Administrative Salaries	8.02%	6.12%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
--	---

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	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

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 to serve 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, Restorative Practices, Culturally Responsive Teaching, 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7