

2016 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Pivot Charter School San Diego
Street	1030 La Bonita Dr. Suite 100
City, State, Zip	San Marcos, CA 92078
Phone Number	760-591-0217
Principal	Jayna Gaskell
E-mail Address	jgaskell@pivotcharter.org
School Website	www.pivotsandiego.com
CDS Code	37 68213 0123240

District Contact Information

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Mountain Empire Unified School District
Street	3305 Buckman Springs Rd
City, State, Zip	Pine Valley, CA 91962
Phone Number	(619)473-9022
Superintendent	Kathy Granger
Web Site	www.meusd.k12.ca.us
E-mail Address	

School Description and Mission Statement (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

The Mission of Pivot Charter Schools is to instruct students in grades TK-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 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 TK-12. Our program allows students to access their courses from the comfort of their own home or from our safe and welcoming resource centers five days a week; Pivot is truly a Blended Learning Program. The 6th through 12th grade students at Pivot Charter Schools come from a wide range of backgrounds. They come 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. The diversity of our student body is one of the things that makes the Pivot experience unique. Our TK-5 program offers hands on projects as well as tutoring and arts. The TK-5 program utilizes the highly acclaimed, Compass Learning online curriculum with additional supplemental materials coupled with the support, guidance tutoring and site-based classes provided by a CA-credentialed teacher. In the Pivot elementary program, parents assume a key role in overseeing the education of their student. Using Pivot educational resources, and supported by CA-credentialed teachers, students in the elementary program will progress at a level that is commensurate with their abilities.

Pivot Charter Schools recognize that students working online and in independent study must have a significant level of independence or support at home in order to be successful. And not all students have that self-motivation, support or independence. Therefore, Pivot has developed onsite programs to support those students in meeting their educational goals using the online curriculum. Students in grades 6-12 can participate in electives such as learning lab, music, journalism, science lab, Spanish, and PE at most sites. Every campus offers weekly Fun Fridays and field trips.

PIVOT CHARTER SCHOOLS IS FOUNDED IN THE FOLLOWING CORE BELIEFS:

- Successful schools are student centered, not adult centered.
- When focus on changing students' lives, one can't go wrong.
- A teacher's role is to have frequent, supportive yet motivating communication with students.

- Students' academic performance is greater when they have the influence of a positive adult in their lives.
- Schools must show how much they care about students.
- Educators should have warrior spirit, a servant's heart, and a fun loving attitude in serving students.
- Education needs to provide more options, not less.
- The goal is that students learn; how we get there should be as unique as every student.
- Technology is our friend and should play a crucial role in educating students.

Opportunities for Parental Involvement (Most Recent Year)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

There are at least 2 open houses each year. A small parent teacher association has been created. 8-12 community events 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.

School Safety Plan (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

Current school safety plan includes emergency procedures for fire, earthquake and lock down. Additional information 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 site safety monitor. The school safety plan is reviewed with staff annually at the beginning of each school year in September. The last review occurred on 9/1/16.

This year we are revising our school safety plan through Hytropy Reverse Disaster. The revised plan will be more comprehensive and include Emergency Incident Command Structures, 100% Threat Analysis, Evacuation Plans, Crisis Communication Plans, Safety Plan Manual to include plans and details regarding evacuation, fire, flood, earthquake, pandemic, and active shooter. All documents will be available in a manual onsite, as well as online through a One hub account.

School Facility Conditions and Planned Improvements (Most Recent Year)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

You can [click here](#) to submit your school's most recent FIT tool in MS Excel format. Please do not submit your FIT tool in any format other than MS Excel.

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

This section should be kept to 1-2 paragraphs.

Pivot Charter School San Diego is an independent study charter school not required to complete the FIT. Upon doing our own facilities inspection we have the following information: Pivot enlists the services of a professional cleaning crew twice a week for janitorial services. Pivot Charter School San Diego has the fire extinguishers serviced once a year in April, as well as having the carpets cleaned twice a year. Pivot Charter School needs no repairs at this time (electrical, structural).

School Facility Good Repair Status (Most Recent Year)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

Please ensure that this section correlates accurately to the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: 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			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating	X			

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Teachers at this School	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential		5		
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)		0		
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).		0		

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.		0	
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.		0	
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.		0	

Academic Counselors and Other Support Staff (School Year 2015-16)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.50	
Counselor (Social/Behavioral or Career Development)	.25	♦
Library Media Teacher (Librarian)		♦
Library Media Services Staff (paraprofessional)		♦
Psychologist	.25	♦
Social Worker	.25	♦
Nurse	.25	♦
Speech/Language/Hearing Specialist	.20	♦
Resource Specialist (non-teaching)	.50	♦
Other		♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (Most Recent Year)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

Please ensure that this section correlates accurately to most recent adoption of textbooks for your LEA.

Year and month in which data were collected: 6/2015

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2014	Yes	0%
Mathematics	2014	Yes	0%
Science	2014	Yes	0%
History-Social Science	2014	Yes	0%
Foreign Language	2014	Yes	0%
Health	2014	Yes	0%
Visual and Performing Arts	2014	Yes	0%
Science Laboratory Equipment (grades 9-12 schools only)	N/A		

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year’s SARC and should be reviewed/updated, with data from FY 14-15, as needed.

The most recent data available from CDE is for fiscal year 2014-15. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 14-15, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$8,645.00	\$593.00	\$8,052	\$47,993
District	♦	♦		\$54,359
Percent Difference: School Site and District	♦	♦		-9.8
State	♦	♦	\$5,677	\$60,705
Percent Difference: School Site and State	♦	♦	50.6	-19.3

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2015-16)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school’s federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Pivot Charter School San Diego has decided to spend funds on a school-wide basis on programs and other support that will benefit all students as well as the needs of Low Income, Foster Youth and English Learner pupils. This decision was based on community input and research that shows how best to support these subgroups.

Many of these funds will be used to support teachers and help provide them with the tools they need to be successful. This includes: professional development, resources for common core, training's on our specific curriculum systems and intervention techniques.

Funds will also be spent to improve the culture at the school and to promote parent engagement. Some of the examples of this include: A platform for parents to access information about Pivot Charter School events and reminders for upcoming important school information, various surveys on the school, and back to school information nights.

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

Professional Development (Most Recent Three Years)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Annually teachers have four full-days of professional development training. They receive five preparation and staff development days before the school before the school year starts. They also have weekly staff meeting. The teachers all receive training in the use of the online curriculum and assessment systems by the curriculum training staff. Teachers are trained in serving students in a learning lab or learning studio environments with students working primarily on computers. Teacher training will occurred once a month on these topics: Serving students with special needs, 504 accommodations, Supporting students in virtual learning, Using assessment data to inform instruction and developing educational programs, Student goal setting , Service learning ,Teaching writing strategies and comprehension, SBAC test taking strategies , Student-led conferences , Reflection on the year strategic planning , ELD, End of year close-out. Other opportunities included Advanced Placement workshops and attendance at conferences such as the annual International Council for Online Learning (iNACOL).

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2015-16)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct. This section should be kept to 1-2 paragraphs.

Pivot Charter School does not have CTE programs, but we offer CTE courses. Our school has a technology requirement (which is a Pivot Charter School requirement) We believe this technology requirement is crucial for preparing students for modern careers. We have nothing articulated with local colleges at this time.

Career Technical Education Participation (School Year 2015-16)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	11
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	N/A
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	N/A

CDE is not providing data for these areas.

DTS has copied previous year data for your review/update.

Average Class Size and Class Size Distribution (Elementary Only)

Please review data copied from last year's SARC for you by DTS. 2014-15 data was duplicated for 2015-16.

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K								2	1			
1								1	1			
2								1	1			
3								2	1			
4								3	1			
5								7	1			
6								11	1			

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary Only)

Please review data copied from last year's SARC for you by DTS. 2014-15 data was duplicated for 2015-16.

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English								18	17			
Mathematics								8	15			
Science								10	19			
Social Science								21	6			

Number of classes indicates how many classrooms 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.

Advanced Placement (AP) Courses (School Year 2015-16)

Please review data copied from last year's SARC for you by DTS.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	◆
English	12	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	21	◆
Science	9	◆
Social Science	8	◆
All courses	50	33%

◆ means data is not required. The fields are intentionally not provided.