

# Pivot Charter School San Diego II

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 webpage 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.

## **About This School**

### **School Contact Information (School Year 2020-2021)**

Entity	Contact Information
<b>School Name</b>	Pivot Charter School San Diego II
<b>Street</b>	1030 La Bonita Dr., Suite 100
<b>City, State, Zip</b>	San Marcos, CA 92078
<b>Phone Number</b>	760-591-0217
<b>Principal</b>	Jayna Gaskell
<b>Email Address</b>	<a href="mailto:jgaskell@pivotcharter.org">jgaskell@pivotcharter.org</a>
<b>Website</b>	<a href="http://www.pivotsandiego.org">www.pivotsandiego.org</a>
<b>County-District-School (CDS) Code</b>	37737910138222

## District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	San Marcos Unified
Phone Number	760-752-1299
Superintendent	Dr. Kevin Holt
Email Address	kevin.holt@smusd.org
Website	www.smusd.org

## School Description and Mission Statement (School Year 2020-2021)

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 is a “homeschool” independent study program where the parents serve as learning coaches. The program offered at the resource center offers hands-on projects as well as socialization and arts. The TK-5 program utilizes a highly acclaimed online curriculum with additional supplemental materials coupled with the support, guidance, remediation, and workshops 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 and an online workshop schedule 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.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	3
Grade 1	2
Grade 2	4
Grade 3	2
Grade 4	1
Grade 5	3
Grade 6	3
Grade 7	6
Grade 8	14
Grade 9	19
Grade 10	25
Grade 11	13
Grade 12	26
<b>Total Enrollment</b>	<b>121</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	1.7
Asian	0.8
Hispanic or Latino	52.9
White	38
Two or More Races	1.7
Socioeconomically Disadvantaged	53.7
English Learners	4.1
Students with Disabilities	24
Homeless	4.1

## 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

## Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	7	5	7	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: July 2020

Pivot Charter School utilizes online curricula for all core subjects. Each July, Pivot adopts the most updated curriculum for the school year from all curricula providers. There are sufficient materials for all students. Additionally, Pivot Charter Schools uses supplemental curricula, through i-Ready, Exact Path, and Lexia, to provide students with 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 9-12 also have access to a variety of elective and CTE courses through Edmentum.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2020	Yes	0%
Mathematics	2020	Yes	0%
Science	2020	Yes	0%
History-Social Science	2020	Yes	0%
Foreign Language	2020	Yes	0%
Health	2020	Yes	0%
Visual and Performing Arts	2020	Yes	0%
Science Laboratory Equipment (grades 9-12)	2020	Yes	0%

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

## School Facility Conditions and Planned Improvements

Pivot Charter School San Diego II is an independent study Charter School and 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 the 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 San Marcos. 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 secure. The staff and students participate in fire drills, earthquake and shooter 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.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Exemplary	

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	57	N/A	67	N/A	50	N/A
Mathematics (grades 3-8 and 11)	17	N/A	52	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	29	N/A	42	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



## Career Technical Education Programs (School Year 2019-2020)

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While Pivot Charter School has just begun to develop its CTE programs, many CTE courses have been offered to students for years (see below). In addition, Pivot has a technology requirement for graduation, which we believe is crucial for preparing students for modern careers. We have nothing articulated with local colleges at this time but the list of CTE courses is significant.

Accounting 1 A  
Accounting 1 B  
Accounting 2 A  
Accounting 2 B  
Agriculture, Food & Natural Resources A  
Agriculture, Food & Natural Resources B  
Applied Medical Terminology A  
Applied Medical Terminology B  
Architecture & Construction A  
Architecture & Construction B  
Artificial Intelligence  
Audio/Video Production 1 A  
Audio/Video Production 1 B  
Audio/Video Production 2 A  
Audio/Video Production 2 B  
Audio/Video Production 3 A  
Audio/Video Production 3 B  
Business Applications  
Business Information Management A  
Business Information Management B  
Career Explorations  
Child Development  
Computer Applications  
Computer Programming 1 A  
Computer Programming 1 B  
Culinary Arts A  
Culinary Arts B  
Digital & Interactive Media A  
Digital & Interactive Media B  
Drafting & Design A  
Drafting & Design B  
Education & Training A  
Education & Training B  
Engineering & Technology A  
Engineering & Technology B  
Entrepreneurship A  
Entrepreneurship B  
Essential Career Skills  
Foundations of Green Energy A  
Foundations of Green Energy B  
Game Development  
Government & Public Administration A  
Government & Public Administration B  
Graphic Design & Illustration A  
Graphic Design & Illustration B  
Health Science 1 A

Health Science 1 B  
Health Science 2 A  
Health Science 2 B  
Hospitality & Tourism A  
Hospitality & Tourism B  
Human Resources Principles A  
Human Resources Principles B  
Human Services A  
Human Services B  
Information Technology Applications  
International Business  
Introduction to Android Mobile App Development  
Introduction to Business & Technology A  
Introduction to Business & Technology B  
Introduction to Criminology  
Introduction to Cybersecurity  
Introduction to Fashion Design  
Introduction to Finance  
Introduction to iOS Mobile App Development  
Introduction to Military Careers  
Law, Public Safety, Corrections & Security A  
Law, Public Safety, Corrections & Security B  
Legal Environment of Business A  
Legal Environment of Business B  
Manufacturing A  
Manufacturing B  
Marketing, Advertising & Sales  
Networking Fundamentals A  
Networking Fundamentals B  
Nutrition & Wellness  
Principles of Business, Marketing & Finance A  
Principles of Business, Marketing & Finance B  
Principles of Health Science A  
Principles of Health Science B  
Principles of Information Technology A  
Principles of Information Technology B  
Professional Communications  
Professional Photography A  
Professional Photography B  
Robotics I A  
Robotics I B  
Sports & Entertainment Marketing  
Transportation, Distribution & Logistics A  
Transportation, Distribution & Logistics B  
Web Technologies A  
Web Technologies B

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	33
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	

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	5.56

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

Pivot Charter School hosts at least two information nights each year as well as weekly orientations. There are 8-12 community events which 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, as well as surveys that allow parents to provide input 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. They may participate face to face if the meeting is held in their jurisdiction or via video conferencing no matter where the governing Board meeting occurs. Video conferencing is available at the resource centers during Board meetings and assisted by staff or parents can participate live from the comfort of their own homes by downloading the free video conference software.

## State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate			16.3	0.9	3	3.4	9.1	9.6	9
Graduation Rate			69.8	95.3	93.5	93.6	82.7	83	84.5

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions		0.5	2.0	1.8	3.6	3.5
Expulsions		0	0.1	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.0	1.5	3.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

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.

The school safety plan is updated and reviewed with staff annually at the beginning of each school year in September. The last review occurred on 08/15/2020. Additionally, Pivot has implemented a universal communication system that can be used as emergency communication with families called Parentsquare.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K									1	1		
3									1	2		
4									1	1		
5									1	1		
6									1	4		
Other**									7	2		

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts					4	46			2	68		
Mathematics					3	43			2	32		
Science					2	20			3	22		
Social Science					3	48			2	59		

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	60.5

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,052.91	\$1,251.01	\$9,801.90	\$51,172.93
District	N/A	N/A		\$80,122
Percent Difference - School Site and District	N/A	N/A		-44.1
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	23.4	-47.5

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

### Types of Services Funded (Fiscal Year 2019-2020)

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. 2019-20 was a unique year due to COVID-19. In March 2020 Pivot closed its resource centers and transitioned to a fully virtual program. Because of this, the types of services funded in 2019-20 were slightly different than in prior years, particularly in the last few months of the school year.

Pivot has always provided computers to students who wish to borrow them from the school. However, 2019-20 saw a large increase in students needing to check out devices due to COVID-19 and its associated impact on families. Due to economic hardships and the closure of resource centers in March, many students and families experienced issues with internet access. Pivot purchased additional Chromebooks and wifi hotspots to enable all students to successfully engage in Pivot's educational programs remotely.

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. Prior to COVID-19, Pivot’s resource center was 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 provided bus passes to socioeconomically disadvantaged students to ensure equal access to resource center programs for all students.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,853	\$50,029
Mid-Range Teacher Salary	\$81,703	\$77,680
Highest Teacher Salary	\$103,282	\$102,143
Average Principal Salary (Elementary)	\$130,413	\$128,526
Average Principal Salary (Middle)	\$134,412	\$133,574
Average Principal Salary (High)	\$152,000	\$147,006
Superintendent Salary	\$245,000	\$284,736
Percent of Budget for Teacher Salaries	36.0	33.0
Percent of Budget for Administrative Salaries	4.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	1	N/A
All courses	1	1.2

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

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, and differentiated instruction, along with supporting EL 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 Trauma Informed Schools, classroom management, behavioral intervention strategies, youth mental health, MTSS, working with emotionally disturbed youth, and fostering positive school communities.