



PIVOT CHARTER SCHOOL RIVERSIDE

Material Revision to Charter Establishment Petition

Submitted to
the Corona-Norco Unified School District

Submitted on Appeal to
the Riverside County Office of Education
For the term of July 1, 2018 through June 30, 2023

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AFFIRMATIONS and DECLARATION

As the authorized lead petitioner, I, Jayna Gaskell, hereby certify that the information submitted in this petition for a California public charter school named Pivot Charter School Riverside (“Pivot Charter School Riverside” or the “Charter School”) and to be authorized by the Corona-Norco Unified School District (the “District”), is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(ed)(1)]
- Roads Education Organization declares that it shall be deemed the exclusive public school employer of the employees of Pivot Charter School Riverside for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(de)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(de)(2)(C). [Ref. Education Code Section 47605(de)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document ~~equivalent to that which a teacher in other public schools is required to hold~~ required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. ~~Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. As allowed by statute, flexibility will be given to nonecore, nonecollege preparatory teachers.~~ [Ref. Education Code Section 47605(l)(1) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district

with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment; (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(ed)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* (“CPRA”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“Section 1090”).
- The Charter School shall comply with Education Code Section 51744, *et seq.* related to independent study, as applicable.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Jayna Gaskell
Executive Director
Pivot Charter Schools

Date

INTRODUCTION TO PIVOT CHARTER SCHOOL RIVERSIDE PETITION

“The whole purpose of education is to turn mirrors into windows.”

Sydney J. Harris

SUMMARY

When Roads Education Organization was formed, the intent was not to try to recreate the already established wheel of education and try to do it better than others. It was not the intent to use an online curriculum so the Pivot Charter Schools could have thousands of students who did not have to come to a brick and mortar school. To quote a famous British designer, Cecil Beaton, the intent of Pivot was to “.... be daring, be different, be impractical, be anything that will assert integrity of purpose and imaginative vision against the play-it-safers, the creatures of the commonplace, the slaves of the ordinary...” in education. The intent of the Pivot Charter Schools was to do things differently for students who wanted and needed “different”.

Pivot Charter School Riverside has historically served a unique population of students. Many have challenges with mental health such as anxiety or depression, oftentimes as a result of being bullied in their prior schools. They are students who have been disenfranchised with a traditional classroom for differing reasons. Some needed more one-on-one support. Some needed more flexibility in their schedule. Some needed to be independent and responsible for their own education. Some needed a smaller learning environment. Some needed a very individualized program that focuses on each students’ strengths and areas of remediation. So they came to Pivot and they thrive. Pivot Charter School Riverside will always be a small, caring, learning environment. The school is not seeking to build a large organization to compete with traditional schools. Rather, Pivot Charter School’s intent is to be a supplement to the traditional schools; to augment traditional programs for students who simply need something “different”.

Pivot Charter School Riverside uses an online curriculum as the primary, yet not sole, method of

instructional delivery so that our exceptional credentialed teachers can spend their time doing what they do best; help students learn and understand what they are learning, work in small groups, tutor, plan projects and spend time one-on-one with all of them. Teachers encourage students to delve deeper into their content through projects and hands-on experiences. They tutor small groups to ensure that they are making successful progress in all their courses. They work with the entire family, supporting not only their academics but also their social-emotional lives. They “meet students where they are at” to inspire their individual and collective potential. Students are surrounded by genuine caring, motivation and accountability. They care!

Pivot Charter School Riverside offers a level of ongoing review of a student’s academic progress unmatched in most traditional educational systems. Teachers can log in and review what every student has accomplished from their last answer a minute ago to planning for their next research paper in order to develop appropriate remediation, challenging projects and mini workshops to support continued learning.

Whether a student chooses to attend programs offered at the resource center five days a week or two days a week or work from wherever their lives take them, they engage in a rigorous curriculum which is supplemented at the resource center with Fun Fridays, field trips, project based activities, clubs, and social activities like barbecues and camping trips. Students are able to move at a pace commensurate with their developmental abilities or based on their graduation plans. And throughout their academic efforts they constantly receive feedback, kind motivation, ideas and instruction daily.

~~Pivot Charter School Riverside continues to add elective and Career Technical courses and expand programmatic offerings such as Collaborations, Genius Hours, and the ability to attend a prom. While Pivot Charter School Riverside has created a unique learning environment and continues to redefine how to “...assert integrity of purpose and imaginative vision...” the most compelling reason for students to enroll in Pivot Charter School Riverside is to receive the caring attention they need to succeed that they deserve.~~

~~Pivot Charter School Riverside continues to add elective and Career Technical courses and expand programmatic offerings including tutoring, online workshops with a credentialed teacher for every class that a student may be taking each quarter (grades 6-12) and on site classes. While Pivot Charter School has created a unique learning environment and continues to redefine how to “...assert integrity of purpose and imaginative vision...” the most compelling reason for students to enroll in~~

Pivot Charter School is to receive the caring attention they need to succeed that they deserve.

Blended Learning

The goal of blended learning is to join the best features of in-class teaching with the best features of online learning to promote active independent learning; the best of both worlds. Pivot Charter School Riverside is a dynamic blended and virtual learning program providing a relevant and rigorous online curriculum that allows students to learn at their own pace and which is supplemented by:

- Project based learning in small groups
- Tutoring and small group workshops
- Collaboration Courses
- Emphasis on critical thinking, communication, creativity and collaboration
- Monthly field trips
- Fun Fridays
- Genius Hours
- An emphasis on community college concurrent enrollment

At Pivot Charter School Riverside, blended learning is a formal education program that involves combining Internet and digital media with traditional classroom methods that require the physical presence of both a teacher and students, with, as provided by the Insight Institution, “some element of student control over time, place, path, and/or pace.” The Pivot Charter School Riverside model allows students to move at their own pace, delve into areas of interest in more depth, receive face to face instruction either online or at the resource center, engage in social and academically collaborative environments and learn to love learning by being less intimidated, more motivated and supported in a safe environment.



HISTORY OF PIVOT RIVERSIDE COUNTY AND PIVOT CHARTER SCHOOL RIVERSIDE II

Pivot Charter School Riverside County (“Pivot Riverside County”) submitted a charter petition to the Nuvview Union School District (“NUSD”) in 2011, upon request from NUSD’s then-Superintendent, and began serving students in 2011-12. Pivot Riverside County served students exclusively through online educational options for its first three years of operation.

In response to consistent requests from families and the desire for Pivot Riverside County to emulate the success of the other three Pivot Charter Schools in California, Pivot Riverside County opened a small resource center in Norco in September, 2014. The blended learning and flex approach outlined below was very successful and this charter school increased in enrollment from 15 students on average annually, to 75 students by the end of the first year utilizing this resource center.

The first Norco resource center could not accommodate the number of students who wanted to avail themselves of the tutoring, small group instruction, and learning lab environment, so Pivot Riverside County again sought a viable facility. There was still no feasible facility in the City of Nuevo or within the Nuvview Union School District’s boundaries for this resource center. To meet student and parent demand and to begin to offer a more robust program at the resource center, Pivot Riverside County relocated to 4300 Green River Rd., Suite 108 in Corona. This facility currently serves as the resource center for Pivot Charter School Riverside, until such time as the school transitions to its new resource center which will be located at 700 N. Main Street in Corona.

The Pivot Riverside County charter was up for renewal in the 2015-16 school year. The Pivot Executive Director and current Superintendent of NUSD had established a collegial relationship and discussed the renewal on several occasions during the year preceding the renewal. Nothing was shared with Pivot Riverside County by the District about any concerns, areas which needed improvement or about any deficiencies of that charter school. Yet at the public hearing for the renewal in the spring, the NUSD Board of Education shared publicly that it simply did not want to authorize an independent, direct-funded charter school any more.

NUSD staff did, however, realize that it would be a detriment to the students and their families to close a charter school that was working well for them at such a late date, and with no prior notification or discussions about any concerns or issues NUSD might have with Pivot Riverside County. Accordingly, the parties agreed that Pivot Riverside County would withdraw its charter petition renewal request, and submit an establishment charter petition, which NUSD would agree to authorize for the 2016-17 school year.

The establishment charter became Pivot Riverside II. Closing Pivot Riverside County and opening Pivot Charter School Riverside II resulted in a loss of approximately \$127,000, 7.5% of our budget, and extreme challenges with University of California (“UC”) A-G requirements (“A-G”), Western Association of Schools and Colleges (“WASC”) accreditation, and student recruitment efforts.

During this time, the *Shasta v. Anderson* court case, about the location of charter school resource centers, was making its way through the courts. In the fall of Pivot Charter School Riverside II’s one year term, the Pivot organization was faced with making a decision to either seek renewal of the Pivot Charter School Riverside II charter petition, knowing that it would be denied and necessitate an appeal; or to submit a new charter once again to the school district in which Pivot Charter School Riverside II’s resource center was located, Corona-Norco Unified School District. Given that the District had never approved a charter school and that an appeal was likely in this circumstance as well, the Pivot Board and administration determined the best course was to avoid another year of dire fiscal consequences to open another new charter school and to instead seek an appeal of non-renewal of Pivot Charter School Riverside II, a school with a successful history. Additionally, at that time, the *Shasta v. Anderson* lawsuit had not been concluded and there was no final determination on the issue of location of charter school resource centers. Therefore, there was no legal mandate to submit to the District.

NUSD did not send representation to the Riverside County Board of Education meetings during the Pivot Charter School Riverside II appeal process, to either the public hearing or the action meeting. By the time the Riverside County Board of Education had to make a decision on the appeal of Pivot Charter School Riverside II, *Shasta v. Anderson* had been settled at the Court of Appeals level, and Pivot Charter School Riverside II was then in the position of asking Riverside County Board of Education to approve a non- *Shasta v. Anderson* compliant charter petition. The Riverside County Board of Education denied the appeal in a close 4 to 3 vote.

There are currently three Pivot Charter Schools operating in California. The Pivot network of charter schools in California is governed by one Board of Directors for the nonprofit public benefit corporation. The focus of all Pivot schools is to remain small and to provide a safe and supportive learning environment where education is approached and delivered in a way that is commensurate with how Pivot students learn. The three Pivot schools are: Pivot San Diego in San Marcos, Pivot North Valley in Butte County, and Pivot North Bay in Santa Rosa (Sonoma County). All schools, including the former Pivot Riverside County and Pivot Charter School Riverside II, are/were accredited by WASC.

SUCSESSES AND ACCOMPLISHMENTS OF PIVOT RIVERSIDE COUNTY AND PIVOT CHARTER SCHOOL RIVERSIDE II, 2011-2017

Given that the first three years of the Pivot Riverside County enrollment was low and the instructional delivery model was strictly virtual, the most significant changes have occurred in the last 3 years. The most significant change was the opening of a resource center in Norco where students could come to attend workshops, receive tutoring and meet with credentialed teachers in small group settings. This model reflects the ones delivered at the other Pivot Charter Schools in CA. The Pivot Riverside resource center program was such a success that the Charter School grew and opened a larger resource center in the fall of 2015. The other most significant change was the addition of grades TK-5 in more of a home-based, but resource center supplemented, program in the 2015-16 school year. Additionally, the change from the Advanced Academics curriculum to Apex, Compass, and the supplemental curricula, raised the bar on academic rigor and provided diverse classes that offer Career Technical Education and address many students' interests. In addition to the above, Pivot Charter School Riverside has made significant steps to build a strong, caring, supportive school

culture and sense of community through field trips, clubs and Fun Fridays.

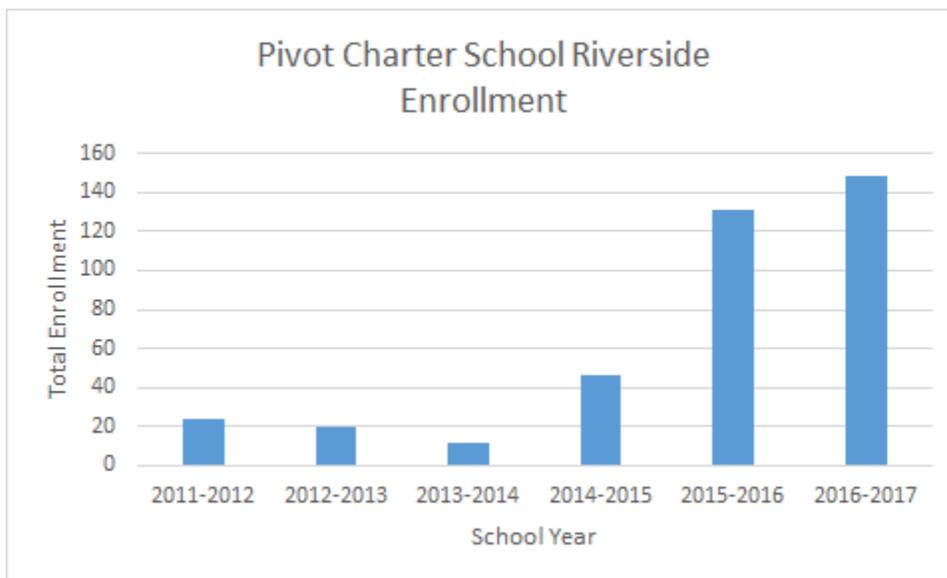
The following are examples of past trips and Fun Fridays, as well as those planned in the coming months.

- Pompeii Exhibit at the California Science Center;
- Crystal Cove Beach to see tide pools and beach cleanup;
- San Bernardino Museum to see natural history and local Indian exhibits;
- Picnics and pizza parties;
- A trip to Riverside Community College.
- Crystal Cove Beach to see tide pools and wildlife;
- Aquarium of the Pacific;
- The USS Midway to celebrate Veterans Day;
- Ice Skating;
- A corn maize to learn about agriculture;
- Pajama Friday;
- Puzzle Club;
- Math Club;
- Once a month Friday Pizza Crawl fundraiser;
- Riley's Farm to witness a reenactment of the Revolutionary War;
- Space encounter at the California Science Center;
- The Living Desert to learn about life in the desert;
- Visit to other local community colleges;
- Pivot Riverside will also have a yearbook and school pictures available for students
- Pivot Riverside will have their first high school dance.



Other significant areas of growth at Pivot Riverside are:

- Enrollment. Significant increase in enrollment each year reflects the success of our program.



- Pivot Riverside received WASC accreditation in 2015
- Pivot Charter School Riverside continues to add more workshops, field trips, hands on learning

experiences each year.

Building on Our Success for the Next Five Years

In anticipation of our next five years serving Corona-Norco and the surrounding communities, we have invested in a strategic planning process to better define our priorities and action steps for the future. Through this process, we have defined core organizational goals, which support our Local Control and Accountability Plan (“LCAP”) goals and guide our robust plans for the future and governance priorities. Our five-year goals include:

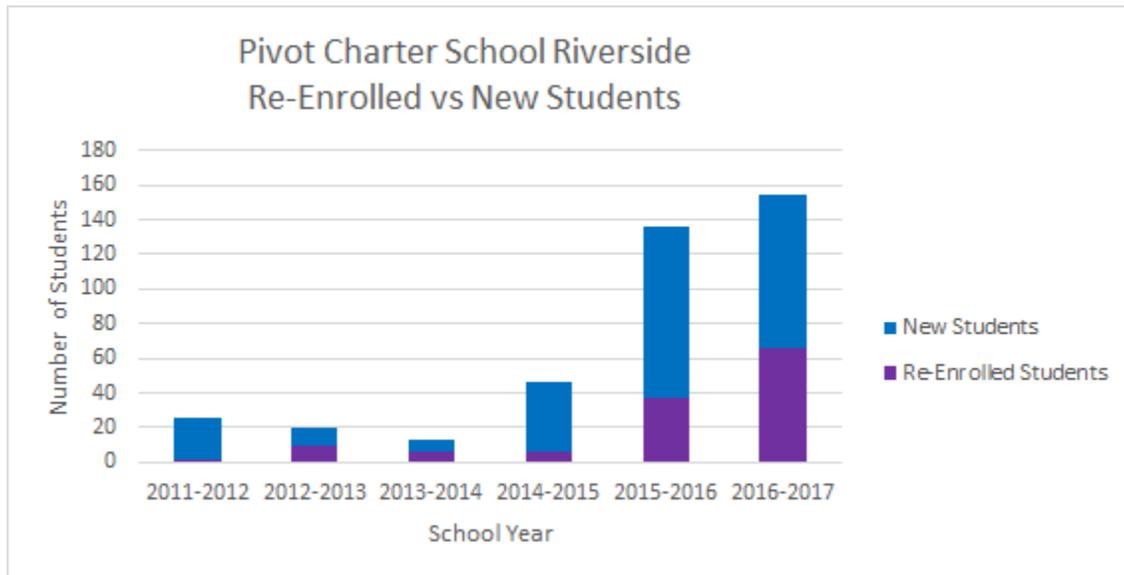
- Students will demonstrate confidence and increased capability in their core content area with an emphasis on ELA and Math as demonstrated by their continued growth toward and beyond proficiency and meeting the standard on state standardized testing
- Pivot Charter School Riverside will continue to implement a model blended learning program that attracts more students to the resource center offerings and engage with their credentialed teachers on a daily basis
- Pivot Charter School Riverside will continue to provide additional college readiness support to all students with a focus on those who are traditionally underserved and underrepresented in four year college programs
- Pivot Charter School Riverside families will be more involved and engaged in their students’ learning as demonstrated by their participation in school activities, trainings and parent/school organizations
- Students will engage in project based activities or some form of collaborative or critical thinking projects weekly either within their online curriculum content or as a supplement

STUDENT PERFORMANCE FOR PIVOT RIVERSIDE COUNTY AND PIVOT CHARTER SCHOOL RIVERSIDE II

It is all about the growth

Pivot Charter School Riverside was purposely established to serve students who are slipping through the cracks in a traditional program, students who have not met with success in a traditional school for many reasons and students who need more support to perform to their ability. By the nature of the mission of the school, Pivot thereby enrolls students with very low academic self-confidence, low test scores, low motivation or a need for a small environment, and helps turn them around; “pivot” their

attitudes toward school, their future and learning. Often times that means we are turning them around so they can go back to a traditional school environment and succeed. Or, they graduate from Pivot and they are more than prepared to succeed in post graduate studies or life. Few students are at Pivot for years on end. This makes test score analysis very challenging as the student population is so different from one year to the next; the cohort of students testing each year is tiny (see below).



While enrollment and retention has increased at Pivot Charter School Riverside, a majority of each school year's enrollment is made up of new students. With a large influx of new students each year, Pivot Charter School often changes the elective courses and clubs offered each year in order to fit the passions and interests of the new student population. This large percentage of new students each year also brings a challenge with assessments like the Smarter Balanced Assessments. Students enroll throughout the entire school year at Pivot and there is often not much time to check for gaps in knowledge before students are assessed. This is something that Pivot Charter School Riverside is improving by investing and implementing in programs like IO Insights and iReady (explained later).

Verified Data

The law also gives middle-performing charter schools the opportunity to provide data showing measurable increases in academic achievement, via verified data:

In addition to state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

- (A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
- (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers.

Verified data is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produces.” (Education Code Section 47607.2(c)(1)). In November 2020, the California State Board of Education (“SBE”) approved the criteria to define “verified data” and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2, which was further updated in May 2023. From the SBE-approved list of reliable assessments, Pivot Charter School Riverside uses i-Ready.

As the graphs below will highlight, students that have tested at Pivot Riverside County and Pivot Charter School Riverside II for two continuous years have shown slight growth in Mathematics (an average increase of 1.4 points per student). Once the SBAC assessment system was finalized and valid scores were available in 2015, Pivot used the data to drive programmatic changes such as adding face to face math and English workshops, as well as online workshops for virtual students. Additional writing and English workshops have now also been added to the 2017-2018 school year schedule in order to help students succeed in that area as well. The school will also be implementing the I-Ready program this upcoming school year. This program will allow Pivot to assess students throughout the year. I-Ready demonstrates how students would perform on the SBAC tests. I-Ready remediation curriculum is developed for each individual student. Pivot is excited about this new method of assessing student growth throughout the year and will be adding it to the CA Dashboard local measures.

When Pivot Riverside County opened a resource center 3 years ago, it completely changed our enrollment (from 15 to 100+) and the nature of our students, (from virtual students to more local students attending the resource center). As such, most of our students are new to Pivot in the last 2 years. What we have found is that many of the disenfranchised students who are attracted to Pivot as an alternative, are coming to Pivot with below average test scores. Therefore, our goal has been to help them improve, learn, and demonstrate growth in their knowledge base. Since having moved to the new resource center in Corona, year-on-year growth in student achievement at Pivot is very strong. Pivot's CAASPP scores improved at a higher rate than most schools, especially those that are

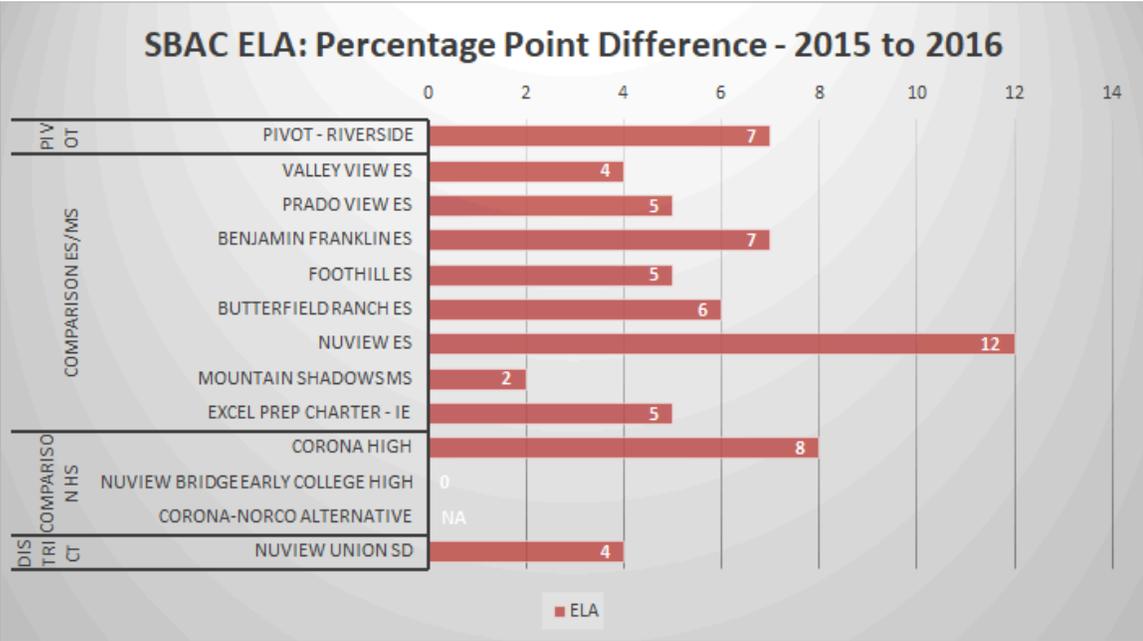
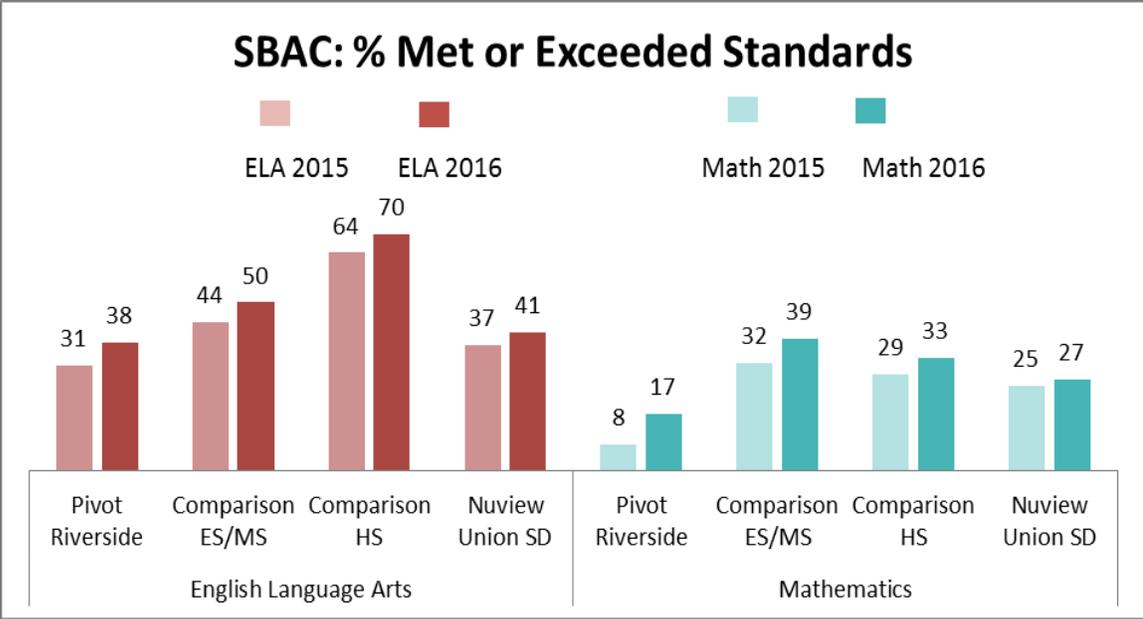
demographically or programmatically similar and compared to the District.

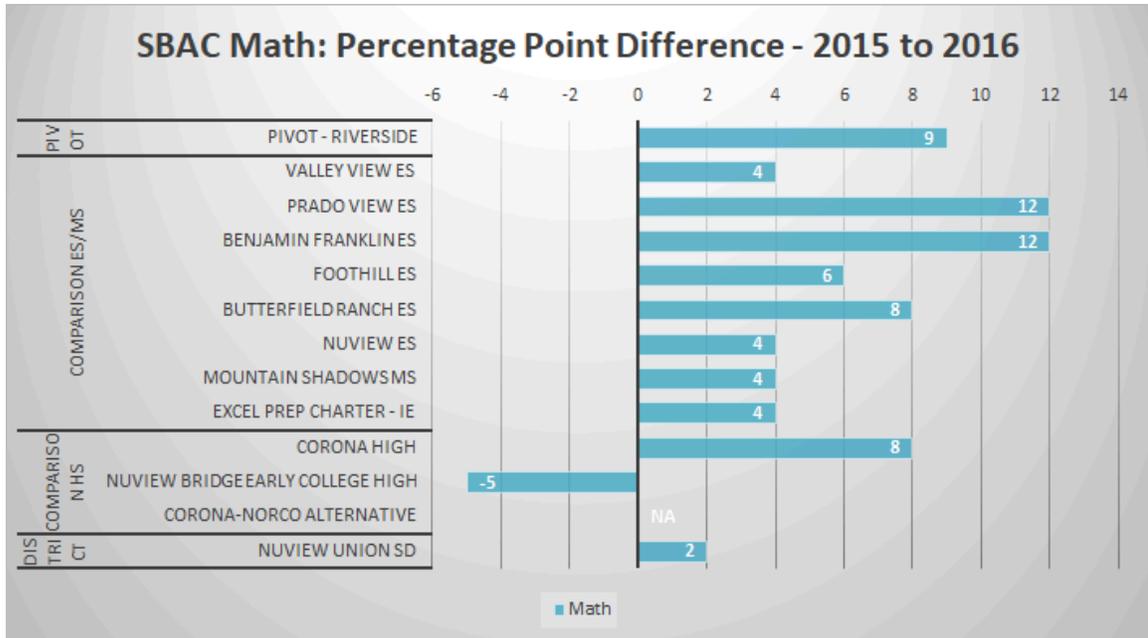
Using CAASPP scores for Pivot Riverside County and Pivot Charter School Riverside II as our measure of achievement, we look at the difference between 2015, 2016 scores and 2017 scores (the only three years for which we have data, because of state testing changes) for both English language arts (“ELA”) and math. We compare our achievement data to corresponding grade-level data from the following comparative groups of schools and our own overall growth. **Please note that data was only available at the writing of this charter petition for comparative schools for the 2015-2016 school year: The data below reflects:**

- Resident schools, meaning those most students would otherwise have been likely to attend if not at Pivot
 - Schools in the Corona-Norco Unified School District
- Demographically similar schools within the district where our resource center is located and our former authorizing District
- Other Independent Study Charter Schools
- Other Dashboard Alternative School Status (“DASS”) schools (formerly known as Alternative School Accountability Measure, or “ASAM”)

Growth

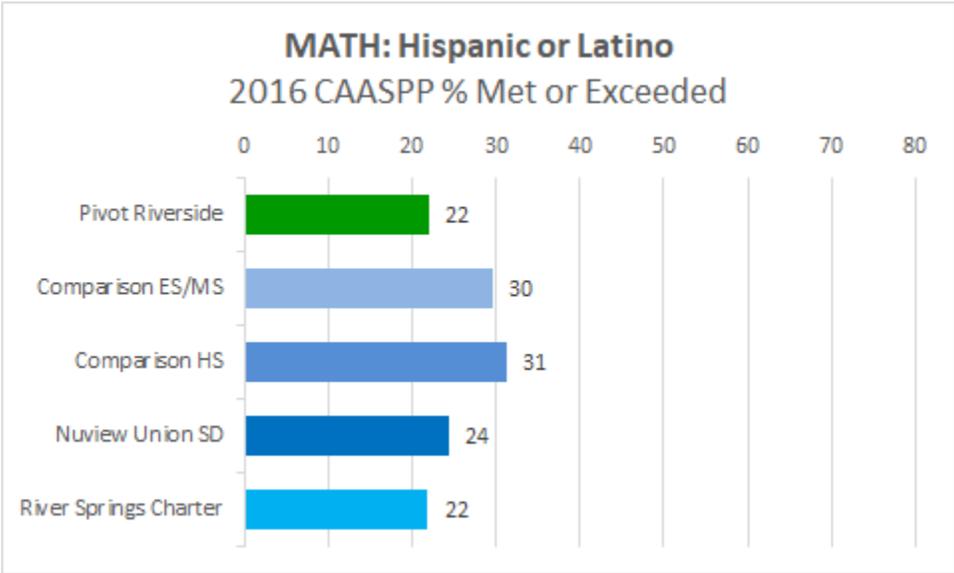
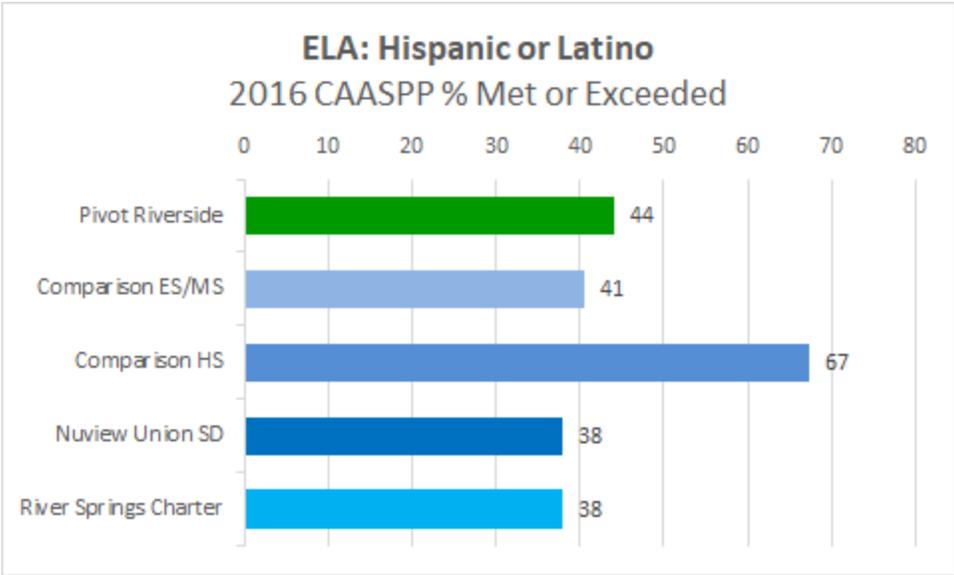
The growth in percentage points in both English Language Arts and Math from 2015 to 2016 was dramatic and among the highest growth of all comparison schools. The charts below demonstrate the students who enrolled in the original Pivot Riverside County the first year there was a resource center (first year of significant growth in enrollment) struggled to meet or exceed the standards and after one year at Pivot Riverside County, they made significant growth in both math and ELA.

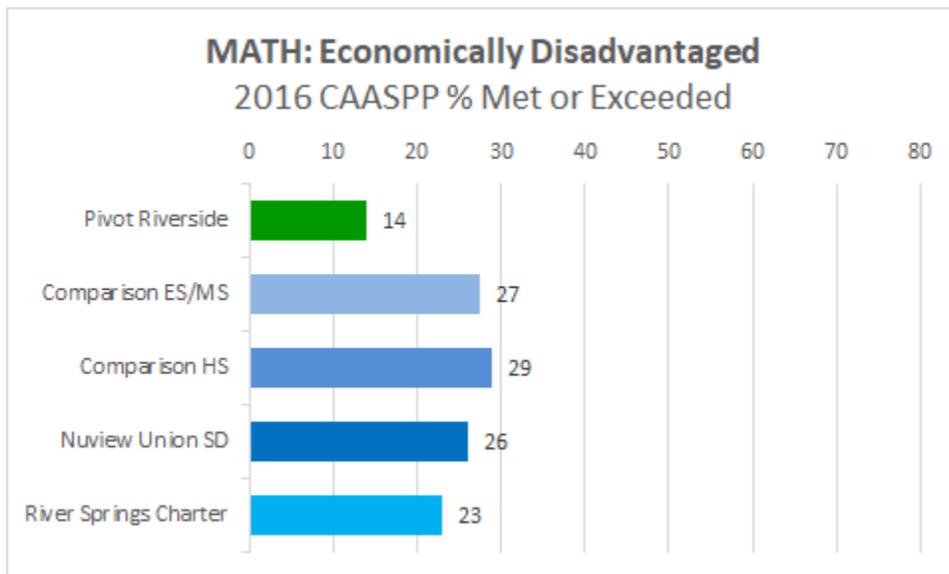
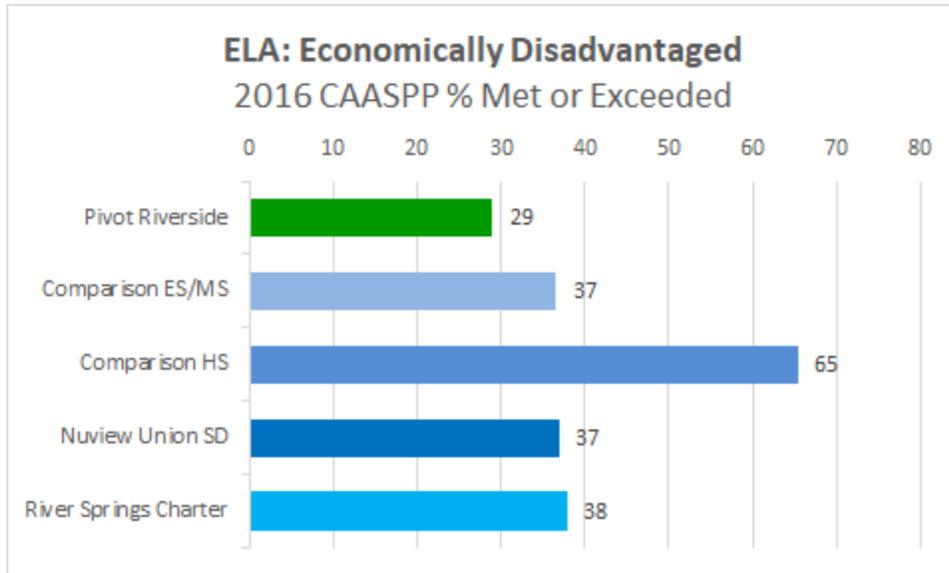




With this rate of improvement, Pivot Charter School Riverside can make significant headway in the next five years in students' education and their ability to meet and exceed the standards set for students in CA public schools.

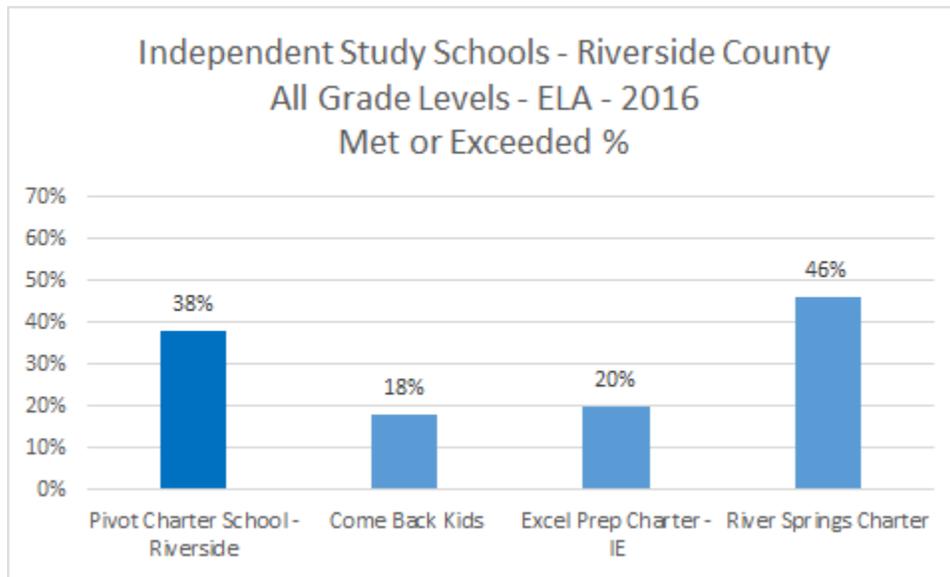
And while the original Pivot Riverside County did not have enough students in any subgroup to meet the legal definition of a subgroup in 2015, Pivot Charter School Riverside II did have subgroups in 2016. It is clear that with similar rates of growth to what we have demonstrated, our subgroup students' education will also benefit greatly the more time they are enrolled at Pivot Charter School Riverside.

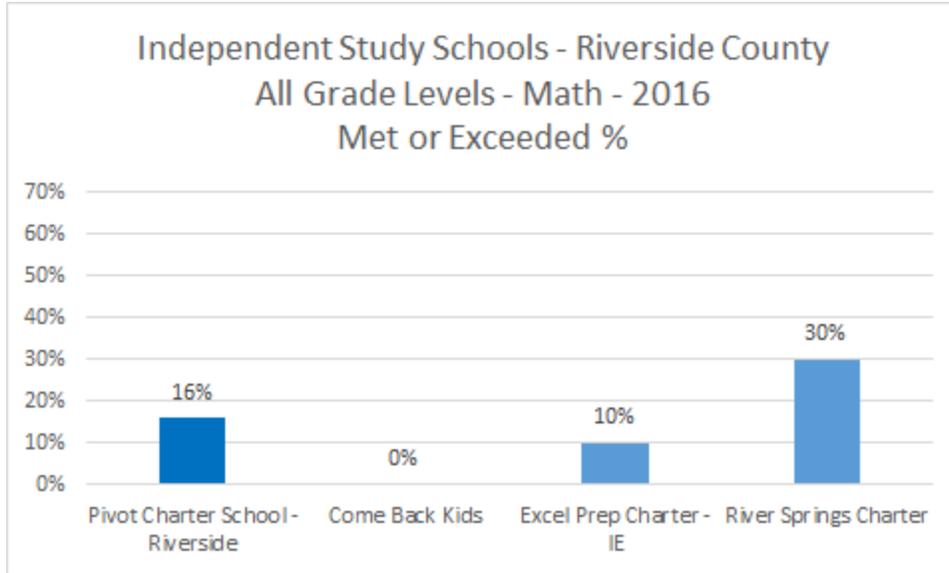




As an independent study school, Pivot Charter School Riverside serves a unique population of students, as well as receives fluctuating enrollment throughout the year, which makes it difficult to accurately compare it to local traditional schools in the area so the comparisons below are with local independent study schools (again, from 2015-2016 only as 2017 data was not available). When

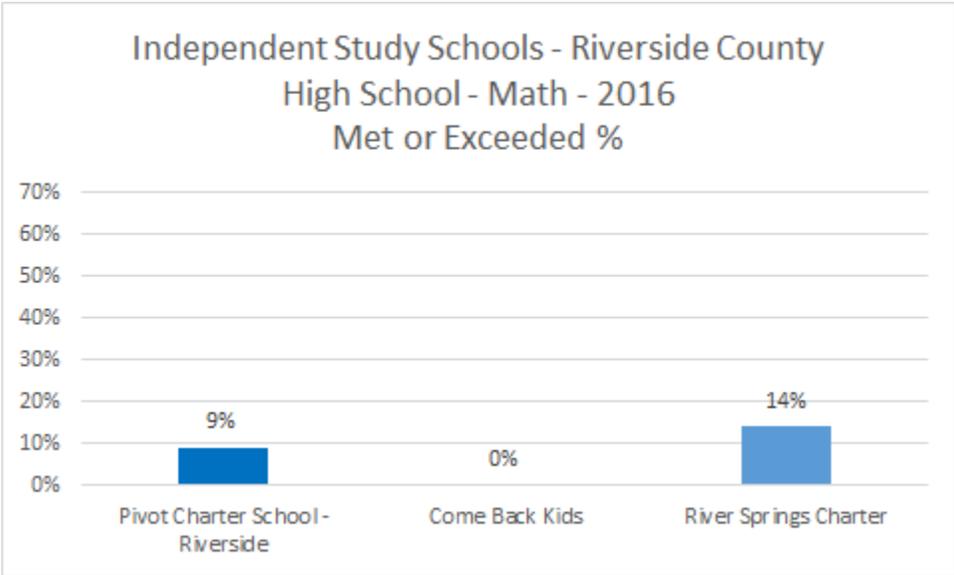
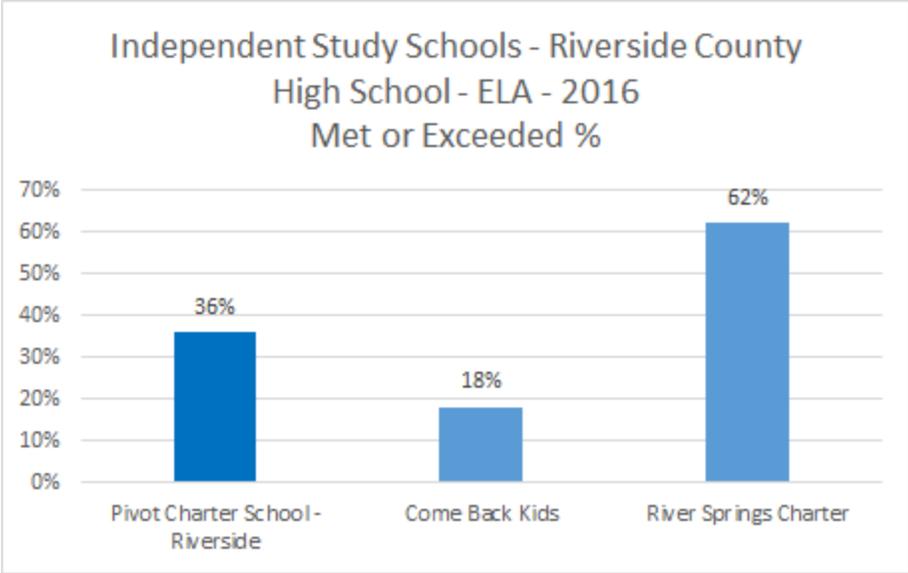
compared to other independent study schools in Riverside County, Pivot Charter School Riverside is performing better than Come Back Kids and Excel Prep Charter - IE in both English Language Arts and Mathematics when comparing percentage of students that met or exceeded the standards. River Springs Charter School, a well-established large school, is the only independent study school in Riverside County that had more students that met or exceeded the ELA and Math standards than Pivot Charter School Riverside.





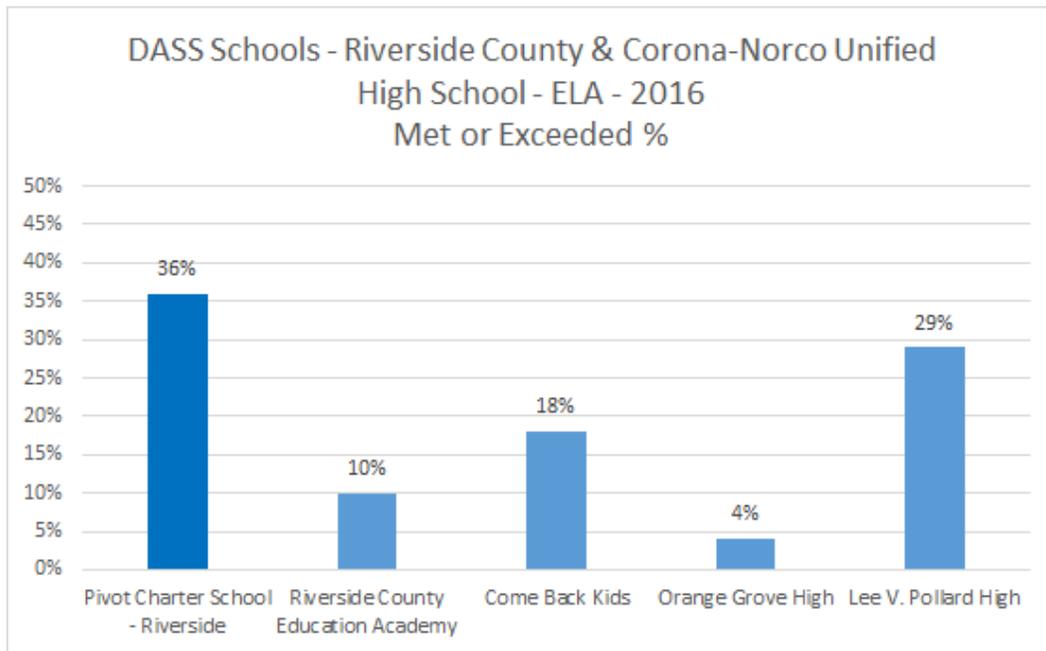
In the 2015-2016 school year, Pivot Riverside County was comprised mostly of high school students (55% of total enrollment). This has been the largest grade level group for all six years that Pivot Riverside County and Pivot Charter School Riverside II have been open. Pivot Riverside County and Pivot Charter School Riverside II are only able to compare their high school programs to two other independent study charter schools in Riverside County, Come Back Kids and Rivers Springs Charter School. The other independent study charter school in Riverside County, Excel Prep Charter – IE, does not serve high school students.

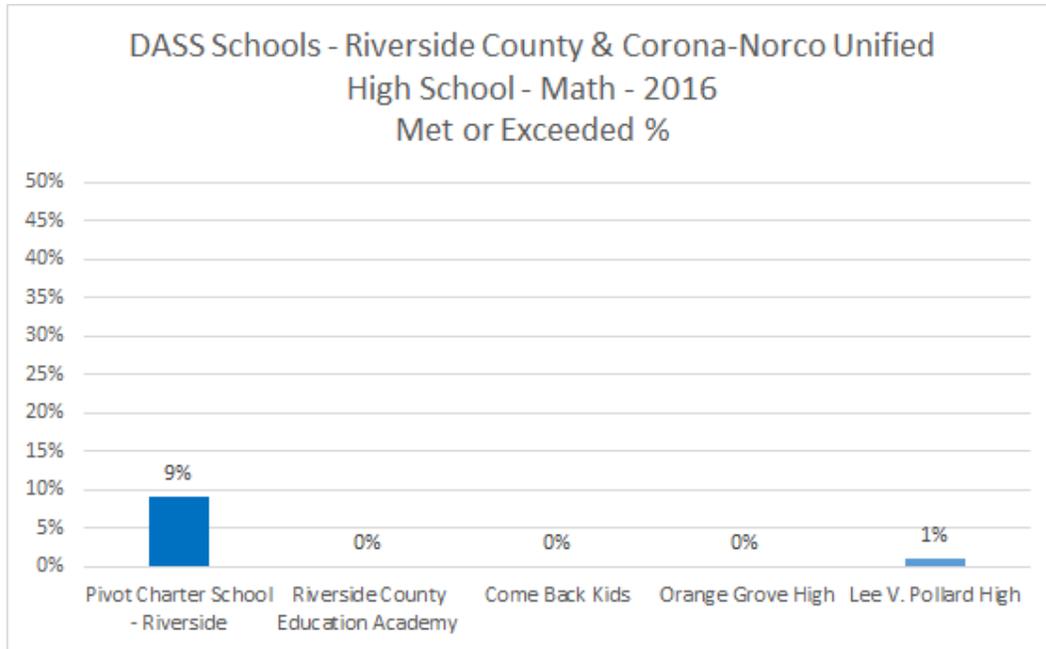
When comparing the percentage of students in high school that met or exceeded the ELA standard in 2016, Pivot Riverside County scores higher than Come Back Kids but lower than River Springs Charter. In 2016, Pivot Riverside County had 36% of its high school students meeting or exceeding the English language arts standard. That same year, Come Back Kids had 18% of its high school students and River Springs Charter had 62% of its high school students meeting or exceeding the same standard. The same can be said of the percentage of high school students who met or exceeded the Mathematics standard in 2016. Pivot Riverside County had 9% of its high school students meeting or exceeding the Mathematics standard. That same year, Come Back Kids had 0% of its high school students and River Springs Charter had 14% of its high school students meeting or exceeding the same standard.



As mentioned earlier, Pivot Charter Schools serves a unique at risk population. As such, Pivot Charter School Riverside is in the process of establishing eligibility to participate in the DASS program

(formerly ASAM) for alternative schools that serve high-risk students. Below are comparisons for the 2015-2016 school year (again, 2016-2017 school year data was not available for comparison at the time of this analysis). Included in the comparisons are schools classified as DASS for the 2017-2018 school year in Riverside County and also Corona-Norco Unified. Pivot Charter School Riverside exceeds all four schools when both ELA and Mathematics scores for meeting or exceeding the standards are compared.



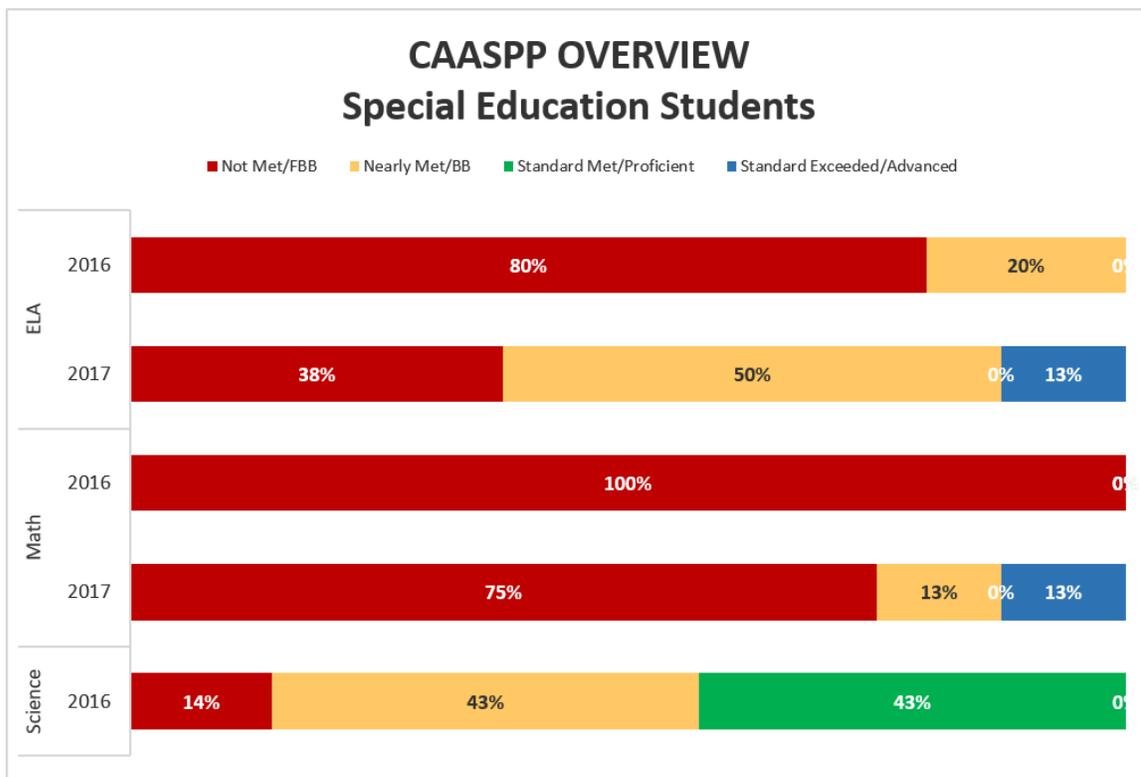


Special Education Students

Pivot Charter School Riverside saw significant growth in the number of special education students that met the English Language Arts (13%), Mathematics (13%), and Science (43%) standards. Pivot Charter School Riverside has a supportive special education program that provides significant one-on-one tutoring and support services for its special education population. That individualized attention allows Pivot’s educational coordinators to identify gaps in knowledge and skills early in order to provide the necessary supports to get the student back on track. For the 2017-2018 school year, 16% of the population at Pivot Riverside were served in special education. Pivot Charter School will be utilizing iReady and IO Insights in order to provide the same early interventions to the general and special education population.

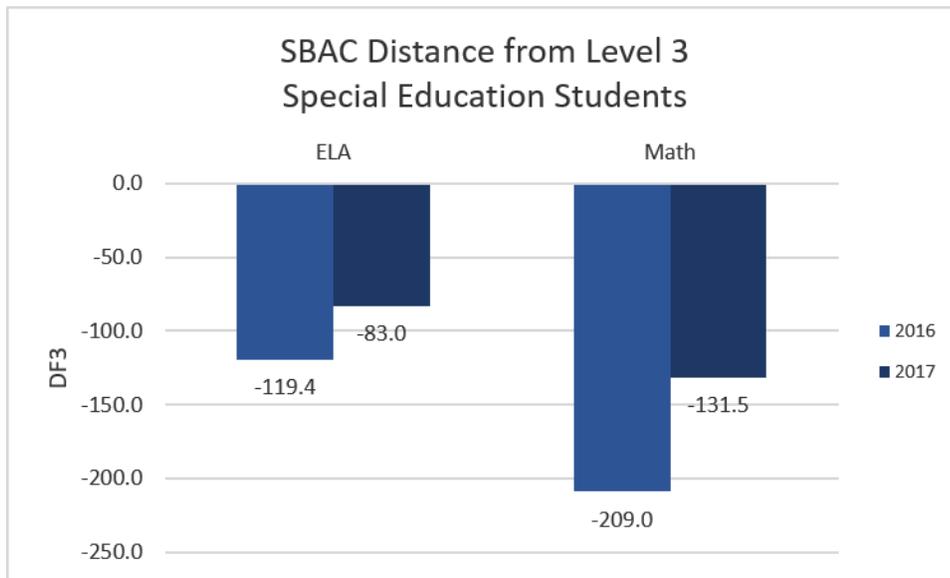
All grade levels of special education students that were tested saw improvement in English Language Arts test scores. Grades 4 and 6 saw improvement in special education students’ mathematics scores. Again however, this represents a small sampling of students.

Number of Special Education Students Tested 2017		Number of Special Education Students Tested 2016	
Grade 3	0	Grade 3	0
Grade 4	1	Grade 4	1
Grade 5	0	Grade 5	0
Grade 6	2	Grade 6	1
Grade 7	2	Grade 7	0
Grade 8	1	Grade 8	2
Grade 11	2	Grade 11	1



When analyzing the improvement of the special education subgroup, Pivot Charter School Riverside has seen the students get closer, on average, to level 3 for both English Language Arts and Mathematics. Level 3 is defined as students meeting the standard for that subject area. Since the goal

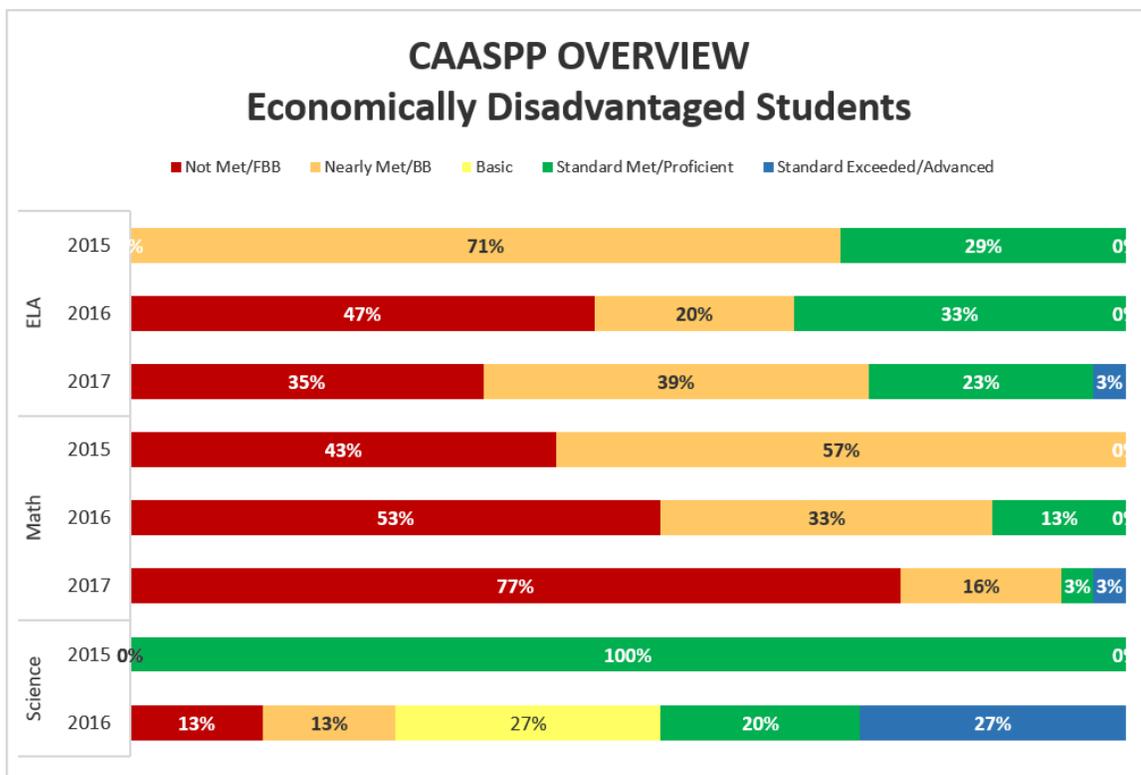
is to get all students to meet the ELA and Math standards, measuring the progress toward that goal can be seen in the graph below.



Economically Disadvantaged Students

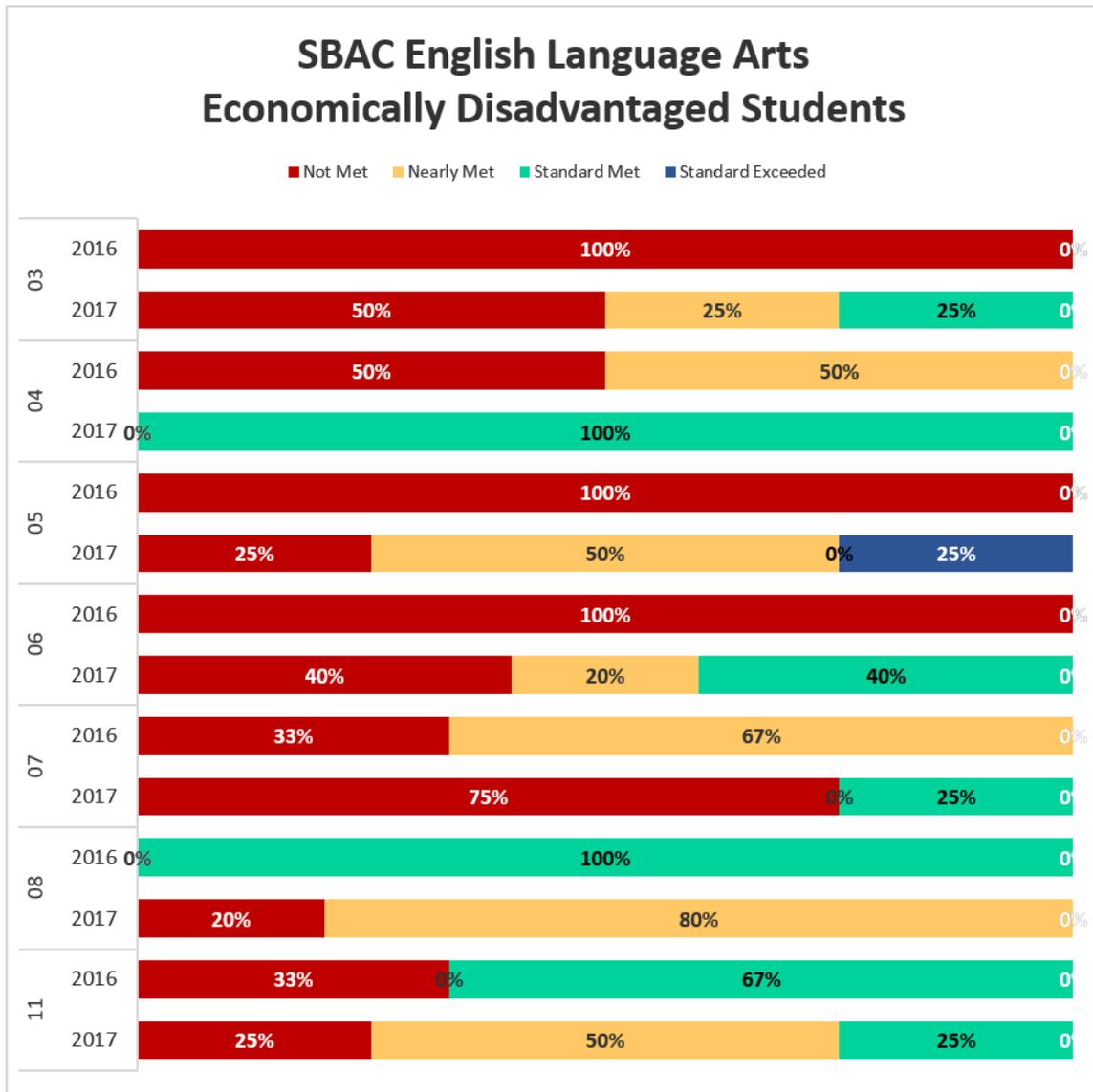
Economically disadvantaged students at Pivot Charter School Riverside showed improvement in the percentage of students that exceeded the standards for English Language Arts (3%), Mathematics (3%), and Science (27%). While the percentage of students that did not meet the standard decreased for the area of English Language Arts (from 47% to 35%), it increased for both Mathematics (from 53% to 77%) and Science (0% to 13%).

Number of Economically Disadvantaged Students Tested 2016		Number of Economically Disadvantaged Students Tested 2017	
Grade 3	4	Grade 3	7
Grade 4	2	Grade 4	2
Grade 5	2	Grade 5	6
Grade 6	2	Grade 6	6
Grade 7	7	Grade 7	7
Grade 8	7	Grade 8	7
Grade 11	10	Grade 11	10

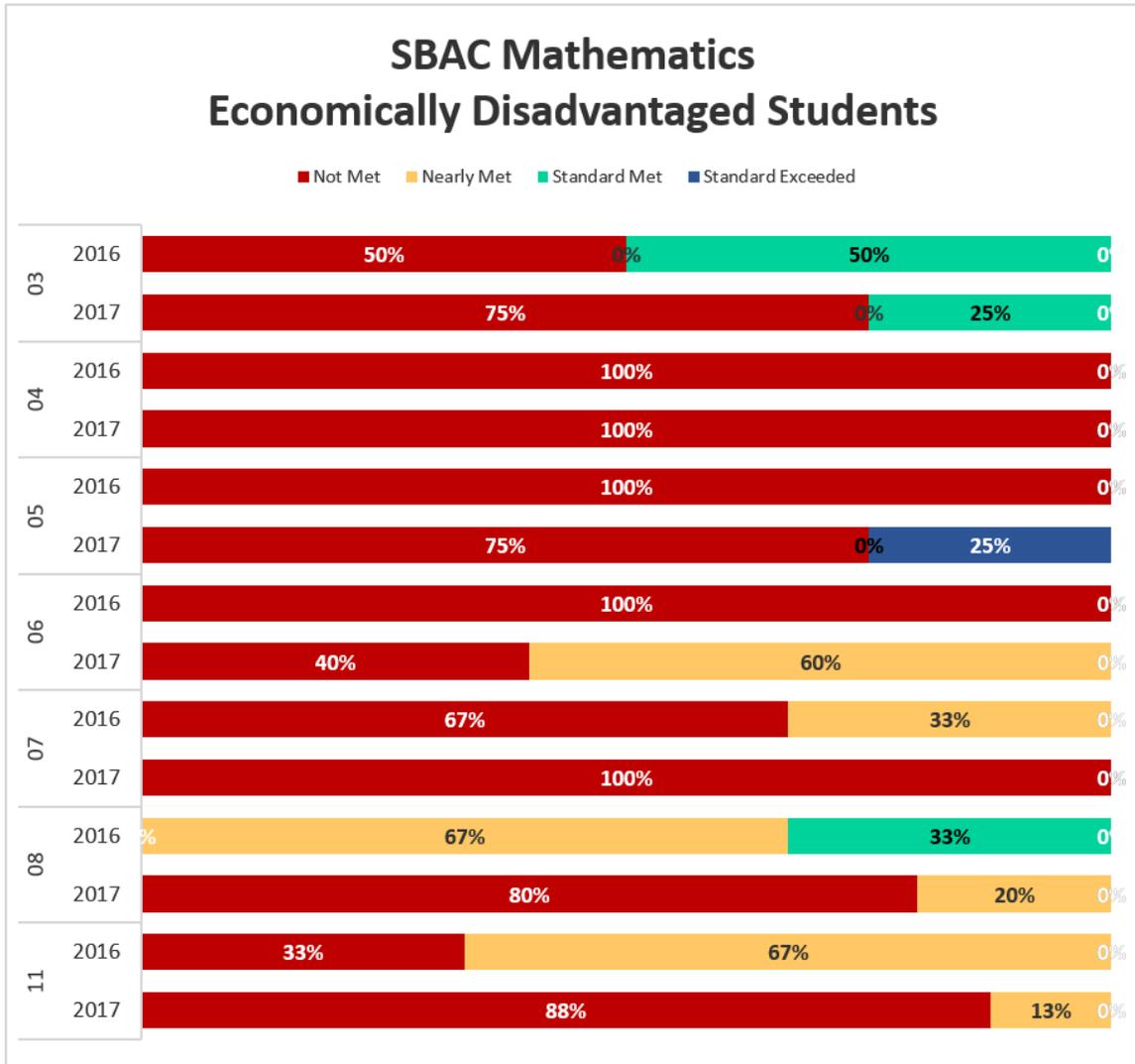


Economically disadvantaged students showed improvement in English Language Arts in grades 3, 4, 5, 6, and 7 in the percentage of students that met or exceeded the standard. Grade 3 increased from 0% to 25%, grade 4 increased from 0% to 100%, grade 5 increased from 0% to 25%, grade 6

increased from 0% to 40%, and grade 7 increased from 0% to 25%. For all grade levels tested, except for grades 7 and 8, the percentages of students that did not meet the standard decreased. Grade 3 decreased from 100% to 50%, grade 4 decreased from 50% to 0%, grade 5 decreased from 100% to 25%, grade 6 decreased from 100% to 40%, and grade 11 decreased from 33% to 25%. In these grade levels, more students are getting closer to meeting the standard for English Language Arts in the economically disadvantaged subgroup.



Economically disadvantaged students struggled in mathematics. While there was some improvement in grades 5 and 6, most grade levels saw an increase in the percentage of students that did not meet the standard.



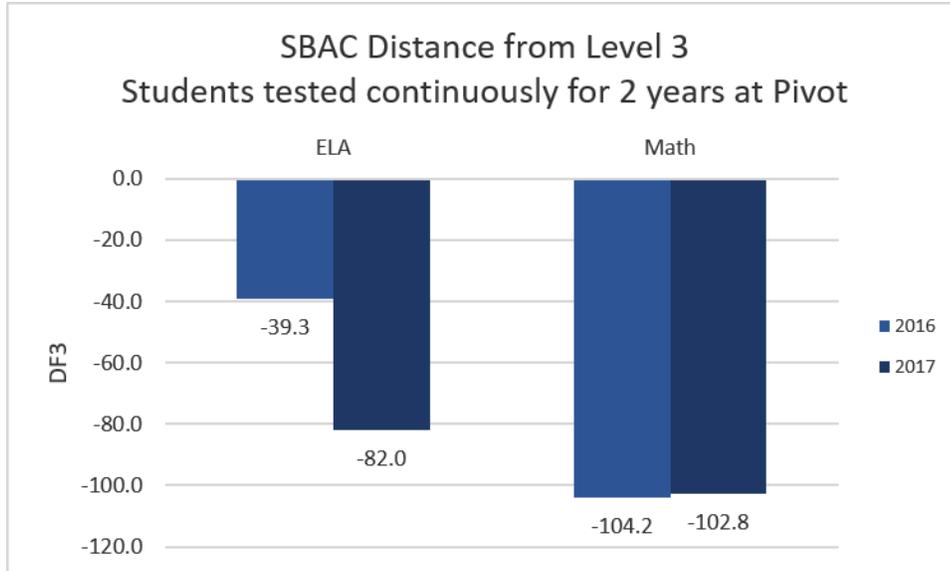
English Learners

English learners were an extremely small population at Pivot Riverside County and Pivot Charter School Riverside II. SBAC scores for the past three years cannot be compared since there were no EL students tested in 2015, only one EL student tested in 2016, and no EL students tested in 2017, due, as mentioned earlier that Pivot serves mostly high school students and those students are usually reclassified by the time they reach high school.

Students Tested at Pivot Charter School Riverside for Two Continuous Years

Students that have tested at Pivot Charter School Riverside for two continuous years are performing stronger each year, getting closer to CDE's level 3 which is defined as meeting the standard. On average, these students have improved their Math scores by 1.4 points per student. In English Language Arts, scores are getting further from level 3 so changes are being made to the blended learning onsite and online programs in order to help support those students. Additional English workshops are being implemented as well as I-Ready diagnostic and instructional supports.

The number of students that have continuously tested at Pivot Charter School Riverside for two years is small. It almost makes the data statistically irrelevant whether their scores are closer or further away from meeting the standard level 3. Nine students are included in this cohort and the change in their average distance from level 3, which is recognized as meeting the standard, from 2015 to 2016 is shown in the below graph. These nine students, that have continuously tested for two years at Pivot Riverside, got further from meeting the standard in English Language Arts (by 42.7points on average) but closer to meeting the standard in Mathematics (by 1.4points on average).



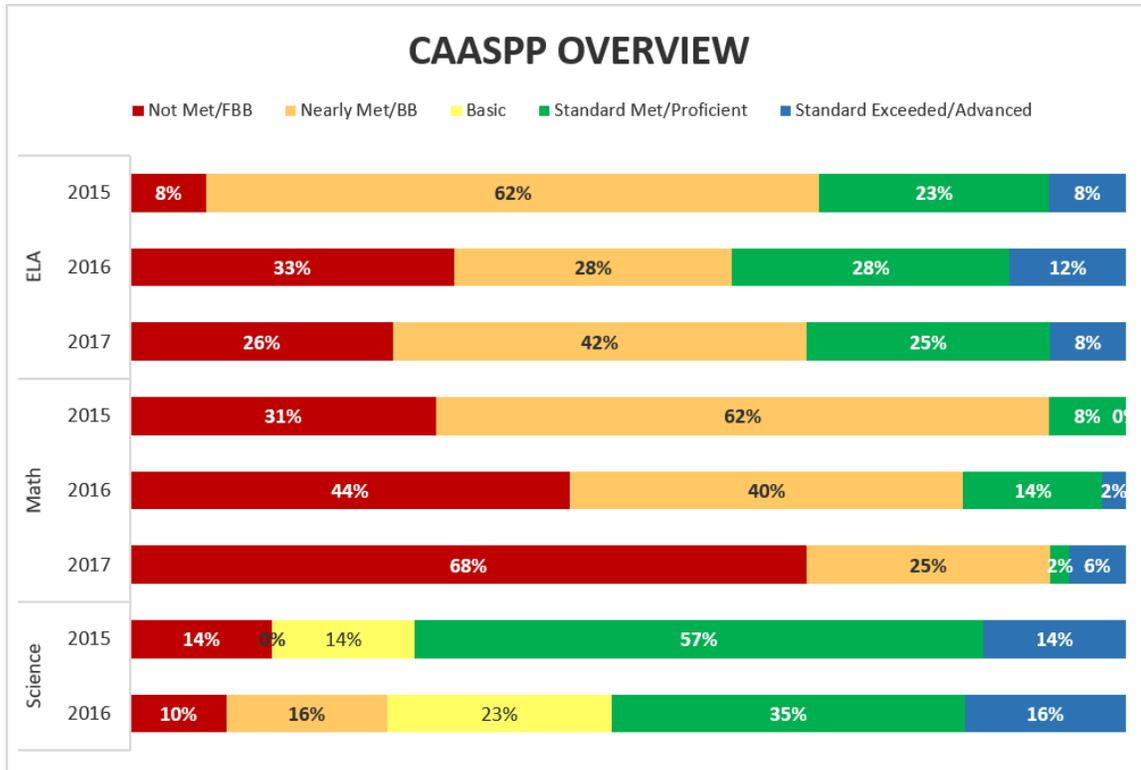
Overall CAASPP Analysis for Total Student Population

Comparison school data for the CAASPP testing for the 2016-2017 school year was not available to individual schools at the writing of this petition. Below is the analysis of student performance overall for the last three years (when available).

The overall analysis of test scores for all students that tested at Pivot Charter School Riverside showed a decrease in students that did not meet the standard for English Language Arts and an increase in students that nearly met the standard. In Mathematics, there was an increase in students that did not meet the standard. Since students that had tested continuously for two years showed growth from one year to the next in this area, the increase in students that did not meet the standard can be partially attributed to the new students that enrolled at Pivot for the 2016-2017 school year. Unfortunately for good and bad, none of these scores represents a large number of students who tested.

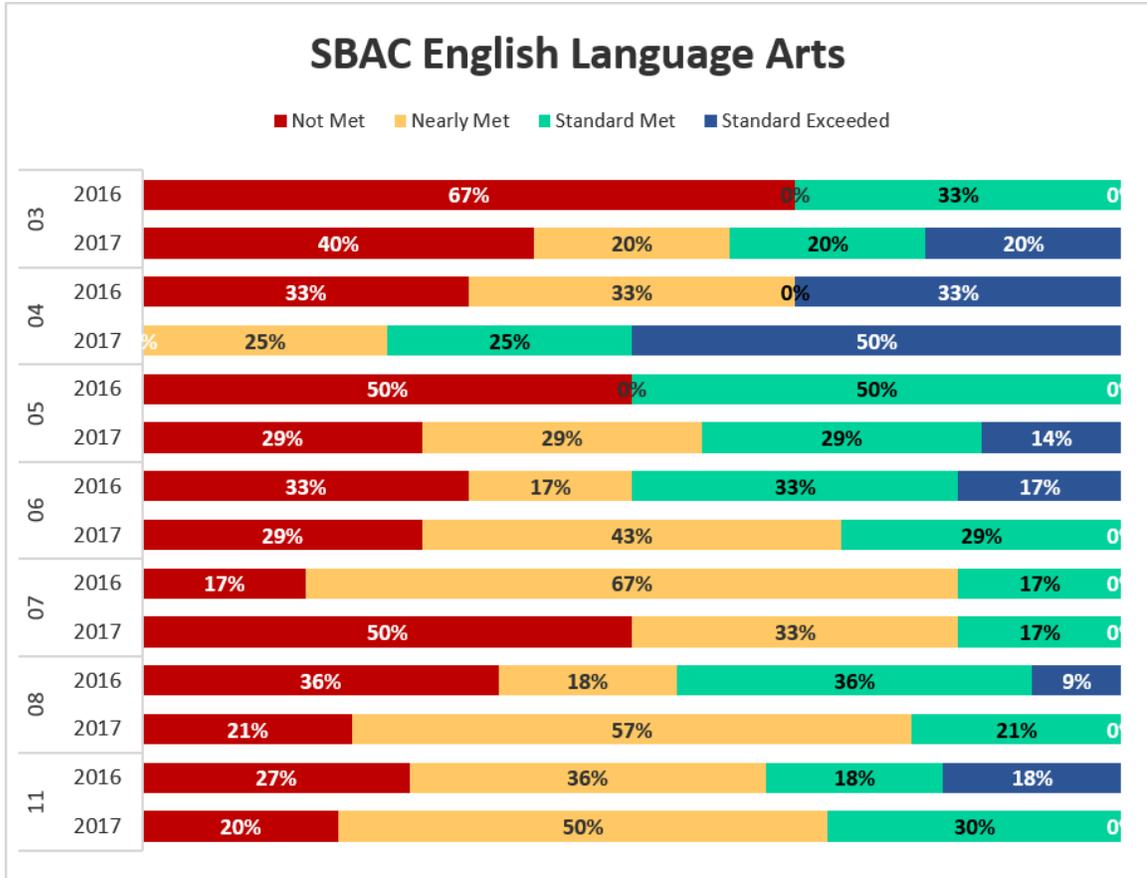
Number of Students Tested 2016		Number of Students Tested 2017	
Grade 3	3	Grade 3	5
Grade 4	3	Grade 4	4
Grade 5	2	Grade 5	7
Grade 6	7	Grade 6	7
Grade 7	7	Grade 7	6
Grade 8	10	Grade 8	14
Grade 11	11	Grade 11	10

Total student population at Pivot Charter School Riverside



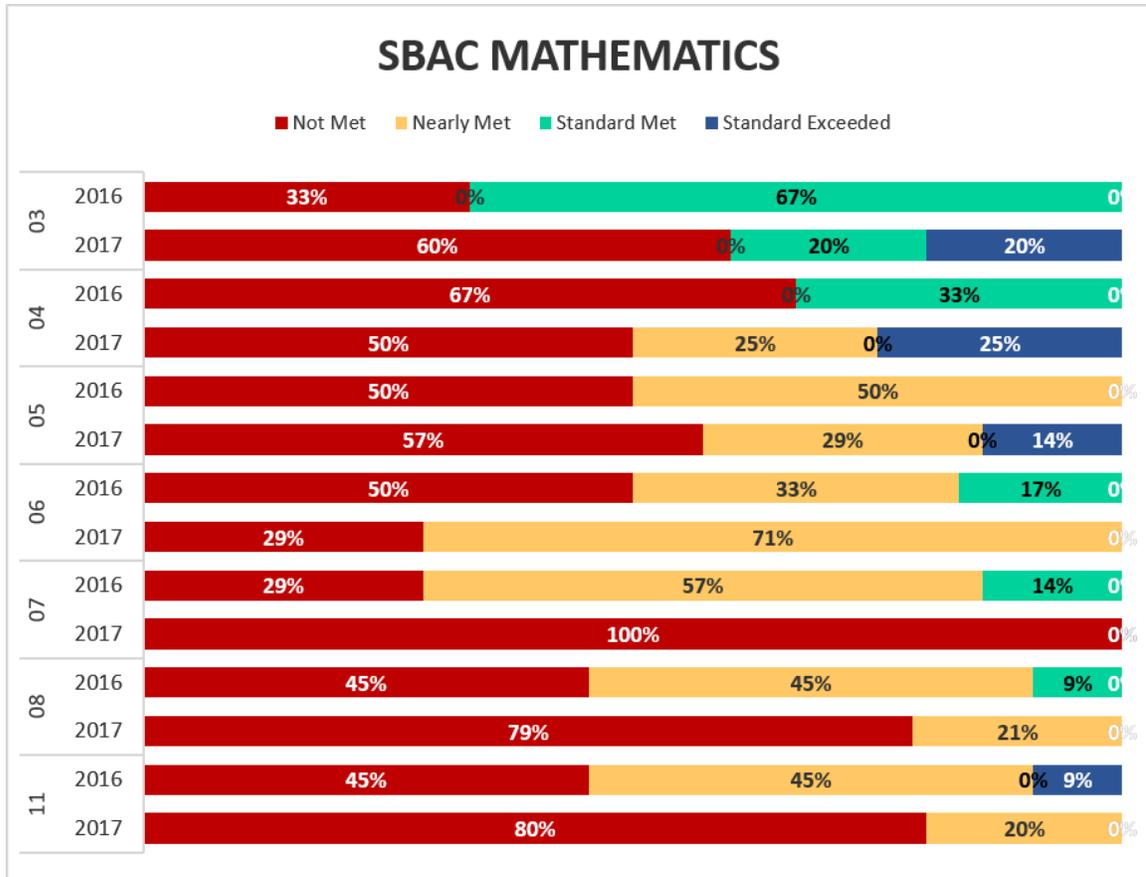
Overall analysis shows that English Language Arts scores improved slightly in the 2016-2017 school year. Grade level analysis of English Language Arts shows that elementary students showed the most growth in the 2016-2017 year. Students in grades 3, 4, and 5 showed an increase in students that exceeded the standard. The percentage of students that did not meet the standard decreased for grades 3, 4, 5, 6, 8, and 11 as more students are getting closer to meeting the standard.

Total student population at Pivot Charter School Riverside



The percentage of students that exceeded the Mathematics standard in 2016-2017 increased in grades 3, 4, and 5. This growth is similar to the changes seen in English Language Arts scores for the elementary grade levels that were tested. Mathematics scores for the middle school grade levels declined in the 2016-2017 school year. Changes for the 2017-2018 school year include middle and high school mathematics workshops.

Total student population at Pivot Charter School Riverside



Parent and Student Satisfaction

Pivot has also conducted satisfaction surveys and sought input from families every year. The tables below demonstrate a high level of parental satisfaction with the program. Pivot Charter School Riverside had the highest response rate of all four Pivot schools at 51%.

Pivot Charter School Riverside Satisfaction Surveys 2016-2017 Results		
Parent Responses		
What is your satisfaction level with the curriculum your student is utilizing at Pivot Charter School?	Excellent - Good 89%	Fair - Poor 11%
What level of communication do you receive regarding your student's progress at Pivot Charter School?	Excellent - Good 85%	Fair - Poor 15%
How safe does your student feel at the resource center?	Very Safe 81%	Somewhat Safe 11%
How challenging is the curriculum your student is utilizing at Pivot Charter School?	Very Challenging 41%	Somewhat Challenging 52%
What is your overall satisfaction level with Pivot Charter School?	Very Satisfied 67%	Somewhat Satisfied 30%
Student Responses		
Pivot Charter School is a welcoming and friendly place.	Strongly Agree - Agree 87%	Disagree - Strongly Disagree 5%
Students respect one another at the Pivot Charter School resource center.	Strongly Agree - Agree 79%	Disagree - Strongly Disagree 15%
Pivot Charter School teachers and staff are sensitive to my needs.	Strongly Agree - Agree 84%	Disagree - Strongly Disagree 2%
I enjoy participating in program time and/or workshops at the resource center.	Strongly Agree - Agree 65%	Disagree - Strongly Disagree 8%
I feel comfortable asking questions at the resource center.	Strongly Agree - Agree 89%	Disagree - Strongly Disagree 6%
I believe I can be successful in school.	Strongly Agree - Agree 91%	Disagree - Strongly Disagree 5%
Pivot Charter School is preparing me well for my future.	Strongly Agree - Agree 77%	Disagree - Strongly Disagree 7%

Satisfaction surveys are electronically distributed to all Pivot students and parents/guardians in the spring of each school year and are used to develop the LCAP as well. These surveys provide valuable information on school culture and the strength of the relationships that Educational Coordinators (Pivot teachers- also abbreviated EC) develop with their students. The responses to these questions helps guide staff training and professional development for the upcoming school year as Pivot uses the feedback to build a strong and safe school culture and supportive relationships between Educational Coordinators (ECs) and students.

A charter petition renewed pursuant to Education Code Section 47607.2(b) (middle performing) shall be granted a renewal term of five years. As clearly demonstrated by the evidence above, the Charter School meets this renewal criterion and should be granted a renewal term of 5 years.

I. EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. —Education Code Section 47605(b)(5)(A)(i)

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, ~~or the nature of the program operated, by the charter school~~, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. —Education Code Section 47605(b)(5)(A)(ii).

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. —Education Code Section 47605(b)(5)(A)(iii).

Mission

~~The mission of Pivot Charter School Riverside is to instruct students in grades TK-12 through a rigorous high tech online educational platform supported by 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.~~

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.

Purpose

The purpose of Pivot Charter School Riverside is to prepare students for their lives in the 21st century. Pivot Charter School Riverside provides students with a career-focused educational program in a flexible and motivating environment imbued with technology and one-on-one support and guidance. Pivot Charter School incorporates concurrent college enrollment with Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and the remaining State Content Standards (collectively referred to herein as “State Standards”) aligned interactive online classes for students who want to excel, remediate, or motivate themselves to prepare for their lives in the 21st century.

Vision

~~The vision of Pivot Charter Schools is to afford students who graduate more opportunities in their careers and education than they would have had if they had not attended Pivot; to open doors and develop lives.~~

~~**PIVOT CHARTER SCHOOLS IS FOUNDED IN THE FOLLOWING CORE BELIEFS:**~~

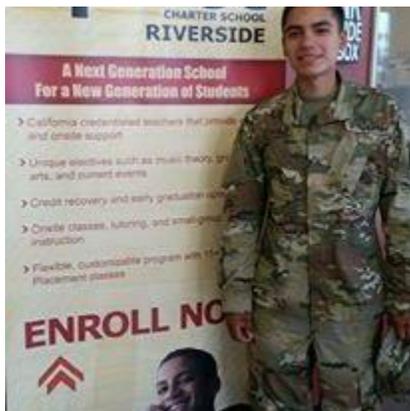
- ~~● Successful schools are student centered, not adult centered.~~
- ~~● When focus is on changing students’ lives, one can’t go wrong.~~
- ~~● A teacher’s role is to have frequent, supportive yet motivating communication with students.~~
- ~~● Students’ academic performance is greater when they have 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.~~

~~While Pivot still provides a virtual educational setting for some students, Pivot Charter School Riverside is becoming more of a blended learning program each year. Roughly 45% of students utilize the resource center for either tutoring, meeting with teachers, or to attend the structured programs each week. Blended learning is defined by Innosight Institute (a leader in blended learning analysis founded by Professor Clayton Christensen of the Harvard School of Business) as: “A formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace, and at least in part at a supervised brick-and-mortar location away from home.” As summarized in a 2012 report by the Evergreen Education Group (a leader in K-12 digital learning market and policy research and advisory services), “Full-time blended schools are an increasingly important category of online learning activity. These are often charter schools, although they may be non-charter district schools that take a whole-school blended approach to instruction. Consistent with the blended learning definition, these schools have an element of student control over time/pace/path/place and in one or more ways change the instructional model away from one-to-many (teacher to students) instructions and toward a personalized, data-driven approach.” See this great video on Blended Learning: <http://vimeo.com/78871778>.~~

~~Pivot Charter School Riverside is a combination of a Virtual Program (for students who demonstrate they can handle that model successfully) and a Flex Blended Learning program as outlined again by Innosight Education below. At Pivot, most students’ education includes:~~

- ~~“At least in part through online learning, with some element of student control over time, place, path, and/or pace;~~
- ~~At least in part in a supervised brick-and-mortar location away from home; and~~
- ~~The modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience.”~~



~~The majority of blended learning programs resemble one of four models: Rotation, Flex, A-La Carte, and Enriched Virtual. Pivot students do not rotate from some courses in a traditional classroom experience to some courses being “virtual” as in the Rotation model~~

and they do not get to choose some courses being online while others are classroom based such as in the A la Carte model. Pivot Charter School Riverside is a “Flex” model, supplemented by an Enriched Virtual model.

Flex model — A program in which the online learning is the backbone of student learning, even if it directs students to offline activities at times. Students move on an individually customized, fluid schedule among learning modalities, and the teacher of record is located at our facility, available for support. The teacher of record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring. The Pivot implementation of a Flex model has substantial face-to-face support. Students at Pivot Riverside can participate in five, two and one day a week programs at our facility.

Enriched Virtual model — A whole-school virtual experience in which students are learning remotely using online delivery of content and instruction for most of their classes with little support at a facility. Teachers of record are assigned to the student and may also assist students through online tutorials. The teacher assigned to the student engages in **SIGNIFICANT** amounts of communication with the student and the family. Students must demonstrate success by completing 4 assignments with a passing grade daily in order to remain as a virtual student. Otherwise, our intervention process may require the student to attend the Flex Model program. Or, per Education Code Section 51747 and our Board Policy on independent study, we are eventually required to evaluate whether remaining in independent study is in the best interest of the student.

Pivot Charter School Riverside’s Flex model offers daily learning labs where students can get help with their online curriculum and attend live classes such as writing, Algebra, math tutorials, and PE. They may also receive tutoring and attend other workshops such as science labs, math remediation, art and Geology in the future. Pivot also offers Fun Friday field trips and events at least twice a month to build a true school community feeling and to provide time for students to socialize. As Pivot Riverside does not require its students to be at a facility under the supervision of a credentialed employee at least 80% of the instructional minutes required by law, the Charter School meets the legal definition of Independent Study or Non-classroom based under the Education Code.

The other Pivot schools are also offering a significant amount of one on one and small group instruction at each resource center and are implementing the Flex and Enriched Virtual models. Providing more direct instruction through CA credentialed teachers helps to improve student achievement and develop a sense of community and involvement for the students and their families at

Pivot:

The vision of Pivot Charter Schools is to afford students who graduate more opportunities in their careers and education than they would have had if they had not attended Pivot; to open doors and develop lives.

PIVOT CHARTER SCHOOLS IS FOUNDED IN THE FOLLOWING CORE BELIEFS:

- Collaboration
- Integrity
- Adaptability
- Empathy
- Perseverance
- Resiliency
- Communication
- Education
- Creating independent thinkers
- Individuality

Pivot Charter School offers a robust virtual program as well as a blended / hybrid learning program with a variety of opportunities offered on-site at the resource center. Roughly 40% of students utilize the resource center for either tutoring, meeting with teachers, and/or to attend the structured programs offered each week.

Pivot Charter School 's blended/ hybrid model offers daily learning labs where students can get help with their online curriculum and attend live classes such as in writing, Algebra, math tutorials, beanie knitting, art, robotics, and PE. Pivot also offers "Fun Friday" which are field trips and events organized at least twice a month to build a true school community feeling and to provide time for students to socialize. As Pivot does not require its students to be at a facility under the supervision of a credentialed employee at least 80% of the instructional minutes required by law, the Charter School meets the legal definition of Independent Study or Non-classroom based under the Education Code Section 47612.5.

Providing opportunities for more direct instruction through CA with fully credentialed teachers, and at a frequency personalized for each student, helps to improve student achievement and develop a sense of community and involvement for the students and their families at Pivot.

Student Population

Pivot Charter School Riverside targets students who are at risk of dropping out, students who have dropped out of school as a result of being disenfranchised with the traditional school system, students who want to accelerate their education, and students whose various needs are not being met at traditional schools. Oftentimes these students are those who are “slipping through the cracks” in traditional schools. Some are not being motivated enough or don’t have access to the numerous Advanced Placement courses that Pivot provides. Others are seeking more one on one support from their teachers which Pivot provides. Pivot Charter School Riverside creates a unique learning environment that re-engages students by creating an academic program that works in unison with their individual situations and goals. By providing one on one support, small group instruction, project based learning and safe social settings coupled with diverse educational paths, students are encouraged to set high goals for their futures. The flexibility provided through the online courses also allows students to pursue career interests and higher education while fulfilling their lives’ current obligations and interests. Pivot Riverside has graduated professional athletes, actors and chess competitors; all of whom needed more flexibility to earn a rigorous high school diploma. Pivot Charter School Riverside has also graduated students who otherwise would not have finished high school without Pivot. Pivot has also proven to be a very successful program for students for whom English is not their primary language. These students have shared that they got lost in large classes and were intimidated to ask questions or ask for clarification on vocabulary. They have relayed to us that they find the ability to “stop” instruction to seek definitions and ask questions one on one of teachers gives them the confidence to succeed in school.



As students enroll for the 2017-2018 school year, their previous districts and schools from which they come is tracked and recorded. The majority of students for the 2017-2018 school year (27.8%) are

coming from a school within the Corona-Norco Unified School District. The table below outlines the additional districts that students attended previously. Many students enroll at Pivot Charter School after being homeschooled, and others come from out-of-state districts. These families fall into the “Other/Unknown” category below.

Pivot Charter School Riverside 2017-2018 School Year		
District	Number of Students	Percentage of Enrollment
Alvord Unified	6	6.2%
Anaheim Union High	1	1.0%
Beaumont Unified	1	1.0%
Capistrano Unified	1	1.0%
Chino Valley Unified	2	2.1%
Corona-Norco Unified	27	27.8%
Evergreen Union	1	1.0%
Garden Grove Unified	1	1.0%
Hemet Unified	1	1.0%
Jurupa Unified	1	1.0%
Menifee Union Elementary	1	1.0%
Murrieta Valley Unified	2	2.1%
Ontario-Montclair	1	1.0%
Perris Union High	1	1.0%
Placentia-Yorba Linda Unified	1	1.0%
Rim of the World Unified	1	1.0%
Riverside County Office of Education	10	10.3%
Riverside Unified	9	9.3%
San Bernardino City Unified	1	1.0%
Simi Valley Unified	1	1.0%
Tehachapi Unified	2	2.1%
Temecula Valley Unified	1	1.0%
Victor Valley Union High	2	2.1%
West Contra Costa Unified	1	1.0%
Other/Unknown	21	21.6%

Pivot Charter School Riverside provides a solution for the following student populations as outlined below:

Students in need of increased class offerings

School districts with limited resources often lack breadth and depth of course offerings. The online courses expand these limited offerings. Teachers and students are often overwhelmed by high student/teacher ratios. High quality, online courses are an excellent alternative to crowded classrooms that often result in reduced individualized instruction. Middle school students struggling with core concepts will find that the online courses give them the strength in foundation skills to succeed in high school, and elementary school students may engage in a homeschool based environment and get support and the enrichment they need from teachers at the resource center.

Students missing credits

Students in need of credits to complete grade levels or to graduate on time can utilize online courses to make up or to retake courses (i.e., at-risk students and students returning for their high school diplomas). Students can work at a pace that is commensurate with their needs and abilities, plus they can make up essential credits that will allow them to graduate “on time.”

Scheduling conflicts

Students today participate more and more in activities such as competitive sports and performing arts, and this requires a significant time commitment during the day. Additionally, many more students have to work to keep their families out of poverty or take care of their own children. The flexibility of taking accredited online courses with flexible scheduling creates time for extra-curricular activities, necessary employment, and space for supporting the family at home.

Special instructional setting

Students who are not well-suited for a traditional classroom setting or who have special scheduling needs benefit greatly from being allowed to progress at their own individual paces. Students who are shy or anxious and often get lost in the crowd because they are afraid to ask questions or provide input tend to thrive in an online environment where they can interact by choice and not feel that they are being judged by their peers.

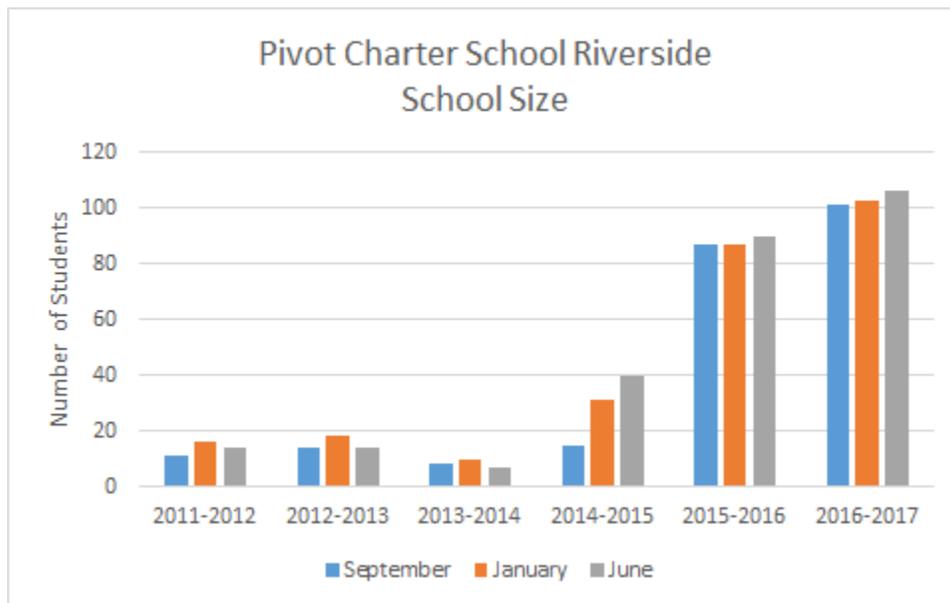
Accelerated learners (learners desiring accelerated or enrichment offerings)

Those students who are quick learners can be given the flexibility to progress in a particular subject at a faster pace than the rest of a traditional class. Students who are accelerated and taking higher level courses at Pivot or college community courses can graduate, be accepted to a college, and/or enter the workforce early. Middle school students who begin accelerating at an early age can accumulate a

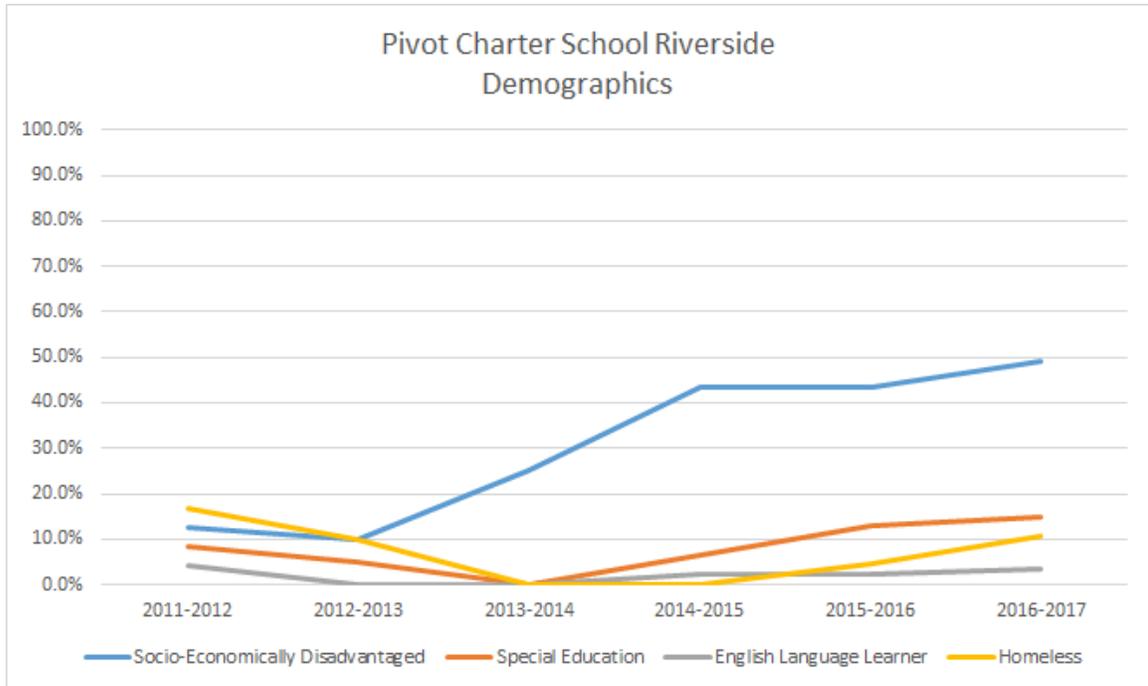
significant number of credits and participate in many exciting classes (and take many AP classes) by the time they graduate from high school. Pivot offers over 11 Advanced Placement Courses.

Student Demographics

Pivot Charter School Riverside serves many at-risk students. 49% of currently enrolled in Pivot Riverside are socioeconomically disadvantaged and while only 3.4% of students are classified as English Learners, roughly 10% of students live in a home where English is not the first language. This is, perhaps because Pivot Charter School Riverside serves primarily students in grades 8-12 and many students are re-classified by the time they are older.



Students enroll at Pivot Charter School throughout the school year, with many enrolling mid-year as they search for a better educational fit or as their school needs change. Since opening a resource center location, school size (i.e. the number of students enrolled at any given time) has continued to increase each year and increase throughout the year. With a growing interest in resource center attendance, a larger facility will soon be needed in order to properly serve our students using the blended learning model.



School Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Socio-Economically Disadvantaged	12.5%	10%	25%	43.5%	43.5%	49%
Special Education	8.3%	5%	0%	6.5%	13%	14.8%
English Language Learner	4.2%	0%	0%	2.2%	2.3%	3.4%
Homeless	16.7%	10%	0%	0%	4.6%	10.8%

The socio-economically disadvantaged population and the special education population have grown significantly in recent years. As of July 2017, the special education percentage for 2017-2018 enrollment has increased to 17% for those who are attending the Corona Resource Center of Pivot San Diego. English learners currently comprise a small percentage of the student population due to the fact that most students are reclassified by their high school years and Pivot serves predominantly high school students as displayed below. Pivot Charter School continues to serve and support English learners in developing English language skills, fluency, and proficiency.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
EL	1	0	0	1	3	5
Reclassified (EL at some point)	2	2	0	2	6	9
Total	3	2	0	3	9	14
%	13%	10%	0%	7%	7%	9%

Pivot Charter School has a low percentage of English learners but has seen that many students that have been reclassified still need additional support in their online classes. For the 2015-2016 school year, Pivot Charter School added Literacy Advantage courses to their high school offerings that contain less words per page, more visual guides, and vocabulary that is less challenging. These courses are available and provided to students that may have a barrier to learning the content due to their limits with the English language.

	River Springs Charter 2015-2016	Come Back Kids 2015-2016	Excel Prep Charter - IE 2015-2016	Pivot Charter School - Riverside 2015-2016
Socio- Economically Disadvantaged	49.7%	79%	43%	43.5%
Special Education	12%	3.3%	0%	13%
English Language Learner	5.1%	16%	13%	2.3%

This comparison of Pivot Charter School Riverside with other Riverside county independent study schools from 2015-2016 shows the population percentages of socio-economically disadvantaged,

special education, and English learners for each school. Pivot Charter School Riverside is comparable in the category of socio-economically disadvantaged, higher in the category of special education. Pivot Charter School Riverside County and Pivot Riverside II is lower in the category of English learners when compared to the local independent study schools of Riverside County, again because the majority of students in the other schools are elementary and middle school while Pivot is predominantly serving high school students.

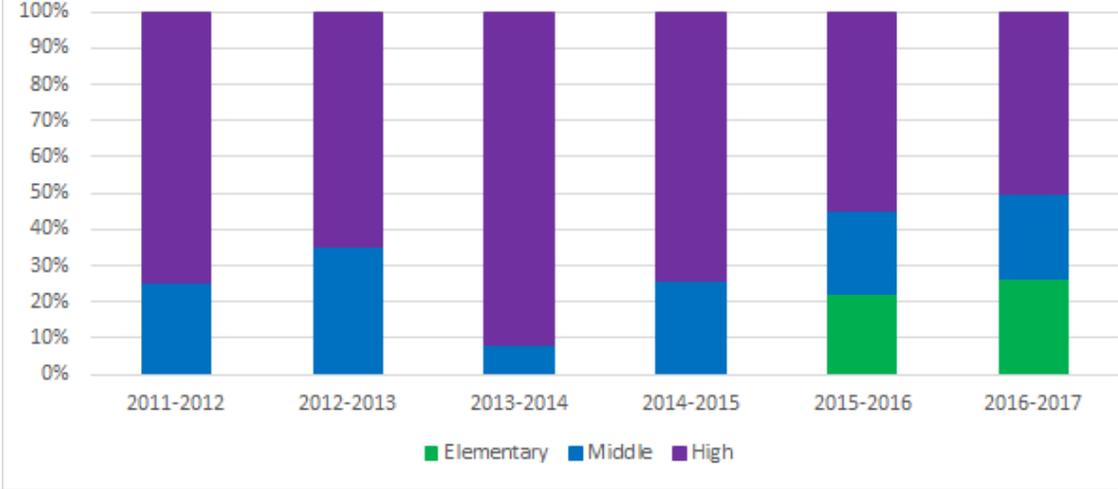
School Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Hispanic	37.5%	35%	33.3%	37%	39.7%	37.6%
Not Hispanic	62.5%	65%	66.7%	63%	60.3%	62.4%

School Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Female	50%	35%	42%	46%	51%	46%
Male	50%	65%	58%	54%	49%	54%

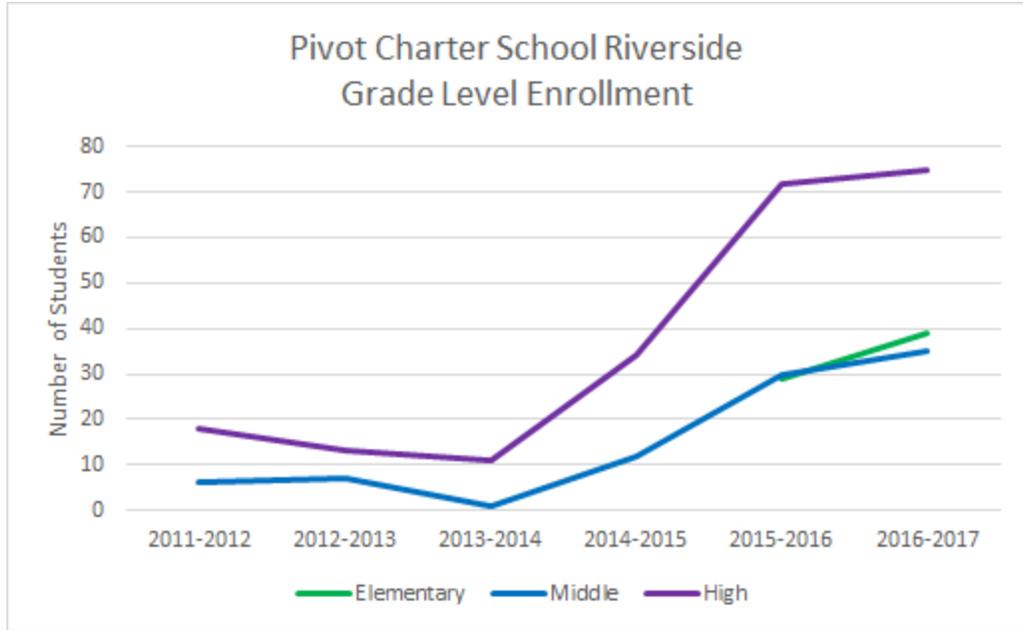
Pivot Charter School Riverside has had a steady ratio of Hispanic to non-Hispanic students throughout the past six years, as well as a steady ratio of female to male students.

School Year	2014-2015	2015-2016	2016-2017
American Indian or Alaska Native	6.5%	9.9%	6.7%
Black or African American	19.6%	7.6%	10.1%
Filipino	2.2%	3.1%	1.3%
Hispanic or Latino	4.3%	8.4%	10.7%
Hmong	0%	0.8%	0.7%
Middle Eastern	0%	0.0%	0.7%
Other Pacific Islander	0%	1.5%	1.3%
Puerto Rican	0%	0%	0.7%
Unspecified	0%	0%	0.7%
Vietnamese	0%	1.5%	0%
White	67.4%	67.2%	67.1%

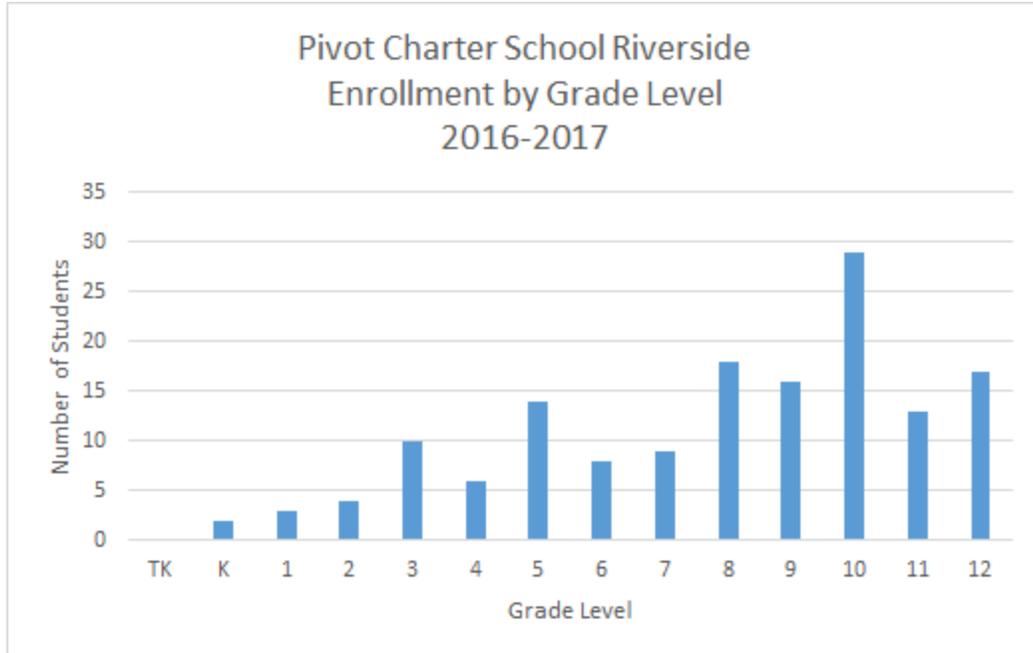
Pivot Charter School Riverside Grade Level Enrollment



School Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Elementary					29 (22%)	39 (26%)
Middle	6 (25%)	7 (35%)	1 (8%)	12 (26%)	30 (23%)	35 (24%)
High	18 (75%)	13 (65%)	11 (92%)	34 (74%)	72 (55%)	75 (50%)

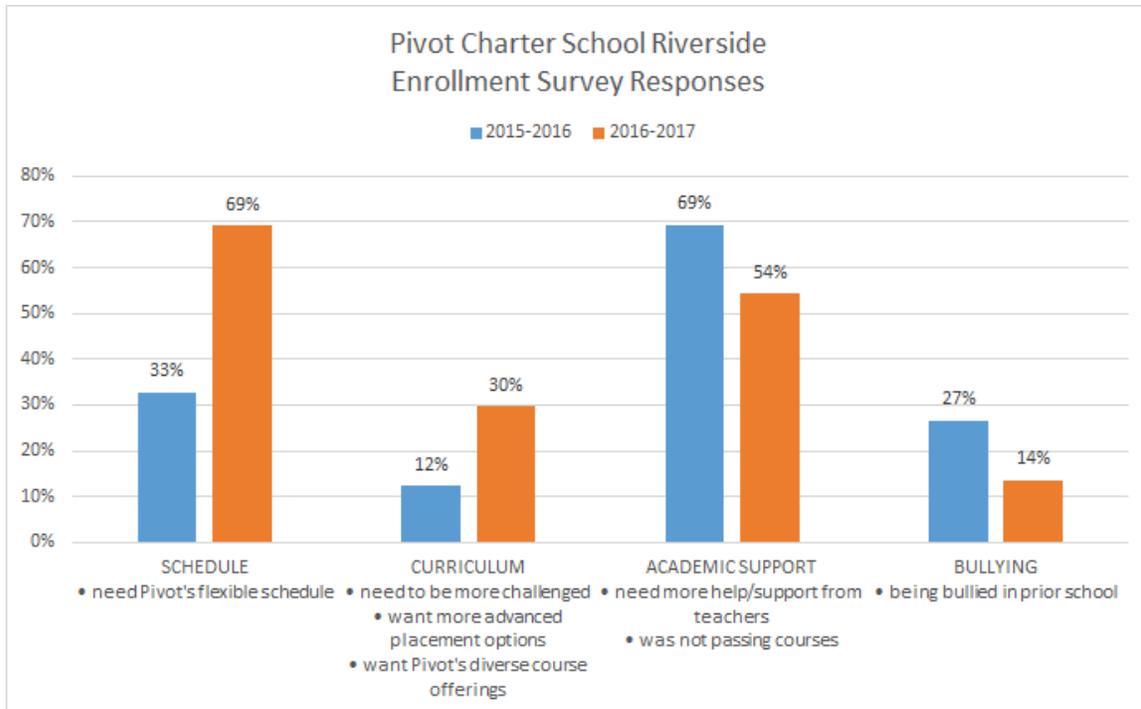


School Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
TK					0 (0%)	0 (0%)
K					2 (1.5%)	2 (1.3%)
1					4 (3.1%)	3 (2.0%)
2					5 (3.8%)	4 (2.7%)
3					9 (6.9%)	10 (6.7%)
4					4 (3.1%)	6 (4.0%)
5					5 (3.8%)	14 (9.4%)
6	1 (4.2%)	1 (5%)	0 (0%)	4 (8.7%)	9 (6.9%)	8 (5.4%)
7	4 (16.7%)	1 (5%)	1 (8.3%)	4 (8.7%)	9 (6.9%)	9 (6.0%)
8	1 (4.2%)	5 (25%)	0 (0%)	4 (8.7%)	12 (9.2%)	18 (12.1%)
9	7 (29.2%)	4 (20%)	7 (58.3%)	12 (26.1%)	20 (15.3%)	16 (10.7%)
10	4 (16.7%)	3 (15%)	3 (25%)	10 (21.7%)	24 (18.3%)	29 (19.5%)
11	5 (20.8%)	5 (25%)	0 (0%)	5 (10.9%)	14 (10.7%)	13 (8.7%)
12	2 (8.3%)	1 (5%)	1 (8.3%)	7 (15.2%)	14 (10.7%)	17 (11.4%)

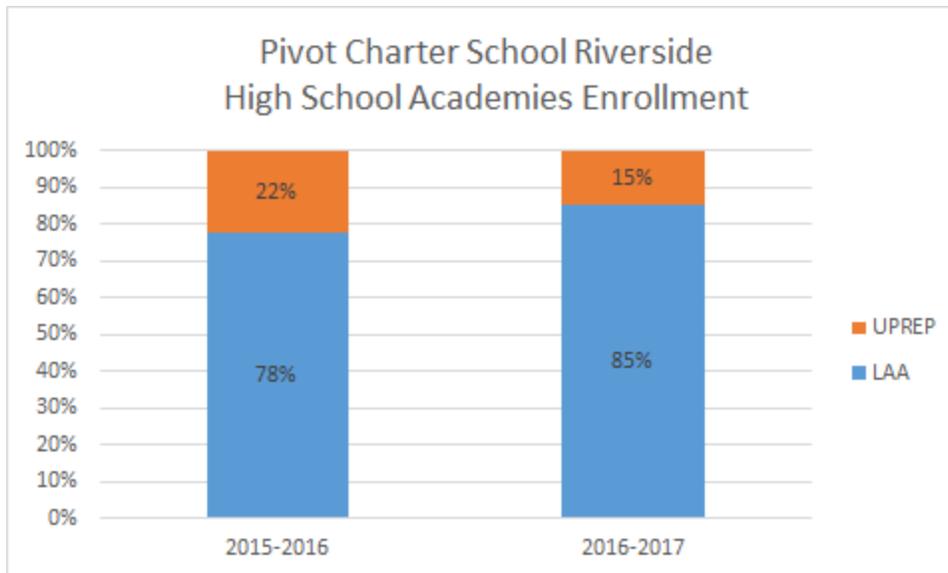


Pivot Charter School Riverside initially began by serving students in grades 6-12 under Pivot Charter School Riverside County. In August 2015, with the opening of the new Corona resource center, an elementary program was introduced after families voiced an interest and need. The new elementary program allowed younger siblings to attend Pivot Charter School Riverside with their older brothers and sisters. Additionally, many homeschool families were looking for a blended learning program to supplement the activities they were doing at home and found a good fit for their families at Pivot.

Even with the introduction of the elementary program, high school remains the largest enrollment group at Pivot Charter School Riverside and enrollment for all grade level groups continues to grow each school year.



Students and families are asked why they enroll at Pivot Charter School when they submit their enrollment paperwork. Participation is encouraged, but not required. During the 2015-2016 school year 37% of students participated in the enrollment survey. During the 2016-2017 school year that number grew to 54% due to increased follow up from site coordinators. Many students have multiple reasons for enrolling at Pivot Charter School and are able to indicate multiple responses on the survey. A need for a more flexible schedule and increased academic support have remained the leading explanations for why students and families choose to enroll at Pivot Charter School.

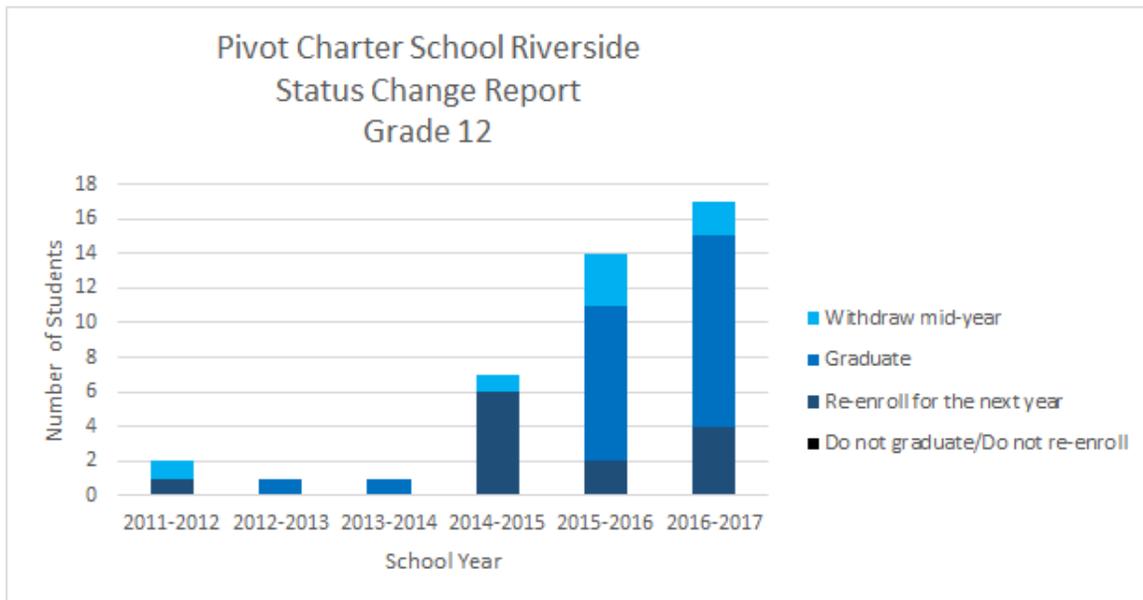


Academies for high school students were introduced in the 2015-2016 school year. University Preparatory Academy (UPREP) is a-g aligned for students who have plans to apply to a UC or Cal State university and Liberal Arts Academy (LAA) was created for students who do not have plans to enroll at a UC or Cal State school immediately after graduation. While students that graduate from the Liberal Arts Academy are still often able to enroll at four year colleges, many LAA students enroll at community college, trade school, or continue on another path after graduating high school. Both academies have technology and community service requirements, which Pivot Charter School implemented to give students a wider variety of knowledge and experiences during their high school years.

Students and their parents/guardians are asked to choose an academy when they submit their enrollment paperwork. This choice guides the credit evaluations and suggested course list for the student for the upcoming or current school year, depending on when they enroll. When the academies were initially created, all current students were put into the University Prep Academy and then needed to request a change to the Liberal Arts Academy if they did not want to remain in the UPREP Academy. This explains why the UPREP percentages were higher in the first year of implementation.

Many Pivot Charter School students have paths after graduation that do not include applying directly to a UC or Cal State college, and the Liberal Arts Academy is able to fulfill their high school

graduation needs as well as provide the flexibility that the student and their family is looking for. Examples of students that the Liberal Arts Academy serves are students who prefer to transfer to a university after attending community college first, students who were credit deficient when they enrolled at Pivot Charter School, working students, students who support their families, students with children, and homeless students. With the LAA option, these high school students are able to graduate when they may have not had the ability otherwise. The population of LAA students is high at Pivot Charter School and highlights the needs of the students that are served. While Pivot aims to guide students toward a UC or Cal State aligned path, the reality is that many students that attend Pivot do not have that goal.



Many 12th grade students come to Pivot Charter School because they are credit deficient and need the flexibility that Pivot offers in order to graduate high school. While many of Pivot’s senior high school students are able to graduate in their traditional 4th year of high school, the remaining students have shown to re-enroll for an additional year at Pivot Charter School in order to fulfill their high school graduation requirements. These Pivot students have the desire, motivation, and will to graduate high school. The flexible schedule and online curriculum allows these Pivot students to receive the high school diploma that they may not have been able to attain elsewhere. Their dedicated Educational Coordinators provide the support they need to help them achieve their goal.

For the past six school years, all Pivot Charter School Riverside students who did not withdraw mid-year either graduated or re-enrolled for the next school year in order to make up lost credits and graduate high school. Pivot takes pride in supporting students that need the flexibility to graduate high school in more than four years and providing dedicated support to help them get there.

The traditional classroom environment did not work for most of the middle and high school Pivot Charter School Riverside students because they were either too far behind to keep up with fellow classmates or they were gifted and they did not feel challenged enough with the traditional classroom setting; they were frustrated and would "shut down," they were easily distracted, or they were bored in their classrooms. The online curriculum is used at Pivot Charter School Riverside to meet the individual needs of the students, to "fill the gaps" in their learning, and to motivate them. Students are also able to progress at an individual, yet appropriate, pace through the online curriculum, and this keeps students engaged with learning rather than resisting their learning. Students can move quickly through their courses and graduate early or can relearn material and get assistance each step of the way.

Pivot Charter School Riverside is a TK-12 charter school. While Pivot Charter School Riverside County just began serving TK-5 students two years ago, the elementary program is in high demand and growing rapidly. As a "homeschool" type program, which still provides an online Flex Blended Learning Program, students can come to the resource center each day for project based learning, socialization and tutoring.

An Educated Person in the 21st Century

Through collective student, parent, and faculty adherence to the Pivot Charter School Riverside's mission, the Charter School provides outstanding academic and personal opportunities for all its students. At Pivot Charter School, becoming a 21st century learner means:

- students see the value of their education;
- students possess a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of reading/language arts, mathematics, science, and social studies;
- students are effective and confident communicators, and are comfortable utilizing a wide

range of technologies;

- students are critical thinkers and problem solvers;
- students have an appreciation for the humanities and show respect for diverse cultures;
- students possess a lifelong love of learning;
- students possess a strong desire to serve the community in which they live; and
- students have the desire, discipline, and dedication to achieve their highest aspirations and dreams.

How Learning Best Occurs

Pivot Charter School believes good teaching through a coherent, rigorous curriculum in an environment focused on continual improvement and learning leads to high student achievement, allowing students to become self-motivated, competent, lifelong learners. Learning best occurs when:

- the whole family is involved;
- material is presented in a multi-sensory format;
- students who are behind in skills can work at their own level and at their own pace;
- students are motivated and supported to attend school;
- students feel welcome, safe and accepted at their school; and
- the school continuously assesses students' progress in acquiring the standards and implements a strong remediation and intervention program.



ENROLLMENT

The projected starting enrollment for the next three years (aligned with budget and cash flow) is as follows:

Grade Level	2018-19 Year 1	2019-20 Year 2	2020-21 Year 3
K-3	12	12	12
4-6	14	14	14
7-8	28	28	28
9-12	84	88	88
Total	138	142	142

CURRICULUM AND INSTRUCTIONAL DESIGN

~~Beginning in the 2014-2015 school year, Pivot Charter School contracted with 2 different online learning curriculum companies for core content. This was a departure from the original online curriculum (Advanced Academics Inc.) that Pivot Charter School Riverside had used. The new core curriculum providers were Apex Learning for high school and Compass Learning for middle and elementary school students. These two programs had proven track records serving schools and school districts in CA. For the 2015-2016 school year, Edmentum was introduced to provide additional Career & Technical Education courses, electives, and some alternative core subject courses for high school students. Pivot Charter School has adopted eDynamic to provide additional electives and Career Technical Education (“CTE”) courses for middle and high school students. During the 2017-2018 school year, Pivot Charter School began researching new curricula for the elementary and middle school students since Compass Learning was going to no longer be operational for the following school year. For the 2018-2019 school year, Pivot Charter School adopted Accelerate Education for elementary students and Edmentum for middle school students. They are Common Core State Standards (“CCSS”) and Next Generation Science Standards (“NGSS”) aligned, as well as CA Content Standards aligned. They provide very modern and interactive platforms with videos and characters that make learning fun.~~

~~Apex Learning and Edmentum provide University of California A-G approved courses for college bound students. The rigorous online curriculum allows for a unique instructional setting in which students engage in online courses and also receive one-on-one support from their teachers of record or participate in workshops and classes at the resource center. The online curriculum providers’ platforms issue the students standards-based assignments in each independent study course. In accordance with the Education Code, these assignments equal at least the same amount of work that the student would receive in a traditional seat-based program for the same period of time. In addition, time value is assigned to assignments to assist the supervising teacher in determining the time value of completed work for attendance purposes. Teachers review completed work to determine if the students completed the “time value” of the work assigned, to evaluate the work, and to determine whether they engaged in the instructional activities assigned by the school each school day. The students’ quality of learning is frequently determined by embedded assessments. All required documentation for both contemporaneous and time value attendance, as well as student work product, is kept in auditable independent study files. These files undergo monthly internal audits and a yearly third-party independent audit as described later in the charter.~~

For its core curriculum, Pivot Charter School adopted Accelerate Education for elementary students and Apex Learning for middle and high school students. The curriculum is aligned with State Standards. The Accelerate Education program and Apex Learning provide very modern and interactive platforms including videos and characters that make learning fun. Additionally, Pivot Charter School has adopted eDynamic to provide additional electives and Career Technical Education (“CTE”) courses for middle and high school students.

Apex Learning and eDynamic provide University of California A-G approved courses for college bound students. The rigorous online curriculum allows for a unique instructional setting in which students engage in online courses and also receive one-on-one support from their teachers of record and/or participate in workshops and classes at the resource center. The online curriculum providers’ platforms issue the students standards-based assignments in each independent study course. In accordance with the Education Code, these assignments equal at least the same amount of work that the student would receive in a traditional seat-based program for the same period of time. In addition, time value is assigned to assignments to assist the supervising teacher in determining the time value of completed work for attendance purposes. Teachers review completed work to determine if the students completed the “time value” of the work assigned, to evaluate the work, and to determine whether they engaged in the instructional activities assigned by the Charter School each school day. The students’ quality of learning is frequently determined by embedded assessments. All required documentation for both contemporaneous and time value attendance, as well as student work product, is kept in auditable independent study files. These files undergo monthly internal audits and a yearly third-party independent audit as described later in the charter.

Supplemental Curricula

Depending on the needs of individual students, Pivot Charter School teachers use supplemental curricula and resources to reteach basic skills, accommodate learning styles, and provide greater breadth of study. Some of these supplements are online content through providers such as i-Ready, Edgenuity, and Lexia Reading.

i-Ready Instruction provides remediation for students who score low on the i-Ready Diagnostic tests in either Reading, Mathematics, or both. Individualized instruction plans are created custom for each student and provide additional support in key concepts. These plans are updated each time the student takes another Diagnostic.

~~Edgenuity provides a wide variety of courses for middle and high school students. Available courses provide alternatives for middle school students who struggle with core courses, who need a content delivery style different from the Edmentum curriculum, or who are advanced and need more options for electives and expanded core content. High school students use Edgenuity to access a wide variety of electives and alternative courses to satisfy graduation requirements.~~

~~Lexia Reading is an online program used to develop and reinforce language skills. It is particularly useful for young students learning to read, English Learners, and native English speakers who read below grade level.~~

~~IXL provides students with unlimited practice in mathematics as well as instant feedback for each question they answer. IXL practice is provided on a wide variety of topics and introduces students to more engagement opportunities with math content.~~

~~Khan Academy provides students with videos that explain challenging math topics in an easy-to-understand way. These videos are provided to students in addition to the embedded videos in their math courses so that they have additional resources when learning mathematics.~~

~~Lexia is an online program used to develop and reinforce language skills. It is particularly useful for young students learning to read, English Learners, and native English speakers who read below grade level.~~

In addition to the supplemental software, credentialed teachers at Pivot identify and create additional resources for students. Each resource is embedded within the curriculum to allow access for all students. Examples include video guides, scaffolded examples, alternative assignments to offer students choice and varied modalities, additional practice for specific skills, and extension and enrichment activities.

Online Learning

In recent research conducted by the Center for American Progress and the Broad Foundation and published in a May 2009 article entitled “Getting Students More Learning Time Online,” researcher Cathy Cavanaugh compared the current research on virtual classes and found that while the movement is still experiencing significant growth and change, “the nature of teaching changes when classes take place online. An online teacher focuses entirely on student accomplishment of course objectives, primarily via individual communication about student work within a mastery framework.”

According to Cavanaugh, common benefits found in schools and programs that utilize online learning include the following:

- Students in online courses spend significant time working independently with concepts and digital resources. Courses that are designed to require more time actively practicing and applying the course content through writing and speaking generally lead to higher achievement, as do simulations, manipulatives, and tutorials that offer student feedback.
- Online courses increase equitable access to quality educational opportunities by bringing flexibility to the course calendar, expanding the course catalog, and offering individualized instruction.
- Virtual school participation has been seen to narrow the state testing achievement gap for those in economically disadvantaged subgroups.
- Virtual schools have helped students who are performing below basic level on prior state tests to get back on track, moving from basic to proficient or advanced levels.

Curriculum and Instruction

Students develop understanding of a discipline by engaging in challenging activities that allow them to see how, where, and when the important ideas and facts are relevant (Bransford et al., 2000). Students can acquire more factual knowledge when it is connected to meaningful problem-solving activities. Conversely, problem solving cannot be taught without a base of factual knowledge. Important ideas need to be presented in increasing depth. They need to be revisited with many examples and built on so that understanding grows over time in ways that increase students’ ability to use and apply their factual knowledge (Bransford et al., 2000). Approaches such as problem-based

and inquiry-based instruction help students make connections, develop integrated knowledge structures of facts and concepts, and understand conditions of applicability. Use of predictions, advance organizers, and questions elicits students' prior knowledge, which is necessary for building new understanding. Summarizing and guided note-taking can aid comprehension by helping students determine what is most important.

Accelerate Education

To support blended learning, our elementary curriculum, Accelerate Education, provides a student-centered education program with:

- Rich and engaging content that has been carefully designed to meet California state and national standards, delivered through reading passages, videos, and embedded activities;
- Variety of activities and assessments appropriate to the courses being studied, including labs, journals, written assignments, discussions, group and individual projects, formative assessments, objective tests, and written exams;
- Resources and professional development for staff to improve teacher effectiveness;
- Text to speech software for all courses to help students who may have deficiencies or trouble reading;
- Text and audio translations in multiple languages for monolingual or ELL students;
- Customizable curricula so that teachers can provide additional resources, assignments, and assessments;
- Online electives appropriate for K-5 students;
- Real-time access to data through teacher dashboards and reports;

Table of Contents

Meet the Letter Ll

L is the letter of the week. L is for lemon.

Learning Coach

Click on the letter to hear its sound. Then watch the video.

Example of colorful Accelerate Education interactive guided instruction

Edmentum

To support blended learning, middle school curriculum, Edmentum, provides a student-centered education program with:

- Rigorous and relevant content that has been carefully designed to meet California state and national standards, delivered through reading passages, videos, and embedded activities;
- Modern interface that is easy to navigate;
- Variety of activities and assessments appropriate to the courses being studied, including labs, journals, written assignments, discussions, group and individual projects, and formative assessments;
- Customizable curricula so that teachers can provide additional resources, assignments, and assessments;

- ~~Real-time access to data through teacher dashboards and reports;~~
- ~~Pacing calendars and progress monitoring to support students who may need assistance finishing coursework on time;~~
- ~~Research-based instructional design;~~
- ~~Media-rich and interactive learning experiences for students of all ages;~~

Graphing Proportional Relationships: Tutorial

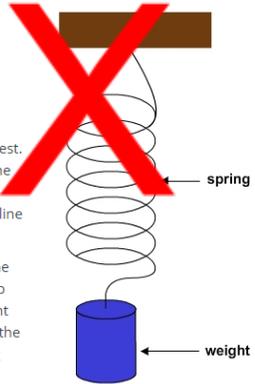
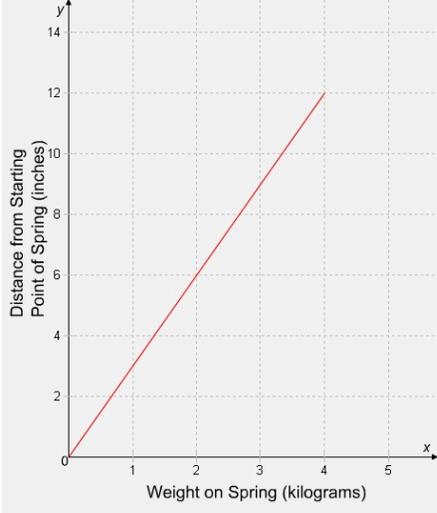
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Proportional Relationships in Graphs

Tristan is performing an experiment in his science class. He's measuring how much weight is required to stretch a spring from rest. Using graph paper, he plots the stretch of the spring against the amount of the applied weight. He finds that the graph is a straight line passing through the origin.

Recall that a straight line passing through the origin represents a proportional relationship between two quantities. Tristan's experiment shows a proportional relationship between the weight attached and the distance the spring stretches.

In the following activity, you'll learn to interpret information from graphs of proportional relationships.

Weight on Spring (kilograms)	Distance from Starting Point of Spring (inches)
0	0
1	3
2	6
3	9
4	12

Example of Edmentum guided instruction

Apex Learning

The Pivot high school core curriculum, Apex Learning, offers a balanced architecture of direct instruction, constructive practice, and formative feedback. Critical thinking, problem solving, and questioning are integrated into all courses to support engagement and active learning. Students observe, inquire, confirm, connect, and create as they build knowledge in Apex Learning lessons. There are frequent opportunities to check one's own understanding, empowering the learner to look back or ahead and control their own progress. Each Apex Learning course is carefully crafted with a predictable, consistent, and coherent unit-lesson-activity structure to facilitate use by teachers and support for learners. Clearly presented content is helpful for adolescent learners, and the conversational voice of the instruction stimulates learning.

The primary direct instruction components in Apex Learning lessons are called Studies. Studies often lead with real-world examples and with challenging questions to make the content inviting and relevant for adolescents. As students learn academic content with Apex Learning digital curriculum, they are supported with instruction that effectively uses research-based reading and comprehension strategies—including questioning, advance organizers, summarizing, and note taking—with scaffolds available as needed to provide extra support. These active reading strategies deepen connectedness of text both online and in print. Apex helps students:

English 12 Sem 1 Apex Learning

1.1.2 Study: Understand the Heroic and Monstrous

Understand the Heroic and Monstrous

READING SUPPORT REDISCOVER CHECK IT OUT Study guide

Godzilla, King Kong, The Thing, The Mummy, Gremlins, Zombies. How many movies have you seen that feature monsters?



Who doesn't love a good monster story?

Believe it or not, the Greeks and Romans loved stories about monsters and heroes as much as modern-day movie audiences do. Coming up, you'll explore the ancient history of heroes and monsters in stories.

First, you'll examine what goes into a traditional monster tale. Then you'll look at the language ancient authors used to make their heroes truly heroic and their monsters truly monstrous. ▶

Which of the following monsters would you recognize if it attacked your hometown?

← PREVIOUS 1 of 20 NEXT →

Example of Apex Learning course content

Apex Learning Unit Tests

The Apex Learning curriculum has a feature that all unit tests are locked. A student must complete all homework assignments in a unit before being allowed to take the unit test. When a student reaches a unit test (called a Computer Scored Test), they will contact their EC immediately to request that the test be unlocked. An EC may insist that certain assignments in the unit be completed before the test will be unlocked. Students **MUST** comply with this request and turn in all necessary assignments before taking a unit test.

eDynamic

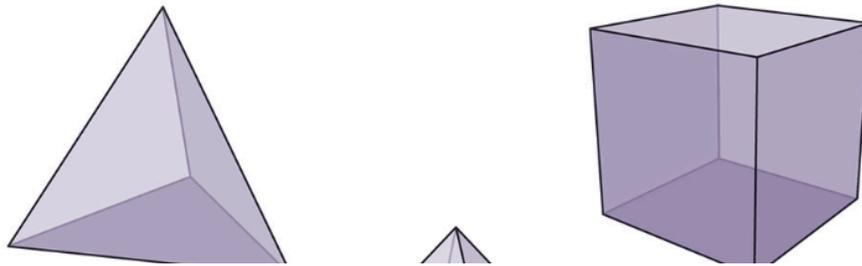
To support blended learning, middle and high school curriculum, eDynamic, provides a student-centered education program with:

- a. Rigorous and relevant content that has been carefully designed to meet California State and national standards, with project-based assignments that provide hands-on experience for students;

- b. Modern interface that is easy to navigate;
- c. Variety of activities and assessments appropriate to the courses being studied, including critical thinking questions, activities, discussions, projects, and formative assessments;
- d. Customizable curricula so that teachers can provide additional resources, assignments, and assessments;
- e. Real-time access to data through teacher dashboards and reports;
- f. Pacing calendars and progress monitoring to support students who may need assistance finishing coursework on time;
- g. Research-based instructional design;
- h. Media-rich and interactive learning experiences for students of all ages.

Mathematics Paved the Way

The year is 300 BCE. Enter the Greek mathematician, Euclid, best known for his writing on geometry. Euclidean geometry, and the work of other mathematicians, laid the foundation for 3D modeling. Without a concrete understanding of points, shapes, and lines, for instance, we couldn't create the elaborate digital creatures we've come to know and love in the movies of today. Euclid's work can be identified in the math that drives our software as well as the very shapes used in modeling. In his writings, Euclid constructs the five **Platonic solids**: tetrahedron (triangular pyramid), cube, octahedron, dodecahedron, and icosahedron. Each of these platonic solids has identical faces, or sides, that meet at the same three-dimensional angles. Even today, these can often be found in your 3D modeling software.



Example of eDynamic guided instruction

UNIT 1 CRITICAL THINKING QUESTIONS

Critical Thinking Questions

1. Jaden has been hired by an animation studio to be a 3D modeler. Describe the role of a 3D modeler and a process used to create models. Also identify an official title that Jaden may be given.
2. Aliyah and Marcus are creating an animated film and are in the Pre-Production phase. Choose two aspects of the Pre-Production phase that they will have to complete and explain those processes. Of the two processes that you have selected, which do you think would be the most difficult to complete and why?
3. Select one of the types of modeling from the unit that you found particularly interesting. Describe how the modeling is done, the tools used to create the model, and why you find this type of modeling interesting.
4. Davonte has been assigned to use data visualization to describe the type of modeling the class find the most interesting. Describe in your own words what data visualization is. Then provide an example of how Davonte could present information about the students' modeling preferences.
5. You recently told your guidance counsellor that you want to become a 3D modeler. Your guidance counselor wants to make sure you have thought through your career choice well. Describe one advantage that shows why you are excited about 3D modeling and one limitation of 3D modeling that shows you also understand the drawbacks of going into 3D modeling.

Example of eDynamic assignment

Learn by Doing

Each lesson includes multiple opportunities for students to explore, apply, practice, and confirm their learning - helping students visualize concepts and extend their learning. This active learning approach develops critical thinking skills and deep understanding that prepares them for success.

Receive Individualized Support

Moving at their own pace, students benefit from the continual guidance and feedback provided by the opt-in support and scaffolds integrated into Apex Learning digital curriculum.



Demonstrate Knowledge

Students confirm understanding through prescriptive, formative, and summative assessments, as well as through an extensive array of instructional activities.

The online curriculum and considerable amount of individualized support that Pivot Charter School Riverside students receive promotes achievement and improves students' motivation and self-confidence in an academic setting.

EDUCATIONAL PROGRAMS

Below are the core foundational components of Pivot Charter School's educational programs:

- **Personalized Support:** Students learn best when they can have one-on-one dialogue, interaction and instruction with teachers and can receive individualized support in a safe, encouraging environment. **The online workshops, tutoring, and the onsite classes supplement the online curriculum platforms and allow students to receive the support they need.**
- **Flexible Scheduling:** The nation's schools are failing to meet the needs of many students who do not fit a traditional model. Students who have to raise their own children, support their families or themselves, or who are engaged in schedule-limiting activities, want and need to receive a high school diploma, but they are constrained by conventional school schedules and opportunities. Additionally, some students cannot handle the traditional burden of five or more courses at one time all year long or for a semester block; their learning style requires them to focus on one or two courses intensely for a shorter amount of time.
- **Unique Physical Learning Environment:** Elements such as lighting, use of color, flooring, and furniture matter to teachers and learners. School design should create a space that is inviting and comfortable, as well as professional, high-tech and utilitarian. Work stations are easily-assembled and movable for individual and group project use. Students and teachers at Pivot have access to multiple learning spaces and resources.
- **Rigorous Academics:** Raising the academic bar while providing proper guidance and assistance creates students who will exceed traditional expectations and excel in new learning environments, including dual enrollment in college courses and Advanced Placement classes. All Pivot students

of appropriate age are encouraged to concurrently take community college courses, take AP courses, and apply to colleges in order to earn advanced degrees after graduating from high school. Pivot recently created a part time position of a concurrent enrollment and college counselor at each school to support students in these endeavors.

- ~~● **The Four Cs - Collaboration, Communication, Critical Thinking, Creativity:** Collaboration and communication help students develop strong bonds with their peers and teachers at school, and also promote deeper learning. Students are encouraged to collaborate on projects and assignments, and participate in teacher led discussions, in order to facilitate stronger mastery of concepts. This allows students to develop and exercise critical thinking skills to apply concepts, understand their relevance, and analyze their significance. Students are encouraged to exercise their creativity by developing project based learning activities, with the guidance of a credentialed teacher. These inquiry based projects may be designed to replace certain portions of online courses.~~
- **School-to-Career Goal Setting:** Students who focus on their career potential and receive ongoing, relevant information about careers, colleges and personal options will formulate long term goals and follow through in order to meet those goals. Pivot's new Career & Technical Education courses provide many exciting new opportunities for students to explore career options.
- **Service Learning:** Students grow as human beings and lifelong learners when they participate in service learning activities. It is the combination of experiential learning and the personal satisfaction students gain from helping others that makes service learning such an effective teaching and learning tool. High school students are required to participate in 40 hours of community service each school year in order to graduate.

Pivot Charter School teachers and administrators are able to run daily reports that show daily activity and cumulative progress for each student. Students who are not complying with assignment completion requirements set by the school are contacted primarily by their teacher of record, also called their Educational Coordinator ("EC"). A notice is also sent to the students' parents. Parents are contacted on a regular basis to discuss students' ongoing progress. Interaction between parents/guardians and teachers is a mainstay of the program. Students and parents are contacted if it is observed that the student is falling behind schedule or if s/he is not demonstrating satisfactory mastery of course content. An individual action plan is then established by the teaching staff through our intervention system.

Courses		Past Courses		
Course	Score	Teacher(s)	Progress (gradable)	Progress (all activities)
Community Service (NBComServ2) #3891			0%	11%
English 9 B (1-Eng9B) #3067	88.54% B+		75%	69%



Grade 7 - Last Accessed: 2/5/2019, 12:24pm

Start Date: 1/22/2019
End Date: 6/14/2019

PACING STATUS On Pace	CURRENT GRADE 95.00% (A)	COURSE GRADE 3.35% (F)	ACTIVITIES COMPLETED 4/31 (13%)	PACING GOAL: 5/31 (16%)	TIME ON TASK 06:10:48	TRIES 18
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Curriculum Details

Weekly Progress

PRINT

EXPAND ALL | COLLAPSE ALL

Math 7 B	STATUSES				RESULTS			
	★	🔗	🔒	👁	TRIES	TIME	SCORE	REVIEW
<input checked="" type="radio"/> Plato Student Orientation								...
<input type="radio"/> Syllabus: Math 7B								...
<input checked="" type="radio"/> Unit 1: Geometry					18	06:10:48		...
<input type="radio"/> Pretest: Geometry				🔒				...
<input checked="" type="radio"/> Discussion: Geometry					5	00:04:19		...
<input checked="" type="radio"/> Scale Drawings	★				4	01:24:13	100%	...
<input checked="" type="radio"/> Scale Drawings: Tutorial					2	01:04:02		🔍 ...
<input checked="" type="radio"/> Scale Drawings: Mastery Test	★		🔒		2	00:20:11	100%	🔍 ...

Example Student Curriculum Report from Edmentum, visible to teachers, students, and parents/guardians

Weekly Details						
01/20/2019 - 02/02/2019 No data available.						
Week 3 02/03/2019 - 02/07/2019	PACING STATUS On Pace	WEEKLY ACTIVITIES 4	WEEKLY TIME ON TASK 02:08:20	COURSE PROGRESS 4/31 (13%)	CURRENT GRADE 95.00% (A)	COURSE GRADE 3.35% (F)
DATE	ACTIVITY NAME	TIME ON TASK	SCORE			
02/05/2019, 12:07 PM	Area and Circumference of a Circle: Tutorial	00:56:52				
02/05/2019, 12:20 PM	Area and Circumference of a Circle: Mastery Test	01:07:49	80%			
02/05/2019, 12:21 PM	Area and Circumference of a Circle: Mastery Test (Review Session)	00:01:10	—			
02/05/2019, 12:24 PM	Discussion: Geometry	00:02:29	—			

Example Student Weekly Details Report from Edmentum

Teachers at Pivot hold certificate, permit, or other document required for their certificated assignment, pursuant to Education Code Section 47605(l)(1), and ~~are California-credentialed teachers in the core content areas,~~ are there to answer real-time questions from individual students as they progress through the course material, provide tutoring when students need help understanding concepts, and create small group instruction when school-wide data (such as embedded assessments and CAASPP results) shows that students in particular courses or content areas are lacking in foundational basic skills. The core teachers also help students develop their individualized interests by creating projects to supplement the online curriculum.

Students are self-directed and work at a pace and time that is comfortable and workable for them. Courses include text, animations, streaming video and audio, educational games, and other engaging content. Teachers and administrators are able to run reports that show exactly what activities students have completed within the curriculum, which is one way that attendance can be accurately tracked. Performance is measured through demonstration of standards-based competency, not by “seat time” (hours spent in classrooms). Teachers and the administration track assessment data, monitor course effectiveness and use a daily reporting process to monitor student engagement, progress, and grades. Based on their findings, they communicate expectations to students. Using data and findings from assessments and other data sources, teachers appropriately modify instructional methods and content and guide student learning. There is so much real time data available about student progress to educators and parents at Pivot, it is impossible for students to slip through the cracks.

The Pivot Educational Coordinators (Pivot credentialed teachers- also referred to as EC) are employed by Pivot Charter School. They have a very different job description from a traditional classroom teacher. They don't have lesson plans to create. They don't have backwards mappings to analyze or standards based objectives to present. All of that is done through the online curriculum. The role of the teacher is primarily to ensure that the students assigned to them receive whatever support they need to be successful, work to their full potential and graduate from high school or promote to the next grade level.

In addition to their responsibilities of overseeing a student's educational program online, ECs are required to be at the school resource center every day, working with students and providing assistance in their specific area of expertise through the learning lab times, office hours, small group instruction, tutoring and intervention. Students at Pivot receive a significant amount of individual attention from California credentialed teachers.

Some workshops that have been offered at the Pivot resource centers during learning lab hours are: Greek theatre, drama, science lab, film, robotics, guitar, visual arts, jogging, writing workshop and newsletter.

Academies

~~Starting in the 2015-2016 school year, all high school students enroll in an academy of their choice. Pivot currently offers two academies: University Prep Academy and Liberal Arts Academy.~~

~~University Prep ("UPREP") Academy requires 225 credits to graduate. These graduation requirements are aligned to Cal State Universities and the University of California A-G minimum requirements for acceptance. Graduating from the UPREP Academy does not guarantee acceptance into any UC or CSU school. The student who graduates from the UPREP academy will have met the minimum acceptance criteria. Students will work primarily in the Apex Learning curriculum, and are encouraged to take classes above the minimum requirements for entry into the University of California or California State University schools. Students are also encouraged to take community college and Advanced Placement courses.~~

~~The Liberal Arts Academy requires the student to complete 225 credits to graduate. The course requirements are NOT aligned to the University of CA or CSU requirements for admissions. Students who graduate from the Liberal Arts Academy will still be eligible to attend many other four and two year colleges and Universities around the country. Liberal Arts Academy students will work primarily~~

~~in the Apex Learning curriculum. The primary differentiation from the University Preparatory Academy is that since the focus is not in completing the University of California A-G course requirements, students have more flexibility of which courses will meet their high school diploma requirements. For example, all Pivot students must finish 2 years of science in order to receive a diploma; one year of physical science and one year of life science. University Prep students must take UC A-G approved Biology, Chemistry or Physics courses. Liberal Arts Academy students can substitute different courses to fulfill their science requirements by taking other courses such as Earth Science.~~

~~Students in both Academies are encouraged to take concurrent enrollment courses at their local junior or community colleges.~~

Graduation Requirements

Pivot Charter School Riverside has graduation requirements above and beyond the State minimum requirements, while recognizing that students who enroll at the Charter School are often credit deficient and/or behind in their foundational academic skills. Because of such deficits, Pivot offers students flexibility to complete required courses for high school graduation. As Pivot Charter School Riverside holds high expectations for its students, maintaining a broad course of study, there are times when flexibility provides students the motivation and feasibility of earning a high school diploma, when the student may not have believed graduation was possible.

Graduation Requirements

Pivot Graduation Requirements
<p>English - 40 credits Four years of English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking</p>
<p>Math - 30 credits Three years of mathematics, including Algebra. <i>Four years recommended</i></p>
<p>Science - 20 credits Two years, including biological and physical science. <i>Three years recommended</i></p>
<p>Social Studies - 30 credits Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics, and one semester of economics. One semester of Ethnic Studies (required to graduate in 2030).</p>
<p>Visual and Performing Arts - 10 credits One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art</p>
<p>World Language - 20 credits Two years of the same language other than English or equivalent to the second-level of high school instruction <i>Four years recommended</i></p>
<p>Electives - 30 credits This category includes Career Technical Electives</p>
<p>Physical Education - 20 credits Two years</p>
<p>Community Service - 20 credits Number of required hours varies per grade-level</p>
<p>Community College - 2 Courses From any of the categories above</p>
<p>220 credits</p>

Subject to appropriations by the State, the Charter School will comply with the requirements under AB 101 to offer a one-semester course in ethnic studies and require that students complete the same as a graduation requirement commencing with students graduation in the 2029-30 school year.

The Charter School will comply with requirements under AB 2927 to offer a one-semester course in personal finance by the 2027-28 school year and require that students complete the same as a graduation requirement commencing with students graduating in the 2030-31 school year.

State Mandated Requirements (EC 51225.3) For High School Graduation	Liberal Arts Academy	UPREP Academy
English Three Years 30 Credits	English Four years 40 credits	English Four years of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking 40 credits
Math Two years, including Algebra I, beginning in 2003-04. (EC 51224.5) 20 Credits	Math Two years including Algebra 1 and other 20 credits	Math Three years of college-preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and two- and three-dimensional geometry 30 credits
Science Two years, including biological and physical sciences. 20 Credits	Science One Year Physical Science - One Year Life or Biological 20 credits	Science Two years of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics. Three years recommended 20 credits
History Three years of history/social studies, including one year of U.S. history and geography; one year of world history, culture, and geography; one semester of American government and civics, and one semester of economics 30 Credits	History Three years of history/social science including one year of U.S. history and geography, one year of world culture and geography, and one semester each of American Government and Economics 30 credits	History Three years of history/social science, including one year of U.S. history & geography; one year of world history, culture, and geography; and one semester each of American government and Economics. 30 credits
Technology/Computers N/A	Tech One year 10 credits	Tech One year 10 credits
PE Two years 20 credits	PE Two years 20 credits	PE Two years 20 credits
Community Service N/A	Community Service 5 credits per year = 20 total	Community Service 5 credits per year = 20 total
VAPA, Foreign Language, CTE One year of either visual and performing arts, foreign language, or career technical education** 10 credits	VAPA, Foreign Language Two years of either visual and performing arts or foreign language 20 credits	Foreign Language Two years of the same language other than English or equivalent to the second-level of high school instruction. 20 credits
	CTE One year of career and technical education courses. 10 credits	VAPA One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art. 10 credits
Electives N/A	Electives 35 credits	Electives, CTE One year chosen from the "a-f" courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the "g" elective area 25 credits
130	225 credits	225 credits

Schedule

A student's schedule depends on his or her needs and his or her ongoing level of academic performance. Some students may never need to come to the resource center and they may remain completely "virtual." These students must demonstrate a high level of independence, maturity and ongoing high levels of performance both in assignment completion and in quality of work. Students may attend the learning lab program at the resource center 5 days a week, 2 days a week or 1 day a week. Some students just drop in to meet with their teacher and get help at varied times. Pivot Charter School recognizes 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 or independence. Therefore, Pivot has developed these programs at our resource center to support those students in meeting their educational goals using the online curriculum.

For the 2025-26 school year, virtual workshops will be held 1:00 pm-1:50 pm to allow for more uninterrupted in person time for the supplemental on-site and provide a more robust daily schedule for students. This is a sample schedule for students in grades 6-12 that includes the supplemental site-based program with hands-on activities and workshops as well as delineating daily responsibilities and supports for all students, regardless of whether or not they attend a supplemental on site program:

~~Students enrolled in Pivot choose one of the following four programs:~~

- ~~● 5 days a week: Students are at the Resource Center participating in the learning lab session five days a week from 9:00 am until 12:00 pm. During this time teachers provide oversight, monitoring and some tutoring and workshops. This program is for the student who needs structure and would not work as well independently at home.~~
- ~~● 2 days a week: Students are participating in the learning lab session at our Resource Center two days a week on Tuesdays and Thursdays from 12:30 pm until 3:00 pm. This program is for the student who can work from home somewhat successfully but might benefit from the additional support from the local teachers at our Resource Center.~~
- ~~● One day a week: Students are at our Resource Center participating in the learning lab sessions one day a week or participating in school related activities, some of which can result in credit like community service activities.~~

- ~~Virtual: Students either live beyond a 45-mile radius of the school or cannot attend our Resource Center programs and/or they have proven that they can consistently complete their required work (4 assignments a day) every school day, independently, with online assistance from teachers and weekly check-ins with their assigned Pivot teacher.~~

A sample schedule for students in grades 6-12 that includes morning project based activities and workshops:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00	Project Based Activity: Current Events	Projected Based Activity: Trivia Tuesday	Projected Based Activity: Word Wednesday	Projected Based Activity: Lost	Projected Based Friday: Fun Fact Friday
9:00-10:15	Learning Lab	Learning Lab	Learning Lab	Learning Lab	Learning Lab
10:15-10:30	Break	Break	Break	Break	Break
10:30-11:45	Workshop: General Math Support	Workshop: Historic Timelines	Workshop: Geography 	Workshop: General Math Support	Workshop: Writing Skills
10:30-12:00	Learning Lab	Learning Lab	Learning Lab	Learning Lab	Learning Lab
12:00 PM	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

12:00-12:30	Lunch	Lunch	Lunch	Lunch	
12:30-3:00	Additional Program Time If Needed	ART CLUB And Additional Program Time if Needed	Additional Program Time If Needed	Creative Writing Club and Additional Program Time If Needed	Additional Program Time If Needed



MIDDLE & HIGH SCHOOL DAILY SCHEDULE

ON-SITE MONDAY - THURSDAY

- 8:30 Breakfast
- 9:15 Class, Club, or Study Skills
- 10:15 Break
- 10:45 Class, Club, or Study Skills
- 12:00 Dismissal and Lunch
- 1:00 Virtual Workshops

VIRTUAL FRIDAY

- All students are required to log into their online classes daily and complete 3-5 assignments
- 1:00 Virtual Homeroom

DAILY SCHEDULE FOR ALL STUDENTS

All students are required to log into their online classes daily and complete 3-5 assignments in addition to attending their virtual workshops

BLOCK 1 ON-SITE CLASSES

MONDAY/WEDNESDAY

9:15 ASB

10:45 Art Club/ Community Service Club

TUESDAY/THURSDAY

9:15 Effective Writing

10:30 Theatre Studies

English Language Development (ELD)

CLASS SECTIONS

- **Foundational ELD**
 - ELPAC Level 1
 - Grades 6-12
- **Middle School Advanced ELD**
 - ELPAC Levels 2-3
- **High School Advanced ELD**
 - ELPAC Levels 2-3



WORKSHOP SCHEDULE

- Foundational ELD**
 - Monday/ Wednesday @ 2- 2:50pm
- Middle School Advanced ELD**
 - Monday/ Wednesday @ 2- 2:50pm
- High School Advanced ELD**
 - Monday/ Wednesday @ 2- 2:50pm



~~Most Pivot Charter Schools also offer an afternoon program for a completely DIFFERENT set of students from 12:30 pm until 3:00 pm on Tuesdays and Thursdays. To date, Pivot Riverside has not had enough students interested in the afternoon program to warrant it. But it will always be a possibility in the future to accommodate more students' needs.~~

The elementary program meets in its own separate room five days a week for 3 hours. It is a self-contained classroom of multiple aged students. The elementary program is designed to get students AWAY from their computers; it is for socialization and hands on projects and activities for 2 of the three hours and tutoring and academic assistance for the third hour with breaks interspersed throughout the morning. The program designed to get students to LOVE learning. Students receive help progressing through their courses during tutoring time and participate in skill building, arts and hands on projects during the five day a week program.

If any student in any grade is not consistently



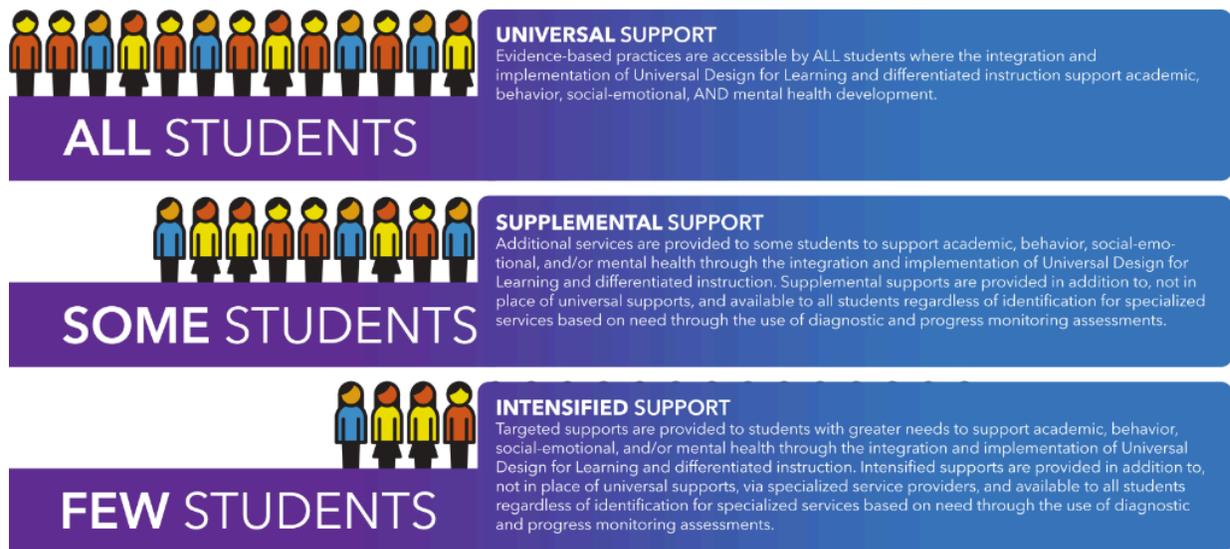
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completing the required number of daily assignments, they may be required to attend one of the programs at our Resource Center, move from one program to another or they may face withdrawal after significant intervention is implemented. For students beyond a 45 mile radius teacher meetings can occur online through video conferencing / online classrooms or on the phone with their teacher.

A sample schedule for students in grades K-5 that includes morning project based activities and workshops:

	Monday	Tuesday	Wednesday	Thursday	Friday	R I V E R S I D E
Schedule:	Resource Center/Field Trips (9:00 am - 12:00 pm) Family Monthly Meetings	Virtual Student Check-in (11:00 am - 11:30 am) Family Monthly Meetings	Resource Center/Field Trips (9:00 am - 12:00 pm) Family Monthly Meetings	Virtual Student Check-in (11:00 am - 11:30 am) Family Monthly Meetings	Virtual Homeroom (12:30 pm - 1:00 pm) Family Monthly Meetings	
Virtual Options:	Amazing Animal (12:30 pm - 1:00 pm)	K-3 Support (12:00 pm - 12:30 pm)	4/5 Support (1:00 pm - 1:30 pm)	Show and Tell/Read Aloud (12:00 pm - 12:30 pm)	First Friday of Every Month - Pivot Wide Elementary Homeroom	
	4/5 Support (1:00 pm - 1:30 pm)	4/5 Support (1:00 pm - 1:30 pm)	Creative Corner (1:00 pm - 1:30 pm)	4/5 Support (1:00 pm - 1:30 pm)	Last Friday of Every Month - SEL Homeroom	
Description/Instructional Time with Learning Coach at Home: *Instructional Learning Coach can use student check-ins, workshops, and homeroom as prep time for lessons and activities.	Resource Center: Join us for STEM, collaborative art projects, games, buddy reading, movie day, and field trips. Parents: please use 1PM-3PM for Learning Coach time to prep, complete assignments at home, and monthly meeting (scheduled at the beginning of each month)	Workshop: opportunities for students to socialize with their peers and drop in for additional support on assignments. Parent: 8-2 working with instructional learning coach at home, 2:30-3 learning coach prep time, and monthly meeting (scheduled at the beginning of each month)	Resource Center: Join us for STEM, collaborative art projects, games, buddy reading, movie day, and field trips. Parents: please use 1PM-3PM for Learning Coach time to prep, complete assignments at home, and monthly meeting (scheduled at the beginning of each month)	Workshop: opportunities for students to socialize with their peers and drop in for additional support on assignments. Parent: 8-2 working with instructional learning coach at home, 2:30-3 learning coach prep time, and monthly meeting (scheduled at the beginning of each month)	Homeroom: opportunity for students to socialize with their peers, engage in SEL lessons, and other enrichment activities Parent: 8-2 working with an instructional learning coach, 3-4 prep time for learning coach, and monthly meeting (scheduled at the beginning of each month)	

Multi-Tiered Systems of Support (“MTSS”)



~~A progressive tiered program was created to provide structured support to all students at Pivot Charter School. This framework includes Response to Instruction and Intervention (RTI²) protocols for students who are not succeeding. Interventions are implemented prior to a conference being held to determine if independent study is the most appropriate placement for the student pursuant to the Pivot Governing Board approved independent study policies and CA Education Code. There are generally two reasons for students not being successful: 1) the student is coming with deficits in basic skills and is struggling with content of the courses, or 2) the student is just not putting in the time in the courses – not logging in or completing assignments daily. Other reasons for poor performance may be identified and addressed, but the vast majority of students fall into one of these two categories. In some cases, intervention may lead to Student Study Team (“SST”) meetings, and a student may subsequently be assessed to determine whether they qualify for special education services (see Special Education Plan and SST Process sections of the charter). Students who are coming in behind in their basic skills and who are willing to work with Pivot teachers will more often than not “catch up” as that is a primary focus of our schools. The one-on-one attention they receive and the remediation provided not only allows students to feel successful for the first time in a while, but they also learn that they can learn and succeed in school.~~

A progressive tiered program, aligned with the MTSS continuum of support, was created to provide structured support to all students at Pivot Charter School in the academic, social-emotional/mental

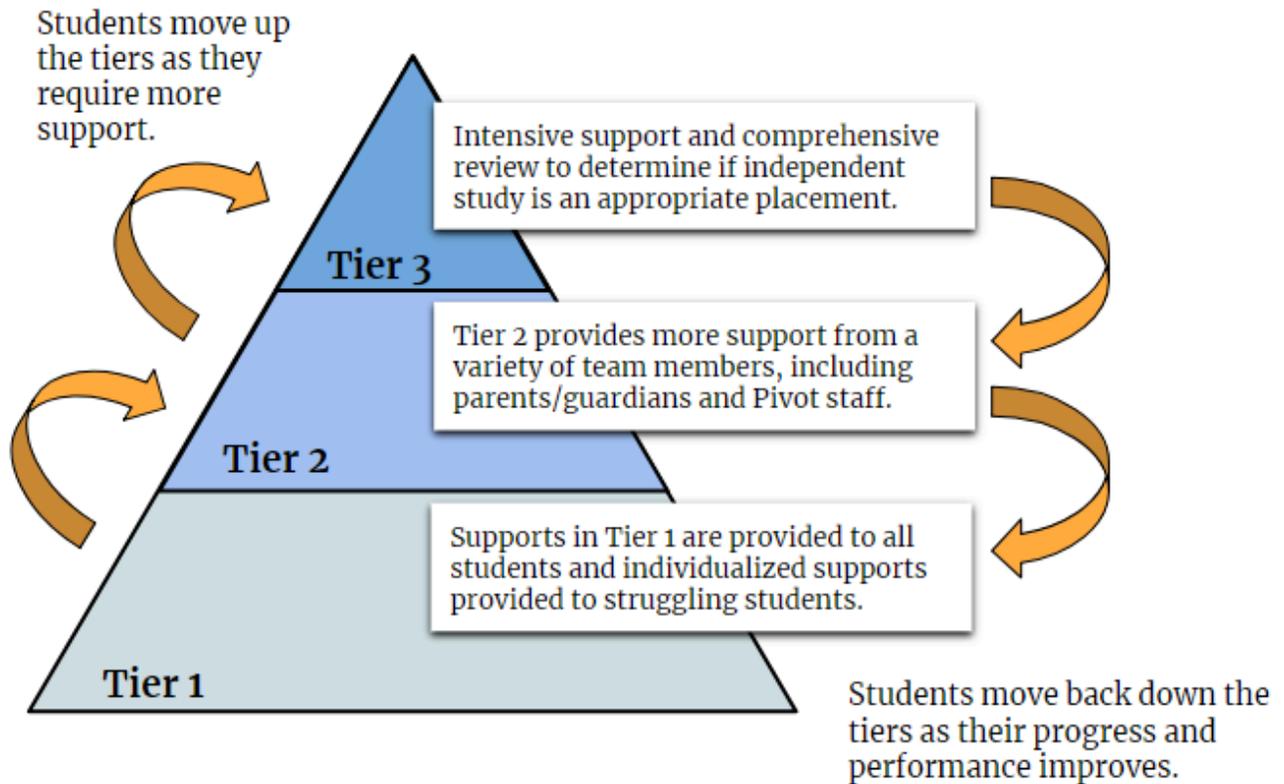
health and behavioral domains. At the Tier 1 level, Universal Supports are available to all students and embedded into the instructional program at Pivot. These supports are designed to help students succeed academically and to build the social experiences and skills they need to grow as healthy, effective individuals. This includes opportunities such as daily synchronous academic workshops, weekly synchronous Social Emotional Learning (“SEL”) lessons, field trip and club offerings, tutoring hours, and our thrice yearly diagnostic testing through i-Ready in Reading and Math. While many students are able to be successful with the integrated universal supports, other students, at varying points throughout the year, may find themselves struggling and require extra support.

Additional supports through the MTSS process are implemented prior to a conference being held to determine if independent study is the most appropriate placement for the student pursuant to the Pivot Governing Board approved independent study policies and Education Code. The first step in the MTSS process for identifying appropriate additional support for a particular student is to hold a Student Support Team meeting with the student, Educational Coordinator, parent/guardian and additional support staff as applicable (Education Specialist, counselor, ELD teacher, etc.) During this meeting, data will be reviewed and a process of inquiry will help to identify the barriers that are causing the student to struggle. Often, students are struggling to feel engaged or motivated in their schoolwork or they are struggling to balance outside factors such as health or mental health and/or familial responsibilities. Other times, students are coming to us with severe academic deficits and need a more specialized plan of academic support which could include intervention with our Reading Intervention Specialist or taking one of our intervention courses. In some cases, through this process, a student may subsequently be assessed to determine whether they qualify for special education services (see Special Education Plan and SST Process sections of the charter). Students who are coming in behind in their basic skills and who are willing to work with Pivot teachers will more often than not “catch up” as that is a primary focus of our schools. Pivot balances high expectations with high support, helping students to build the confidence and opportunity to feel successful in school and transform their experience in education.

When students struggle, Intervention becomes an integral component to support students and creatively identify and implement strategies to support improvement and academic success. At Pivot Charter School, intervention signifies a change in how an Educational Coordinator works with a student and/or the student’s family and how the student engages with their academics. Further, intervention is an opportunity to provide a student with additional supports for students to promote academic success. This could require changes in the student’s education plan and/or in how the EC

implements the education plan. Extensive efforts and modifications are employed by the EC to help a student adapt to, and subsequently succeed in, our program.

MTSS (Multi-Tiered System of Support)



Identification of Students for ~~Intervention~~ Additional Support

ECs run daily and weekly reports on the work product that every student is completing.

Students whose reports demonstrate that they have not been making adequate progress will be flagged. Based on the reports that teachers run and watching students online and at the resource center, an EC will usually notice right away when a student is struggling. Either the student is not turning in a satisfactory amount of work or the student is receiving poor grades (or both).

In general, the EC will initiate the intervention process. The EC, together with the student and parent if possible, will develop an intervention plan and mail and email an intervention notice to the student

and the family. Intervention plans may include, but are not limited to:

- Daily check in (student & EC)
- Daily report (EC to parent)
- Student/Parent/Teacher conference
- Creation of a weekly assignment calendar
- Assignment retakes
- Required attendance in one of the resource center programs
- Tutoring
- Curriculum change
- EC transfer
- Study skills counseling and planning

Progress through ~~Intervention~~ MTSS

An **action plan as a result of a Student Support Team meeting** will be tried for a period of at least two school weeks before reevaluation of student progress is made. If the student is not improving sufficiently a second intervention plan is developed, ideally in conjunction with the student and family. ~~A second intervention will contain different intervention methods than those attempted in the first intervention, since those methods apparently did not work effectively.~~

~~If, after two successive interventions of two weeks each, a student is still not making adequate progress, the school may determine that independent study is not an appropriate placement for the student and that student may be withdrawn. But the EC must first demonstrate many methods of communication in attempt to schedule a meeting with the student and family to come up with strategies that might “save” the student before requesting approval for this determination. In rare cases, an EC may obtain permission to move a student through the intervention process faster than normal. This is only allowed if the student is attempting no work, and the family is entirely unresponsive and refuses to communicate with the school.~~

If, after implementing the MTSS cycle, a student is still not making adequate progress, usually due to a lack of student participation, the Charter School may determine that remaining in independent study is not in the best interest of the student and that student may be referred back to their district of residence. This is done only after a careful review of the student’s academic progress, as well as the communication and support put in place by the student team, by a panel of administrators. Students and families are notified of this determination in writing and have the opportunity to appeal the

decision and attend an appeal hearing to present their reasoning and changes that would be made in order for the student to find success in the independent study setting. Pivot is committed to ensuring that all possible attempts have been made in order to support students in finding success, while also ensuring that adequate educational progress is achieved.

Student Performance Guidelines

Students are expected to login to the online curriculum website(s) on all school days and complete work. If a student is unable to complete the required work, contact with the EC must be made immediately. The EC and student will create a makeup schedule when work needs to be completed. Students are expected to complete and pass at least 4 assignments as a daily average. Modifications can be made by the EC depending on the work that needs to be completed. This number of assignments is the total number of graded assignments to be turned in daily, not the number of assignments per class.

Remediation Policy

In an effort to provide support to all of our students in achieving academic success, Pivot Charter School Riverside offers several options for a student who does not do well on homework, tests and exams in the form of multiple attempts and resets. In general, any assignment or test may be taken up to three times in an attempt to improve performance. Before retaking an assignment, a student should review the instructional material and contact their EC if they have any questions or concerns. ~~If a student still does not pass an assignment after three attempts, the student MUST contact their EC to determine how to proceed.~~ If a student still does not pass an assignment after three attempts, the student MUST contact their EC to determine how to proceed. Oftentimes, the Educational Coordinator will require that the student sign up for tutoring or attend the online workshops that are offered in EVERY content class in which they are enrolled each block and seek support before the student is allowed to proceed.

~~Apex Learning Unit Tests~~

~~The Apex Learning curriculum has a feature that all unit tests are locked. A student must complete all homework assignments in a unit before being allowed to take the unit test. When a student reaches a unit test (called a Computer Scored Test), they will contact their EC immediately to request that the test be unlocked. An EC may insist that certain assignments in the unit be completed before the test will be unlocked. Students MUST comply with this request and turn in all necessary assignments~~

before taking a unit test.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

Pivot Charter School believes that all children possess gifts and talents that are unique and precious. High performing students at Pivot Charter School will benefit from all the same programmatic structures that low-achieving students do. They are identified by test scores and internal assessments. Students can rapidly progress in their academic studies as they are permitted to complete classes at a rate that is commensurate with their abilities. The curriculum has multiple opportunities for the high-achieving students to expand their knowledge and skills through higher-level inquiry and small group instruction as well as by offering ~~11 AP classes through the online curriculum.~~ 13 AP classes through the online curriculum. High achieving middle school students have the opportunity to take some courses for high school credit including certain electives as well as Algebra.



Pivot students are also supported by their teachers and college counselor to concurrently enroll in community college classes.

During the 2022–23 school year, Pivot Riverside recorded a single concurrent enrollment, which resulted in a successful passing grade of C or better. In 2023–24, the number of successful enrollments increased by 900% to ten, followed by an additional 80% increase in 2024–25, reaching 18 total college course enrollments. Notably, every concurrent enrollment during this three-year period resulted in a passing grade, representing a 1,700% overall increase in successful college course

completions since 2022–23.

This growth reflects Pivot’s ongoing commitment to expanding college access through strong partnerships with local institutions. Pivot offers annual college tours to Norco College and Riverside City College, as well as visits from UC and CSU outreach representatives, allowing students to explore higher education options firsthand. Additionally, Pivot Riverside has recently signed a data-sharing MOU with RCOE to participate in the CSU Early College Acceptance Program. Pivot Charter Riverside also maintains guaranteed admission agreements with CSU San Marcos, Sonoma State University, CSU Stanislaus, and CSU East Bay for students who complete A–G coursework, providing a clear pathway to four-year college opportunities.

Pivot Riverside further participates in the UC Eligibility in the Local Context program, expanding opportunities for high-achieving students to gain early consideration for admission to UC campuses. This initiative complements other college access programs, ensuring students have multiple pathways to both CSU and UC institutions.

Furthermore, Pivot Charter Riverside is an active member of the NCAA Eligibility Center, ensuring that student-athletes have access to verified academic and athletic pathways to collegiate programs. This participation underscores the Charter School’s commitment to supporting students in pursuing higher education through both academic and competitive athletic opportunities.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

~~Students who are not meeting the standard on the CAASPP tests or who are below or far below proficient on other standardized assessments in math or language arts will be supported through the following methods:~~

~~Students who are not meeting the standard on the CAASPP tests, or who are below or far below grade level on the i-Ready assessment in math or language arts, will be supported through the following methods:~~

~~**Small Group Instruction:** Teachers pre-teach material and re-teach material in core courses. Classes can run for an entire year or be developed to remediate students on specific content standards or skills.~~

Tutoring: Credentialed teachers provide tutoring to Pivot Charter School Riverside students during their designated time at the resource center.

Subject Specific Support Courses and Tutorials: If a student is struggling in a particular subject, they may be simultaneously enrolled in a support course or tutorial designed to target gaps in understanding. For example, if a student is taking Pre-Algebra, but is lacking some of the basic skills taught in 6th grade math, the student may be placed in a support course or tutorial that re-teaches material the student missed in their 6th grade math course. It is important to note that the student remains in their grade level appropriate course to ensure that adequate progress is being made while remediation is occurring.

i-Ready Instruction: Students in K-12 can participate in the i-Ready instructional plans that are developed after a student takes the i-Ready Diagnostic in Reading and Mathematics. These instructional plans are customized to support each student individually and build the skills that were shown as deficient on the tests.

The online curriculum used at Pivot Charter School Riverside also meets the needs of exceptional students, students for whom English is not their first language and all students who enter below grade level by:

- ~~proceeding at the student's own special needs pace;~~
- building on existing reading, writing and math skills;
- placing the child at different levels for math and language arts;
- encouraging kids to become active learners through exploration and discovery;
- encouraging and supporting students in concurrent enrollment;
- introducing new learning opportunities in a safe, supportive environment; and
- balancing learning with fun.

The computer is very engaging for some children. Some children, when faced with textbooks or non-interactive environments, exhibit ADD/ADHD-like behavior, but, when faced with an interactive system, are often successful in focusing and learning. The computer is impersonal so children on the Autism spectrum (specifically children with Asperger's Syndrome) learn well without the distraction of interpersonal relations.

Pivot Charter School Riverside serves students who have anxiety disorders and stress related illnesses as well as those with challenging health issues. The one-on-one assistance they receive, the individual pacing of the curriculum and the comfortable learning environment allows these students to thrive. Additionally, Pivot implements a program called Pivot P.R.I.D.E. that includes integrated Social Emotional Learning lessons in the curriculum, targeted SEL synchronous instruction in small groups once per week, and is incorporated throughout the program.



Pivot P.R.I.D.E. is an innovative and comprehensive school culture building initiative that aims to empower our students, staff, and caregivers by fostering a positive and inclusive learning environment. Each letter in P.R.I.D.E. represents a core value that we believe is essential for personal

and academic growth: Perseverance, Readiness, Inclusivity, Dedication, and Excellence.

Through Pivot P.R.I.D.E., we strive to embed our school community with crucial social-emotional learning skills and enhance our overall school climate. This initiative goes beyond traditional academics, recognizing that the development of these important life skills plays a vital role in the success of our students both inside and outside the classroom.

Perseverance: We encourage our students to cultivate a growth mindset and embrace challenges as opportunities for personal growth. By teaching the importance of perseverance, we equip our students with the resilience to overcome obstacles and achieve their goals. This core value is tied to the SEL core competency of Self-Awareness.

Readiness: We believe in preparing our students to be adaptable and responsive to the ever changing world around them. Through a focus on readiness, we encourage our students to be proactive learners, equipped with the skills and knowledge necessary to succeed in an evolving society. This core value is tied to the SEL core competency of Self-Management.

Inclusivity: We celebrate and embrace the diverse backgrounds, perspectives, and experiences that make our school community unique. By promoting inclusivity, we foster an environment where all individuals feel valued, respected, and included. This core value is tied to the SEL core competency of Relationship Skills.

Dedication: Dedication is a key value that drives our commitment to continuous improvement and lifelong learning. We encourage our students to set goals, work diligently, and take ownership of their education. This core value is tied to the SEL core competency of Responsible Decision Making.

Excellence: We believe in the pursuit of excellence, both academically and personally. Excellence serves as a guiding principle, inspiring our students to strive for their personal best in all they do, while maintaining high standards of achievement and character. This core value is tied to the SEL core competency of Social Awareness.

Pivot P.R.I.D.E. is a collaborative effort involving students, staff, and caregivers alike. By working together, we can create a supportive and nurturing environment that encourages the

development of well-rounded individuals who are prepared to navigate the challenges and opportunities of the future.

Socioeconomically Disadvantaged Students

~~Pivot Charter School provides the same individualized, supportive, standards-based curriculum where students may progress at a rate commensurate with their abilities to socioeconomically disadvantaged students as it does to all Pivot Charter School Riverside students. Pivot Charter School Riverside will loan a computer to students who cannot afford one. Students receive one on one and small group support at the learning center so bus passes are given to students so that they may travel to the school each day.~~

Socioeconomically disadvantaged students as well as foster and homeless students are assigned a credentialed teacher who has a proven track record of working well at supporting students and their families who are struggling. We refer to this EC as a special populations EC. They have additional duties and responsibilities to work with our counselors as well as our Community Liaison to ensure these students have access to resources and support beyond the Charter School. The Community Liaison position is new in the 2024-25 school year. The position focuses primarily on ensuring that Pivot has strong partnerships in the communities that support our students. All students are loaned chromebooks and some also receive internet hot spots to ensure students can access their curriculum in their homes

PLAN FOR STUDENTS WITH DISABILITIES

Overview

Pivot Charter School Riverside shall comply with all applicable state and federal laws in serving students with disabilities, including but not limited to Section 504, ~~the ADA, and the IDEA. of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”), and the Individuals with Disabilities Education Improvement Act (“IDEA”):~~

Pivot Charter School shall be categorized as a LEA member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in accordance with Education Code Section 47641(a). Attached as Appendix [], please find a letter from the El Dorado County Charter SELPA indicating likely acceptance of new Pivot Charter Schools.

Pivot Charter School Riverside shall comply with all state and federal laws related to the provision of special education instruction and related services and **all SELPA policies and procedures**; and shall utilize appropriate SELPA forms. **The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.**

Any student with any disability may enroll at Pivot Charter School Riverside. Pivot serves all students who qualify for special education under the IDEA, regardless of disability category, severity of need, service intensity, or proximity to the resource center. Pivot does not limit access based on disability type, anticipated placement, or required services. Every eligible student is welcomed, served, and supported to the full extent of their Individualized Education Program (IEP).

Pivot Charter School Riverside shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the ADA. Pivot Charter School Riverside facility shall not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs offered by Pivot Charter School Riverside.

IMPLEMENTATION OF SPECIAL EDUCATION AND RELATED SERVICES AT PIVOT

~~The Special Education population for 2016-2017 fluctuated from 14% to 17%. At the writing of this petition, the estimate for the 2017-2018 school year it is projected to be 17.5%.~~

~~Pivot Riverside has consistently maintained a student population of approximately 20% students with disabilities over the past five years. We believe this is due in part to our inclusive approach to education. Our general education program offers a supportive and personalized learning environment, with features such as small group instruction, flexible accommodations, and modified assignments. This inclusive approach makes the addition of individualized special education services smoother for many students, creating a more comfortable and successful learning experience. **In essence, our general education program acts as a strong foundation, making the addition of special education services even more effective.**~~

When a new student enrolls who has an IEP, the special education team reviews the IEP and arranges appropriate services to begin immediately either through contracted vendors (for low incidence) or the Pivot Education Specialist. An interim IEP is written during a IEP meeting held with parents, administrators, and educators to discuss the services that will be provided. During the IEP meeting, the Pivot team also shares information with the parents about how Pivot works for general education and special education. This is also the time that the special education team reviews the student's progress with the general education teacher, called an Educational Coordinator, and will discuss any additional needs the student may have.

All decisions about service delivery, placement, and transportation are made solely by the IEP team based on the student's unique needs. Decisions regarding service delivery method (virtual vs. in-person) must always be an individualized IEP team decision. When needed and in accordance with their individual IEPs, students are grouped in pull out programs based on abilities, age, qualifications, and individual student needs. ~~All students who live within a 45 mile radius of the school (roughly 75% of students) who receive special education services are required to attend their services at the resource center, face to face with their service provider.~~ We encourage in-person services whenever the IEP team determines the student benefits from face-to-face instruction with a credentialed Education Specialist. We also recognize that some students, particularly those with anxiety, emotional challenges, or living in remote counties, struggle to attend in person. For students who benefit from in-person services but cannot access transportation, the IEP team considers transportation as a related service, consistent with IDEA. Usually only students who have a medical release, or it is written into the IEP, ~~or who live beyond the 45 mile radius of the school~~ receive their services virtually. Pivot Charter School Riverside pays for transportation for students with an active IEP.

~~It varies at each Pivot school but generally there are three different Specialized Academic Instruction groups: elementary, middle, and high school. The schedule will change throughout the year, based on student needs and the impact of the many students enrolling after the start of the school year. These groups are usually no more than 5 students meeting at a time. Sessions are organized by subject, and can change based on students' needs and their having met certain goals. Student IEP goals are measured in a variety of ways. Data is gathered through teacher observation, core class work samples, and through different programs used in the specialized academic instruction pull out time. MyLexia is a program that was implemented two years ago that assesses student reading levels and then helps the student progress in their reading goals. A math program that was new to Pivot in 2016 but has been a~~

~~strong tool to the students is the Prentice Hall Math kits. The kits have everything from learning about whole numbers to basic algebra problems.~~

It varies at each Pivot school, but generally there are three different Specialized Academic Instruction (“SAI”) groups: elementary, middle, and high school. There are typically no more than 5 students in Specialized Academic Instruction groups. Groups are established based on primary disability and specific learning disability eligibility. Student IEP goals are measured in a variety of ways. Data is gathered through teacher observation, core class work samples, and through different programs used in the specialized academic instruction pull out time. MyLexia is a program that assesses student reading levels and then helps the student progress in their reading goals. Pivot Charter School also utilizes i-Ready to assess students’ reading and math skills and approximate grade level placement.

The majority of students who qualify for special education at Pivot have learning disabilities, but there are also many students with significant emotional challenges, most frequently with depression and anxiety. Students frequently come to Pivot because they have not been able to progress in traditional school settings due to these emotional struggles. When they first arrive, Pivot will establish counseling services for the student and attempt to have them come to the resource center at least one day per week to meet with the counselor and education specialist for academic support. The hope is to increase their time at the facility, as they are helped to become more comfortable in the academic setting. Some students, especially those with high levels of anxiety or stress, choose to come after hours, when other students are not at the resource center. ~~There is a small number of students who receive support virtually because they are not yet able to come on to campus.~~

In addition to students with learning disabilities and emotional challenges, Pivot serves students on the autism spectrum, or with orthopedic impairments and some who are hard of hearing. Many of our students come to us after being out of school for some time and may have overdue IEPs, or have changed schools many times and have missing records or incomplete assessments. We also serve students living in group homes or foster homes, as well as students who are homeless. We have met all of our mandated special education timelines throughout the years, despite the complex situations our students are experiencing.

Student IEP meetings are held at least two weeks prior to the student's IEP due date, and a copy of the existing IEP is sent home to parents a week before the meeting. This provides the parent time to review the current IEP and have questions ready at the meeting. Parents are also always contacted

during the IEP writing process and asked what concerns they may have relevant to their student's learning.

Pivot Charter School Riverside has three Education Specialists who oversee special education at the local resource center, under direction from the Pivot-wide Director of Special Education.

Each Pivot Charter School has at least one Education Specialist who oversees special education at the local resource center, under direction from the Pivot-wide Director of Special Education. Each Pivot school also has an Education Psychologist, at least one counselor, and myriad service providers who are contracted to serve students with low incidence disabilities. The Education Specialist's day is spent serving students directly, catching up with students and tracking goals, and collaborating with vendors such as a speech therapist, counselor or occupational therapist. In partnership with the Director of Special Education, the Education Specialist's job is to maintain communication with the Educational Psychologists and various vendors. Based on each student's IEP, service providers may see a student 1-5 times a week. The Education Specialist gives the service providers student goals at the beginning of each semester. The education specialist catches up with service providers on a weekly basis, and is always aware of any outside work that the student is working on. The Education Specialist also works closely with the student's Educational Coordinator to ensure that the student is working in their classes and are on track to finish by the end of the semester. There is no slipping through the cracks at Pivot Charter School.

Services for Students under the "IDEA"

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all **County** or SELPA inquiries, to comply with reasonable SELPA directives, and to allow the **County** or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Immediate Procedures Upon Enrollment (CALPADS Verification & Interim IEP)

Upon enrollment, Pivot immediately verifies the student's status in CALPADS, reviewing the following fields to ensure continuity of services:

- Student with Disabilities Indicator
- Special Education Plan
- Special Education Services
- Special Education Meeting History
- Primary Disability and Secondary Disabilities

This allows us to assign an appropriate case manager before the first day the student receives instruction.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Education Specialists serve as case managers and are responsible for coordinating, implementing, and monitoring IEP services in collaboration with the Director of Special Education, Educational Coordinators, school psychologists, counselors, and contracted service providers. Education Specialists regularly review provider service logs, student progress toward IEP goals, and service delivery timelines to ensure compliance and continuity of services.

All Education Specialists provide services both on site and remotely to ensure students receive support in the instructional modality that best meets their individual needs, as determined by the IEP team. For students receiving virtual services, Pivot Charter School Riverside may assign an Education Specialist from another Pivot campus, as geographic location does not impact the delivery of virtual instruction. This staffing model ensures timely service delivery and access to appropriately credentialed personnel regardless of student location.

Pivot Charter School Riverside maintains oversight of all contracted and itinerant service providers through ongoing supervision and review of service documentation to ensure adherence to SELPA guidelines, credentialing requirements, and IEP service minutes.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Pivot follows SELPA assessment and child find procedures, including:

- Parents may request an assessment at any time, verbally or in writing.
- Pivot responds with prior written notice and an assessment plan within 15 days.
- Assessments are completed within 60 days unless extensions are agreed upon.
- We conduct multidisciplinary, nondiscriminatory assessments.
- Child Find obligations exist continuously, not only after general education interventions.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Director of Special Education and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; the student’s parent/guardian; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

Pivot convenes and documents all IEPs consistent with IDEA timelines:

- Annual IEPs
- Triennials
- 30-day interim IEPs

- Amendment meetings
- Parent-requested IEP meetings (held within required timelines)
- Emergency or review meetings as needed

Parents are full participants. We offer:

- In-person or virtual meeting options
- Interpreter services
- Copies of assessments and all communication in parent-preferred languages

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Pivot has internal monitoring procedures that include:

- Weekly review of service logs
- Immediate action plans if service minutes fall behind
- Communication with families within 48 hours to resolve concerns
- SELPA support for dispute resolution and compliance monitoring

We maintain full alignment with SELPA dispute-resolution pathways.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Within 30 days, Pivot convenes an Interim IEP meeting to:

- Confirm services
- Verify accommodations and modifications
- Ensure the student can access FAPE in a personalized independent study model
- Determine whether any adjustments are needed
- Consider the continuum of placement options, including in-person and virtual access as

appropriate

This process ensures full compliance with SELPA guidelines for interim placement.

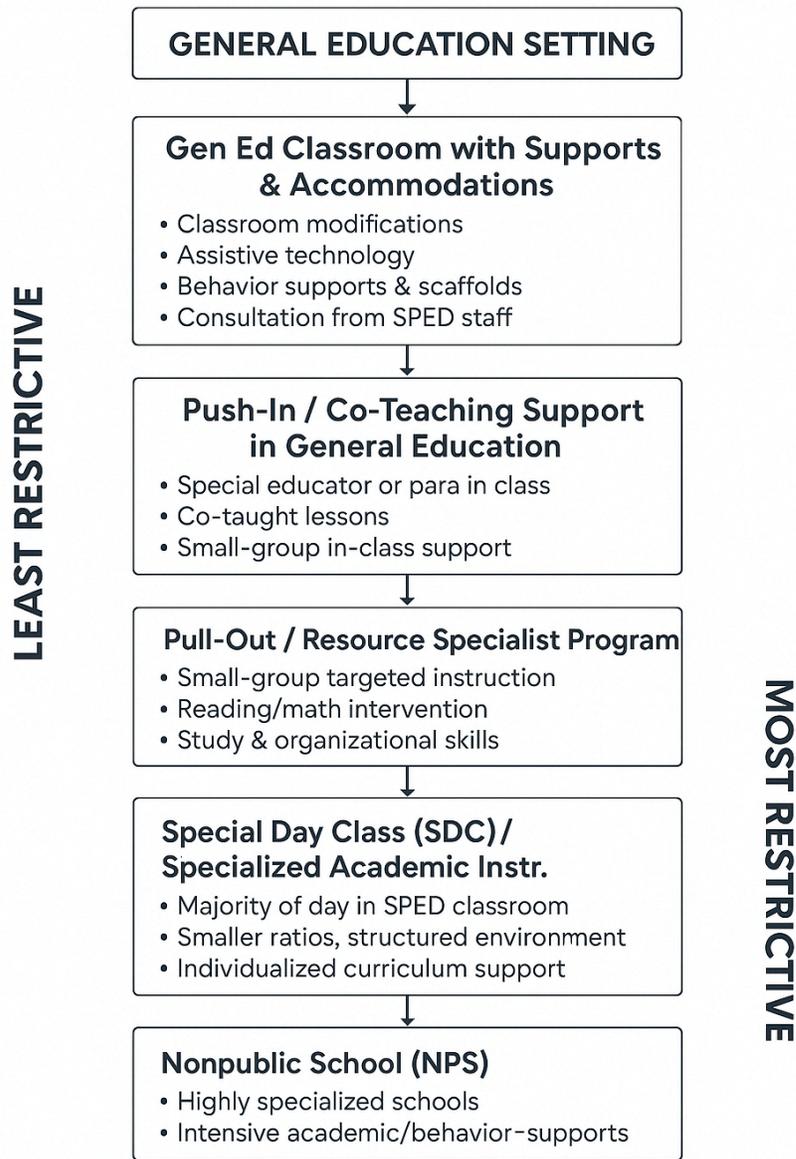
Service Delivery Model & Continuum of Services

Pivot provides the full continuum of placement options required under IDEA and SELPA local plans and policies. A diagram of Pivot's continuum is below.

Students are served in:

- General education with accommodations and supports
- General education with push-in support
- Pull-out resource services in very small groups (typically 2–4 students)
- Specialized Academic Instruction for Mild-to-Moderate Support Needs (MMSN)
- Specialized instruction for Extensive Support Needs (ESN)
- Contracted services for related services (speech, OT, PT, counseling etc...)
- Placement in NPS or other more restrictive settings when the IEP team determines it is necessary to provide FAPE

CONTINUUM OF SERVICES FOR STUDENTS WITH DISABILITIES



Placement decisions are always based on the student's unique educational needs, not solely on the

disability category.

Description of Pivot's Special Education Programs

Mild to Moderate Support Needs Program

- Designed for students with:
- SLD
- Mild Intellectual Disability
- Autism (mild/moderate)
- Emotional Disturbance
- OHI/ADHD

Supports include:

- Small-group pull-out (2–4 students)
- 2-3 sessions weekly with credentialed specialists
- Grade-level access with accommodations and modifications
- Organizational skills instruction
- Social-emotional support integrated into instruction

Extensive Support Needs Program

- Designed for students with:
- Severe or moderate-to-severe Autism
- Multiple Disabilities
- Deafblindness
- Significant ID
- Severe ED requiring intensive support

Supports include:

- Highly individualized instruction
- Functional skills instruction
- Communication and adaptive behavior supports
- A specialized curriculum (TeachTown) selected for its suitability in independent study+structured intervention models
- Frequent virtual or in-person sessions based on the IEP team's decisions

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

Pivot Charter School Riverside has been informed by the El Dorado SELPA that the new school will not have to re-apply to admit Pivot Charter School Riverside, rather they will merely have to submit an expansion application. See attached addendum **0** for more details from the SELPA

PLAN FOR STUDENTS UNDER SECTION 504

Pivot Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the charter school. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504. Pivot Charter School has written policies and procedures that outline the requirements for identifying, evaluating, and serving students with a Section 504 plan.

The Section 504 Coordinator served by an individual who is trained to serve in this capacity.

A 504 team shall be assembled by the Section 504 Coordinator and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability under Section 504 is made by the 504 team in writing and noticed in writing to the parent(s) or guardian(s) of the student in their primary language along with the procedural safeguards available to them. If, during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information used during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff. The 504 Plan shall describe the disability, the impact of the disability, and accommodations, modifications, or services that may be necessary.

All 504 team participants, parents/guardians, teachers, and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's Section 504 Plan. The Section 504 Coordinator will ensure that all individuals who are involved with the student's education are implementing the plan as previously determined by the 504 team. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan shall be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

Upon enrollment, students who transfer to Pivot Charter School and have an active Section 504 plan will receive appropriate accommodations based on their 504 Plan.

Pivot Charter School Counselor

Pivot Charter School recognizes that a successful education extends beyond academics. Mental health, motivation, and social emotional support play a crucial role in a student's overall well-being. Recognizing this need, Pivot Charter School has a school counselor in place to provide students with

the additional individualized support that they may need to be successful in their academic careers and to promote an overall well-being. The school counselor is available to students, families, and staff in various capacities including, but not limited to, the following: School-wide crisis planning and prevention, crisis support suicide prevention, intervention, and postvention, academic support and intervention, bully prevention, community referrals, and more based on the needs of our unique student population. Additionally, the school counselor provides conflict resolution skills and strategies, behavioral support, and counseling support services. The school counselor also works with Pivot Charter School staff through consultation when working with students who are facing academic and emotional challenges or concerns. The school counselor is active in working with staff to provide training pertaining to issues of crisis response, mandated reporting, and suicide prevention, intervention, and postvention. In addition to traditional counseling, Pivot's school counselor has also received additional training in distance counseling in order to effectually provide counseling services to students who are virtual learners. Due to the unique Pivot Charter School environment and the variety of student needs, the counselor plays a critical role in supporting students who are dealing with various concerns in order to achieve success in education.

PLAN FOR ENGLISH LEARNERS

Pivot Charter School will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Pivot Charter School Riverside will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

Pivot Charter School Riverside II will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. **The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.**

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been

identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within thirty calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

Pivot Charter School Riverside II will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to

participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

The goal of the Pivot Charter School’s EL plan is to utilize high quality instructional programs and services for English learners that allow them, as quickly as possible, to achieve at the same challenging grade level standards as native-English-speaking students. Pivot Charter School will meet all requirements of federal and state law to provide equal access to the curriculum for English Learners. The school is dedicated to providing these students with an exceptional education, transitioning them into English proficiency as soon as possible. However, the school also recognizes the importance of valuing students’ native languages and will reinforce an appreciation for the cultures, customs, and languages of all its students through the school’s core curriculum as it focuses on building lifelong learners and community engagement.

The Pivot Charter School curriculum has specialized EL curriculum that focuses on literacy. In addition, the Pivot online curriculum allows students to translate “keyword” vocabulary in to their native language.

Support services for EL students will include one or more of the following, as needed and appropriate:

- Foundation Courses which are core content courses that “fill in the gap” of lower grade level material in which students may be deficient
- **Designated and integrated ELD**
- I-Ready assessments and curriculum that assesses gaps and creates individual remediation curriculum
- Small group and one-on-one instruction
- Hands on learning activities to increase engagement
- Content instruction using Specially Designed Academic Instruction in English (“SDAIE”) techniques
- Specialized instruction by a Reading or Literacy Specialist
- English Language Development
- High School AP classes, as appropriate.
- Primary language instruction/support

- Participation in Benchmark, Strategic or Intensive interventions
- Small group instruction
- Tutoring in native language

Students are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and EL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the school in their native language to the extent possible in order to encourage participation in the school.

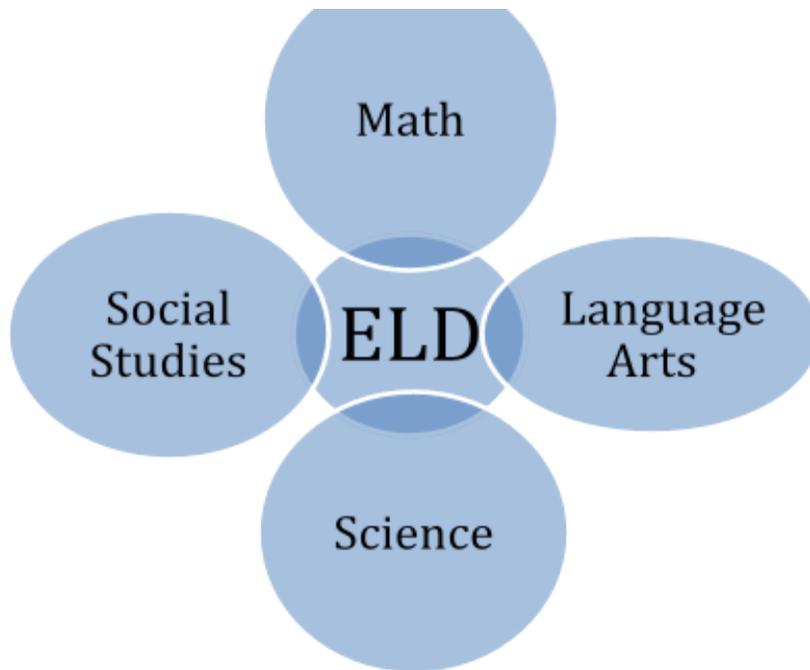
Pivot is transitioning its ELD program. This will be an ongoing process of improvement over the next several years. It will take significant levels of professional development, time for educators to collaborate not only at one Pivot school, but to leverage the collective knowledge and expertise of all educators, Pivotwide. It is requiring clear expectations regarding when and how ELD will occur and how students should be grouped. It will require “coaching”. The first step was delegating one experienced and trained teacher to oversee the ELD program, Pivotwide, to ensure consistency of messaging/training, program implementation and evaluation. The newly appointed Pivotwide ELD coordinator will be a staff person from Pivot Riverside but may change throughout this process based on performance and school need.

The percentage of EL population of each Pivot Charter School varies from school to school:

Pivot North Bay	Pivot San Diego	Pivot Riverside	Pivot North Valley
7.2%	4.9%	2.5%	1.5%

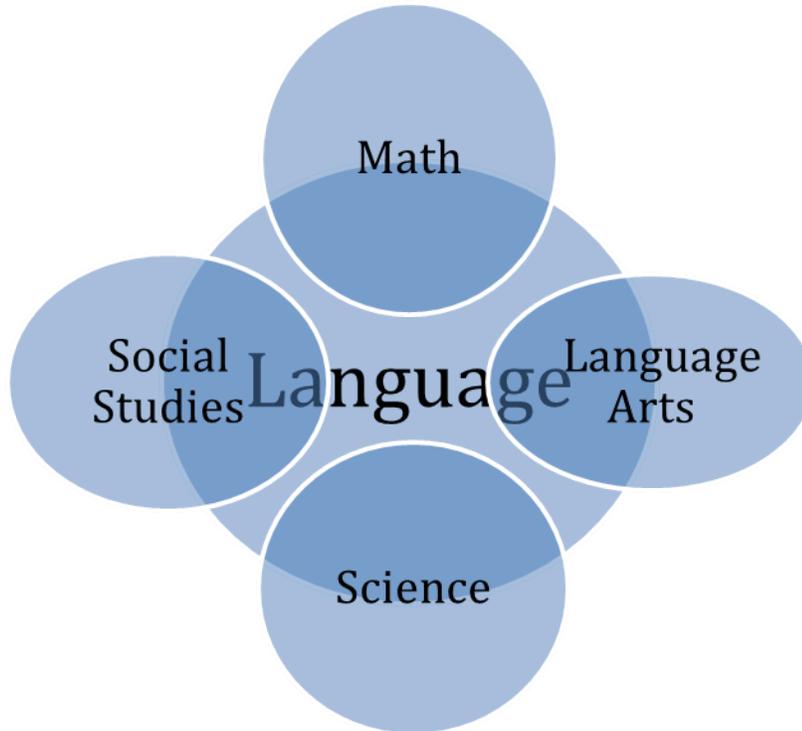
The expanding ELD program at Pivot will transition from a primarily integrated approach across all curriculum with individual supports to ensure English acquisition, grammar and a focus on English as a Second Language to a more structured integrative approach with focused and designated instruction where the common element is language skills and understanding. The adopted (from the Sobrata Early Academic Language program) graphic demonstrates the Pivotwide ELD approach that is being phased out:

OLD MODEL



The transition is toward a strong focus on language which includes speaking/ listening, instructional dialogue, collaborative practices, and a focus on meaning--making. The shift in paradigm is from ensuring boxes are checked that meet ESL requirements and just teach English skills to providing language skills that develop strong communicators and helps English learners be successful not just in an ELD “class” but as a lifelong learner capable of expressing themselves and understanding language and context and nuances across all content. The shift at Pivot means not focusing on just teaching English (grammar and rules) and making sure we are giving access to the curriculum accompanied by individual and small group supports, to recognizing that a full understanding of language is essential to understanding all content areas.

NEW MODEL



The advancing ELD program at Pivot will continue to use integrative and designative approaches to ELD but each will become more directive, structured and meaningful. There will also be a greater emphasis placed on students' acquisition of the ELD standards and less simply on learning English. All staff at Pivot will receive greater training in the ELD standards and will include CDE's emphasis on the use of the ELD standards:

“The CA ELD Standards are not to be used in isolation from the CA CCSS for EL A/Literacy and other content standards during academic content instruction. Instead, they are designed, and should be used, as a complement to the CA CCSS for ELA/Literacy and other academic content standards. It is fully expected that all ELs will receive high-quality instruction based on both the CA CCSS for ELA/Literacy and the CA ELD Standards.

✦ The CA ELD Standards are not to be used piecemeal at a given proficiency level. To be used appropriately and effectively, standards articulated in both “Part I: Interacting in Meaningful Ways” and “Part II: Learning About How English Works” should be used in tandem in strategic and

purposeful ways.

✦ The CA ELD Standards do not provide an exhaustive list of all the linguistic processes and resources that ELs need to develop in order to be successful in school. This is especially the case with regard to disciplinary literacy. The CA ELD Standards do, however, provide descriptions of knowledge and skills that are essential and critical for development, which teachers and curriculum developers can both unpack and expand upon in order to provide a comprehensive instructional program for ELs.

DESIGNATED ELD

Designated ELD will be provided by skilled teachers during program time (either online or at the resource center). Teachers will use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical language ELLs need for content learning in English. This will be an easy “transition” for Pivot as schools already have designated small group instructional classes. And these classes already use many different curriculum and content as all students at Pivot are in different places in their individualized instruction and are not in traditional “classes” with one teacher instructing just one content area. This designated ELD allows teachers to ask: “What are the opportunities presented by this content for teaching language?” Students will be placed in Designated ELD based on their proficiency levels as outlined below.

Pivot Designated ELD will:

- Focus on ELD Standards and connect to content standards.
- Be protected time to develop language skills, building into and from content instruction.
- Focus on meaning, forms, and functions of the English Language.
- Uses frequent formative and corrective feedback for language development, not content learning. Content is secondary, and supports the language, but is not the primary objective.
- Focus on providing extended opportunities for students to use English to interact in meaningful ways. The class will be full of opportunities for extended discourse.

Because students do not necessarily engage in all classes through interactive methods, the Designated ELD will be where Pivot will primarily address the first two phases of the ELD standards which include:

Part I: Interacting in Meaningful Ways

- A. Collaborative (engagement in dialogue with others)
 - 1. Exchanging information and ideas via oral communication and conversations
 - 2. Interacting via written English (print and multimedia)
 - 3. Offering opinions and negotiating with or persuading others
 - 4. Adapting language choices to various contexts

- B. Interpretive (comprehension and analysis of written and spoken texts)
 - 5. Listening actively and asking or answering questions about what was heard
 - 6. Reading closely and explaining interpretations and ideas from reading
 - 7. Evaluating how well writers and speakers use language to present or support ideas
 - 8. Analyzing how writers use vocabulary and other language resources

- C. Productive (creation of oral presentations and written texts)
 - 9. Expressing information and ideas in oral presentations
 - 10. Writing literary and informational texts
 - 11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments
 - 12. Selecting and applying varied and precise vocabulary and other language resources

In Part II, “Learning About How English Works,” the headings identify key *language processes*: “Structuring Cohesive Texts,” “Expanding and Enriching Ideas,” and “Connecting and Condensing Ideas.”

Part II: Learning About How English Works

- A. Structuring Cohesive Texts
 - 1. *Understanding text structure* and organization based on purpose, text type, and discipline
 - 2. *Understanding cohesion* and how language resources across a text contribute to the way a text unfolds and flows

- B. Expanding and Enriching Ideas

3. *Using verbs and verb phrases* to create precision and clarity in different text types
4. *Using nouns and noun phrases* to expand ideas and provide more detail
5. *Modifying to add details* to provide more information and create precision

C. Connecting and Condensing Ideas

6. *Connecting ideas* within sentences by combining clauses
7. *Condensing ideas* within sentences using a variety of language resources

INTEGRATIVE ELD

The integrative ELD will be provided to ELLs throughout the online curriculum across all subjects by all teachers of ELLs. The ELD Standards will be used in tandem with the CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English. Understanding of the content will be expected in tangent with understanding of English. Prior methods focused on students understanding English well enough to understand the content AFTER they learn English. The foundational question to the integrative approach will now be; “What are the language demands for accessing and participating in this content in this moment?” Again, while this will be a more defined approach to integrative ELD at Pivot and teachers must fully understand the ELD standards, the transition will not be as significant as in a traditional setting where one teacher teaches one subject all day. The Educational Coordinators assigned to each student are ALREADY responsible for overseeing students’ entire coursework and making sure they get students the support they need in each subject area. They are already responsible for ensuring that all of their students get the support they need to comprehend and engage in all content. For the ELL’s they will always be asking: “What are the language demands for accessing and participating in this content?” and they will ensure that the students get the support they need.

Pivot Integrative ELD will:

- Focus is on content standards. ELD standards are integrated and connected to content.
- ELD is provided throughout the online curriculum classes. Student’s EC is responsible for ensuring students get the support they need.
- Focus on content learning and the academic language necessary for successful learning of the content, as well as transmission of that learning to others.

- Focus on providing multiple opportunities to master the content learning through retests, rewrites and participation in small group learning in content workshops.

The simple way of differentiating integrative and designated ELD is that Integrated ELD happens DURING each core subject the student is engaged in through the online curriculum. With support from their assigned EC and other teachers who the EC engages to assist the student in their core content, students learn English through learning content classes. Designated ELD happens on it's own time, with an ELD teacher either during program time at the resource center or online in GoogleMeet video call formats. Ensuring that “virtual” ELL students attend their designated ELD time will continue to be a challenge similar to the ongoing challenge ensuring students attend special education services (required to be face to face at the school site unless designated in their IEP). The schools’ Multi Tiered System of Support policies prohibit a student who is not progressing and making satisfactory progress to remain “virtual”; they must come to the resource center weekly to receive support from credentialed teachers. This inability to remain virtual will be applied to any student not making satisfactory progress toward goals which would include ELL proficiency goals as well as traditional academic goals/graduation/credit attainment/grade promotion.

Proficiency Level Descriptors (PLDs)

The organization of the PLDs represents English language development as a continuum of increasing proficiency in language learning and use, starting with native language competencies that students possess when they enter school, and concluding (though not ending) with lifelong language learning that all Proficiency Level Descriptors language users engage in. The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

The three levels below represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

The concepts covered during ELD time depend on the English Proficiency Levels of the students, not their grade level. The concepts taught in ELD classrooms are the same for a 7-year old, a 10-year old, or an adult if they are at the same ELD proficiency level. For example, all Beginning English Learners would be taught Phonemic Awareness and Phonics because they need to learn the

connection between the sounds and letters of English. Since the goal of ELD is to develop native-like fluency, English Learners must be taught at increasing levels of complexity as their language proficiency advances. Many ELD standards repeat the same concepts across different proficiency levels. For example, standards call for Emerging, Expanding, and Bridging students to be taught to expand sentences using adverb phrases. These lessons must cover the same concept (adverb phrases) but with increasing complexity.

PLDs at Pivot (From CDE)

Emerging : Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding : Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging : Students at this level continue to learn and apply a range of high- level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in *all* content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Pivot Charter School Riverside will utilize the continuum of ELD proficiency level as the basis for evaluating student proficiency and ELD program delivery.

Student Capacities	ELD Proficiency Level Continuum						Lifelong Language Learning
	Emerging		Expanding		Bridging		
<p>Native Language English learners come to school possessing a wide range of competencies in their native language appropriate to their age. They may have varying levels of literacy in their native language, depending on their prior experiences in the home, community, and school. As learners of English as a new language, they gain metacognitive awareness of what language is and how it is used and apply this awareness in their language learning strategies, including drawing upon knowledge of their native language.</p>	<p>English learners <i>enter</i> the Emerging level having limited receptive and productive English skills. As they <i>progress through</i> the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.</p>	<p>Upon <i>exit</i> from the Emerging level, students have basic English communication skills in social and academic contexts.</p>	<p>As English learners <i>progress through</i> the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations.</p>	<p>Upon exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.</p> 	<p>As English learners <i>progress through</i> the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts.</p>	<p>Upon <i>exit</i> from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.</p>	<p>Students who have reached “proficiency” in the English language (as determined by state and/or local criteria) continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.</p>
<p>High-Level Thinking with Linguistic Support</p>	<p>General Extent of Support</p>						

<p>English learners possess cognitive abilities appropriate to their age and experience. In order to communicate about their thinking as they learn English, they may need <i>varying linguistic support, depending on the linguistic and cognitive demand of the task.</i></p>	<p>Substantial Students at the <i>early stages</i> of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided substantial linguistic support; as they develop more familiarity and ease with understanding and using English, support may be moderate or light for familiar tasks or topics.</p>	<p>Moderate Students at the <i>early stages</i> of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be light for familiar tasks or topics.</p>	<p>Light Students at the <i>early stages</i> of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided light linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.</p>	<p>Occasional Students who have <i>exited</i> the Bridging level benefit from occasional linguistic support in their ongoing learning of English.</p>
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Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

TRANSFERABILITY OF COURSES TO OTHER PUBLIC HIGH SCHOOLS AND ELIGIBILITY OF COURSES TO MEET COLLEGE ENTRANCE REQUIREMENTS

Pivot Charter School Riverside had received full accreditation. While it is not the mission and intent of Pivot Charter School Riverside to focus on getting all students into college, it is the mission of the school to keep students in high school and help them graduate. Students and parents are notified of course transferability and eligibility of courses to meet college entrance requirements through the annual distribution of the student and parent handbook and through guidance meetings that occur monthly with their EC.

A-G Course Approvals

~~Pivot Charter School maintains a course list with the University of California (UC) and currently offers over 75 A-G approved high school courses. These courses are primarily online courses offered through our curriculum providers, and there are plans to expand our UC course list to include site-based Pivot courses as they are developed. Curriculum providers such as Apex Learning work closely with UC to ensure their courses meet A-G requirements, and curriculum providers are responsible for obtaining the initial A-G approval from UC for each of their courses. UC has created a streamlined process by which Pivot specifies how we use individual courses from each curriculum provider, and UC subsequently approves Pivot's implementation of each course so that it may be added to our A-G course list.~~

~~High school students are required to complete a UC A-G approved course of study in order to graduate from the UPREP academy. Students in the Liberal Arts Academy also take UC A-G approved courses, but have more flexibility in choosing some non A-G courses to fulfill graduation requirements.~~

Pivot Charter School maintains a course list with the University of California and currently offers almost 400 A-G approved high school courses. These courses are primarily online courses offered through our curriculum providers, and there are plans to expand our UC course list to include site-based Pivot courses as they are developed. Curriculum providers such as Apex Learning and eDynamic work closely with UC to ensure their courses meet A-G requirements, and curriculum providers are responsible for obtaining the initial A-G approval

from UC for each of their courses. UC has created a streamlined process by which Pivot specifies how we use individual courses from each curriculum provider, and UC subsequently approves Pivot's implementation of each course so that it may be added to our A-G course list.

INDEPENDENT STUDY

Laws and Regulations

Pivot Charter School Riverside shall comply with all state and federal laws regarding independent study, including, but not limited to, the following:

Written Policies

Pivot Charter School Riverside has adopted a written policy on independent study. The independent study policy includes, but is not limited to, the following:

- The maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the student must complete the assigned work.
- The number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interests of the student to remain in independent study. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the student's permanent record.
- A requirement that a current written agreement ("master agreement") for each independent study student shall be maintained on file.

Independent Study Master Agreements

Pivot Charter School Riverside maintains on file a current written master agreement for each independent study student. The master agreement contains, at minimum, the following information:

- The manner, time, frequency, and place for submitting a student's assignments and for reporting his or her progress.
- The objectives and methods of study for the student's work and the methods utilized to evaluate that work.
- The specific resources, including materials and personnel that will be made available to the student.

- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work as well as and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
- The duration of the independent study master agreement. No independent study agreement shall be valid for any period longer than one semester or one-half year for a school on a year-round calendar.
- A statement of the number of course credits, or other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- Each written agreement shall be signed, prior to the commencement of independent study, by the student; the student's parent, legal guardian, or care giver if the student is less than 18 years of age; the certificated employee, supervising teacher who has been designated as having responsibility for the general supervision of independent study; **and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. ~~all other persons who have direct responsibility for providing assistance to the student.~~**

Prohibition against Provision of Funds or Things of Value

Pivot Charter School Riverside shall not provide any funds or other things of value to the student or his or her parent or guardian that a school district could not legally provide to a similarly situated student of the school district or to his or her parent or guardian.

County or ~~Contiguous-Adjacent~~ County Residents

Pivot Charter School Riverside may only receive funding for the provision of independent study to students who are residents of Riverside County or who are residents of a county immediately adjacent to Riverside County. Per California Education Code, students who move away from the county of authorization or a contiguous county are still allowed to remain enrolled in Pivot Charter School Riverside and generate ADA for the remainder of the school year only.

Teacher/Student Ratio

Pivot Charter School Riverside complies with Title 5 California Code of Regulations Section 11704 and Education Code Section 51745.6 regarding teacher to ADA limits.

School Calendar

As required by law, Pivot Charter School Riverside will offer at least 175 instructional days each year **as required under Title 5, California Code of Regulations, Section 11960** .

Instructional Minutes

Pivot Charter School Riverside shall offer, at a minimum, the same number of minutes of instruction set forth in 47612.5(a)(1).

Contemporaneous Records of Attendance

Pivot Charter School Riverside maintains written contemporaneous records that document all student attendance and make these records available for audit and inspection. “Attendance” means the attendance of charter school students while engaged in educational activities required of them by their charter schools on days when school is actually taught in their charter schools. “Regular average daily attendance” is computed by dividing the school’s total number of student-days of attendance by the number of calendar days on which school was actually taught. For purposes of determining the school’s total number of student-days of attendance, no student may generate more than one day of attendance in a calendar day.

For independent study students, parents/guardians/or students age 18 or over, Pivot Charter School Riverside will keep a daily log of engagement in educational activities. This is maintained signed contemporaneously by the certificated teacher of record. Additionally, the certificated teacher of record will document and personally judge, in each instance, the extent of the time value of the student work products.

PROFESSIONAL DEVELOPMENT

Teachers are required to attend weekly staff meetings, four full-day professional development trainings throughout the year, and five preparation and staff development days before the school year starts.

All Pivot Charter School Riverside staff are trained in the use of the online curriculum and assessment systems by the curriculum training staff. Teachers, counselors, registrar, and administrators will learn how to run appropriate reports on student learning and assessment. Teachers and counselors will be able to log in as a student, parent, or educator and utilize all aspects of the online curriculum programs. The online curriculum companies will also train teachers on the alignment of the curriculum to the California Common Core Standards as teachers review the scope and sequence of the courses and review course objectives. Pivot Charter School Riverside teachers will begin formulating additional group and individual projects that students can complete at our Resource Center to supplement the curriculum. As projects are created they will be added to the online curriculum.

Teachers will engage in pre-school opening trainings for a period of five days. Three of these days will cover curriculum, systems, and assessment topics. In addition to curriculum and systems training, teachers will receive two days of personnel training (child abuse reporting, sexual harassment training, labor practices, fire drills, health issues, etc.) and team building activities.

In addition to training on the online curriculum and associated systems, teachers will be trained in serving students in a learning lab or learning studio environments with students working primarily on computers. Additional professional development trainings for teachers will be conducted once a month (there are staff meetings weekly, but once a month, these meetings will be development-related rather than covering school operations issues). These trainings will occur in some of the topics listed in some cases, outside resources will be hired to present the areas of expertise. The Executive Director will conduct other work with the teachers to establish the agenda so that it meets the needs of the teachers. This is not a comprehensive list and may be revised based on teacher and student needs.



professional and student topics in their trainings and the needs of revised based

Professional Development Topics:

- Serving students with special needs
- Serving at-risk and homeless students
- 504 accommodations
- Project based learning
- 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
- **New topics as required by law**
- End of year close-out

Teachers will also be requested to suggest additional topics for professional development based on their needs throughout the year.

Teachers are encouraged to read professional journals, attend webinars, and join professional teaching organizations like the National Science Teachers Association (NSTA). Other professional development opportunities include Advanced Placement workshops and attendance at conferences such as the annual

International Council for Online Learning (iNACOL).

ANNUAL GOALS AND ACTIONS TO BE ACHIEVED IN THE STATE PRIORITIES

In accordance with Education Code Section 47605(bc)(5)(A)(ii), a reasonably comprehensive description of the Pivot Charter School Riverside annual goals for all pupils and for each subgroup to be achieved in the state priorities and the specific annual actions to achieve those goals are described in Appendix A, which contains ~~both a summary version of the LCAP, highlighting student outcomes, and also the LCAP and annual update for Pivot Charter School Riverside II~~ which will apply to the Charter School in its first year of operation, providing a reasonably comprehensive description of student goals and actions in the State Priorities. A copy of the most recently published LCAP is posted to the Charter School's website at: <https://www.pivotriverside.com/wp-content/uploads/2025/06/Pivot-Charter-School-Riverside-LCAPFALI-June-2025.pdf>

~~Local Control and Accountability Plan ("LCAP")~~

~~In accordance with Education Code Section 47606.5, Pivot Charter School Riverside shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. Pivot Charter School Riverside shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.~~

A DAY IN MY LIFE AS A PIVOT STUDENT

It's every teenager's worst nightmare – the alarm goes off on Monday morning. The weekend was too short as always and now it's time to get ready for school. I'm not on my way to what you would call a "traditional" High School, though, I attend Pivot Charter School. The regular High School thing wasn't really working out for me, so my parents and I decided that a school that offered independent study and one-on-one support would be better for me. I arrive at 8:30, and at 8:45 we start our morning activity. On Mondays, we share current events that happened over the weekend. I always find out something new, and it's nice to have a reason to stay at least a little bit updated on what's happening in the world.

My Educational Coordinator and I decided that Monday should be "Math Monday". I dislike Algebra as much as the next person, so I wasn't happy about this at first. It has worked out pretty well though, as the Math teacher at my Resource Center teaches an open Math workshop every Monday from 9:30 to 10:15. I can get situated, take a look at the lesson, and prepare any questions I might have for him before I head into the workshop. Since Math isn't my strongest subject, it's nice to get the extra help.

10:15 is break time, and I head outside to eat my snack and catch up with my friends to see how their weekends were. When I first came to Pivot, I was worried that I would miss out on the social parts of school, but I get along with my classmates at the Resource Center really well (sometimes a little too well, as we have to be reminded to stop talking and focus on our work). After break I have some time to focus on my work independently, but the teachers are always around if I have any questions.

I can attend the resource center every day and attend workshops and do projects that teachers are working on with students but Tuesdays and Thursdays are my “work from home days”. On these days I don’t go into the resource center, so I like to work on my History and English classes. These are the classes I like the most and feel most confident in and I usually get pretty good grades working independently. But it is actually harder being at home – I have to be so much more independent. When I’m working on a project or an essay, I still like to talk to my English teacher at the Resource Center before turning in a final draft. It can be distracting working from home, but if I’m binge-watching something on Netflix and haven’t even started anything until noon, I can always expect and email or text from my EC checking in; that’s when I know I better get started.

Speaking of English class, I was excited to find out that this year I could take a Creative Writing class! It is definitely more work than I thought it would be at first, but I’m having fun with the writing assignments. My English teacher even says she can submit some of my stories to get them published! How cool is that? I’m also a part of the school newspaper. We meet twice a month: once to brainstorm what to write about and then again to edit what we’ve written. Everyone works together on different columns based on what they like. I’m the “Entertainment Reporter”, so I find out what shows and movies my fellow students are most excited about, as well as giving occasional movie reviews and entertainment news. Once a month, we publish the newsletter for everyone that attends my Resource Center.

I am looking forward to two field trips coming up. One is a hike in a local park while we do clean up duty and one is ice skating which I am really excited about because I have never done it before, but either has anyone else at school. I like that we have these opportunities to socialize and experience new things. It is easier for me to enjoy these trips and even our crazy pajama day Fun Friday or 80’s day since this is such a smaller school. I don’t have to deal with the anxieties of the peer pressures at Pivot. I am not ridiculed for being smart and my best friend is not ridiculed for being behind in her credits. We are just accepted. The teachers tell us they are meeting us where we are at and that everyone deserves a new start.

Well I have to get back to my work now. I failed a test yesterday and I just finished reviewing the material and doing a few more assignments for that test so my teacher is going to reset it for me to retake. And then I have to do my journal writing and an essay for science. It’s kind of weird that I never get to meet the teacher who grades my written science or English papers but they always give me fair and useful feedback that I learn from. Imagine that?!

II. MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in ~~subparagraph (B) of paragraph (3) of~~ subdivision (a) of Section ~~52052 47607~~. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, ~~or the nature of the program operated,~~ by the charter school. —Education Code Section 47605(~~bc~~)(5)(B.)

Pivot Charter School Riverside is committed to providing all of its students with an excellent, high-quality education. In order to achieve this goal, high student achievement as measured by national, state, local, and Pivot Charter School Riverside measures must be achieved. Goals for student and school outcomes are continually refined and developed to reflect the changing needs of the school.

Student and Operational School Outcomes Aligned with the Eight State Priorities

In accordance with Education Code Section 47605(~~bc~~)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Pivot Charter School Riverside annual goals, ~~actions and measurable outcomes, both schoolwide and for all pupils and~~ for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s Local Control and Accountability Plan. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by the Local Control Funding Formula. The current LCAP is on file with the District and is also available ~~to be achieved in the state priorities and the specific annual actions to achieve those goals are described in~~ Appendix A, which contains both a summary version of the LCAP, highlighting student outcomes, and also the LCAP and annual update for Pivot Charter School Riverside II.

Local Control and Accountability Plan

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the Charter School at the school site.

III. METHODS OF ASSESSMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

—Education Code Section 47605(b)(5)(C.)

The methods for measuring pupil outcomes are consistent with the way the school will report information on its school accountability report card. Numerous assessments are listed here that are not reported on the school accountability report card but which the school will use to gain a fuller picture of student achievement. Pivot affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

The assessment plan for Pivot Charter School is designed to be a tool for external accountability as well as to improve instruction and student achievement. To best assure that the school is measuring what Pivot Charter School expects students to learn, assignments are aligned with the school's pupil outcomes and curriculum. Assessments are used to meet the following objectives:

- to help teachers respond instructionally according to student needs;
- to give parents and students meaningful, useful feedback on student progress;
- to compare the school's progress to that of all schools, including those with similar student demographics; and
- to monitor the school's progress in meeting its missions and to revise its activities accordingly.

Pivot Charter School will conduct all required state assessments per Education Code Section 47605(c)(1) in compliance with the CAASPP program. Staff will help translate results so their meaning is accessible to students, parents, and teachers.

Pivot Charter School Riverside measures the impact and success of its academic programs utilizing all the aforementioned forms of evaluation and assessment. Pivot Charter School is committed to conducting some form of assessment on an annual, quarterly, weekly, and daily basis in all core curricular areas. The proactive nature of these assessments will serve as an opportunity for teachers and administrators to critique their program, modify instructional approaches, and establish new goals and expectations to better serve the student population.

Pivot Charter School Riverside will also administer all state and national tests required for grades K–12. Whenever appropriate, the ELPAC will also be administered.

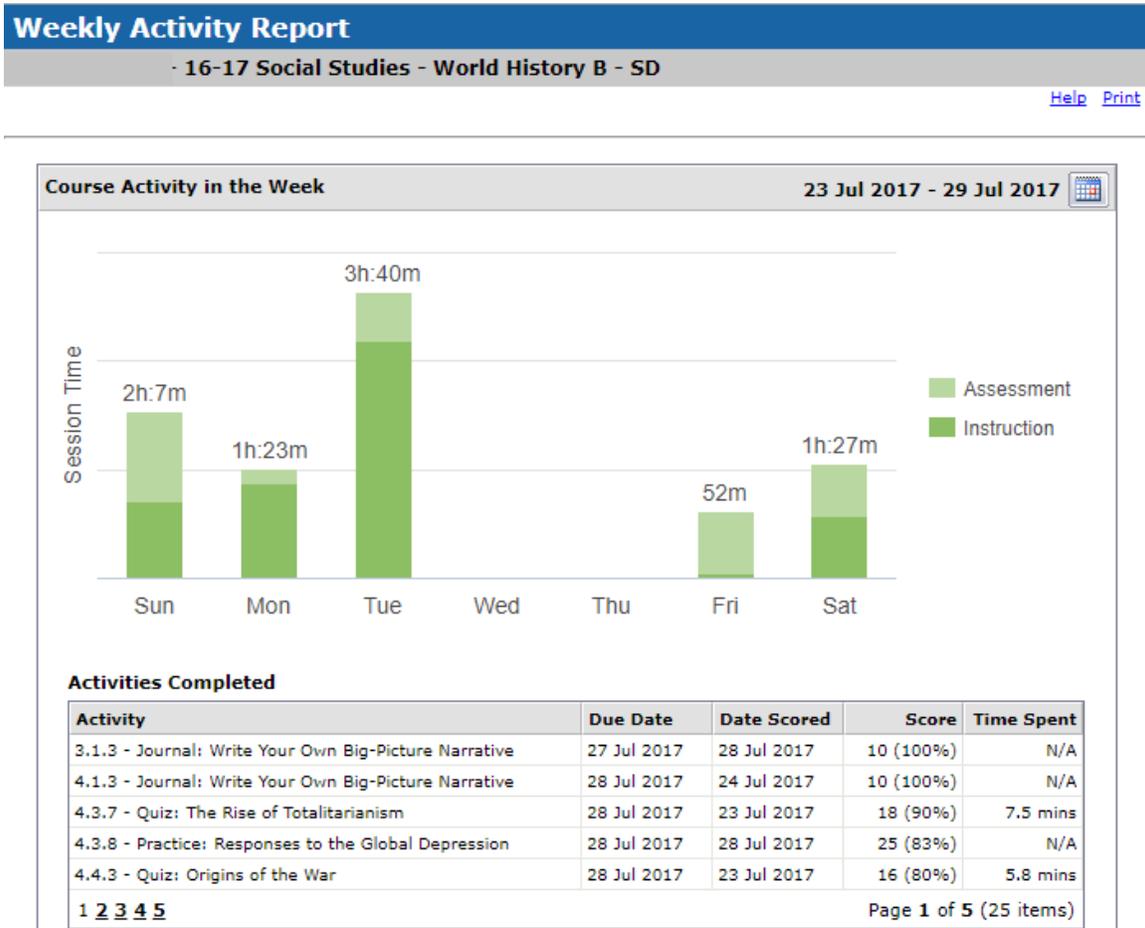
~~Additionally, during the 2017-18 school year, the Corona resource center of Pivot San Diego will be implementing two new useful tools to help Pivot teachers and administrators provide the targeted remediation necessary for students to succeed and perform well on the SBAC tests.~~

~~IO Insights by IO Education breaks down data silos and aggregates data in the K-12 Data Platform where each user, from teachers to administrators, has access to visualize and analyze student achievement data. It improves efficiency, accountability, and forecasting for schools. IO Insights has powerful analytics that provides data visualization with sorting, filtering, and grouping. Student profiles and intervention plans can be quickly accessed by teachers and shared with other members of the student's educational team. The Virtual Data Wall helps teachers and administrators monitor student progress and utilize all student achievement data. Each teacher and administrator has a personal data wall for easy tracking of their students. An Early Warning System ("EWS") is built in to IO Insights so that progress toward goals can be closely monitored based on district and school level measures. Goals can be related to academics, credit attainment, attendance, or behavior. IO Insights also provides multiple graduation pathways tracking for all high school students. Paths can be career based or academic based. Graduation pathway tracking allows teachers and administrators to identify off track students in order to provide additional supports and interventions quickly.~~

In addition, Pivot Charter School Riverside will implement i-ready in the 2017-2018 school year. i-Ready by Curriculum Associates combines the ability to measure growth with individualized instruction. i-Ready provides K-12 adaptive diagnostic tests for reading and mathematics that pinpoints student needs to their sub-skill level. Educators are then provided a detailed action plan and resources for differentiated instruction. Reports and ongoing progress monitoring are easy to use and contain real-time insights for each student at the class, school, and district level, showing whether students are on track to achieve end-of-year targets. i-Ready Diagnostic identifies gaps and areas for students to be further challenged, as well as measures growth across a student's career and supports data-driven differentiated instruction. Personalized student instruction targets students' unique areas of needs and is based on the results of the i-Ready Diagnostic. These online lessons provide a consistent best-practice lesson structure and build conceptual understanding, in addition to being engaging and fun for learner of all levels. i-Ready provides teachers and parents with a detailed and easy-to-read analysis of every student's proficiency levels. Reports identify which skills students have mastered and those skills to prioritize next for instruction. Teachers can also quickly see which students need intervention, the key areas to target for each student, and how to group students for instruction. The school will conduct the assessment 3 to four times a year and as needed.

Pivot Charter School Riverside teachers and administrators are able to run reports that show daily activity and cumulative progress for each student in the core and the elective curriculum as well as the CTE courses. Educators can also view any communication records concerning their students. These records include complete text logs of instant messaging sessions, internal e-mail, discussion threads, and telephone conversation summaries. Students who are not complying with login requirements set by the school are contacted by their EC and our retention team and a notice is sent to the students' parents. Parents are also contacted on a regular basis to discuss students' ongoing progress. Interaction between parents/guardians and teachers is a mainstay of the program. Students and parents are contacted if students are falling behind schedule or if they are not

demonstrating satisfactory mastery of course content. Individual action plans are then established by the teaching staff. Teachers provide individual tutoring and remediation on homework assignments to support the action plans.



Example course engagement report from Apex Learning

Pivot Charter School Riverside fosters a climate of continuous improvement, establishing improvement goals through regular analysis of student data, for each student in the core classes of reading and mathematics, based on a review of the California Standards Tests as well as the school’s own assessments. The ongoing goal of Pivot Charter School is to improve performance on the state-mandated standardized tests each year until all students are proficient or advanced proficient in math and English–language arts.

Grade 7 • Last login: 2/7/2019, 11:23am		5 Sections ^			
	Math 7 B 18-19 MS - Math 7 B - SD Last accessed: 2/5/2019, 12:24pm	CURRENT GRADE 95.00% (A)	COURSE GRADE 3.35% (F)	4/31 (13%)	TIME ON TASK 06:10:48
	PCS Physical Education B 6-8 (S CA) 18-19 MS - PCS Physical Education B 6-8 - SD	CURRENT GRADE —	COURSE GRADE —	0/20 (0%)	TIME ON TASK 00:00:00
	PLATO Course California World History and Geography: Medieval and Early Modern Times 7, Semester B 18-19 MS - Social Studies 7 B - SD Last accessed: 2/7/2019, 1:27pm	CURRENT GRADE 90.38% (A-)	COURSE GRADE 37.80% (F)	15/25 (60%)	TIME ON TASK 17:40:42
	PLATO Course English 7, Semester B v4.0 18-19 MS - English 7 B - SD Last accessed: 2/1/2019, 12:15pm	CURRENT GRADE 93.33% (A)	COURSE GRADE 6.22% (F)	6/35 (17%)	TIME ON TASK 05:47:28
	Science 7 B 18-19 MS - Science 7 B - SD Last accessed: 2/6/2019, 12:54pm	CURRENT GRADE 96.67% (A)	COURSE GRADE 4.46% (F)	6/34 (18%)	TIME ON TASK 08:06:24

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Example Edmentum student report

Assessment of student achievement involves a full range of measures to ensure the most comprehensive picture of student progress. Quantitative data from standardized tests and results of performance-based assessment tools form the foundation of the school’s comprehensive approach to measuring student performance.

Pivot Charter School Riverside communicates regularly with parents through emails, mailings, and newsletters. Parents can log on any minute of any day to review the completion rate of their students in each course. They can also access grades and comments from teachers on a daily basis and observe all student assignments.

Teachers are responsible for monitoring and documenting progress of student proficiency in meeting the CCSS. The online curriculum automatically tracks student proficiency and progress on each assignment. All of the assessment reports of student progress are aligned to the CCSS and demonstrate on which standards students are performing well and on which standards students need to focus more attention. Standards-based reports can be generated by student, teacher, course, or school-wide.

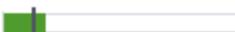
Students are graded on weekly assignments, papers, end-of-chapter tests, and final exams for most of the courses. Reporting and posting of graded assignments and tests is immediate and can be accessed online by parents, teachers, counselors, administrators and students. Students and parents receive written progress and/or grade reports at least twice a semester. In Apex Learning, teachers can set up an email for parents to receive weekly progress reports automatically from the curriculum systems as well. In Edmentum and Accelerate Education, parents can access student progress and course data through their own parent portal logins.

One site level staff meeting each month is devoted to reviewing student assessments/grades and determining which small group instruction to create and maintain, who needs tutoring, who is able to enroll in college classes, etc. Proficiency levels on the standards will drive these individual student instructional decisions.

Students typically take exams in the courses weekly. The courses are designed to re-teach topics on which students are not performing at successful levels. Since students are all working on individually-paced academic plans, ECs and Administrators can make fine-tuned decisions regarding a student's academic program based on his or her success in meeting the standards. For example, a student may have passed a course in another school, such as Algebra I, and was then subsequently placed in Algebra II. However, the student may not have successfully completed all of the important foundational concepts in Algebra I despite receiving a passing grade at another school. In this case, ECs who are monitoring the student's daily work and standards completion will immediately determine that the student is in need of supplemental or remedial work in Algebra I such as a Tutorial course or a Foundations math course. The student may not necessarily be disenrolled from Algebra II; instead, the student's needs may be met by concurrent enrollment in a support course, tutoring, or a small group instructional class to support him or her in Algebra II.

If an assessment has been automatically graded by the computer, the results are posted to the Student's Gradebook section. A teacher knows whether a student has accessed course material, how much time he or she has spent on each assessment, and the number of entries into each assessment. They can tell if they are behind or ahead in the pacing of the course. This helps a teacher determine if a student is having academic problems or is not spending enough time studying the material. When a student fails an assessment, the student can contact a teacher, and the teacher can then assign review work for the student, focusing on the objectives that the assessment revealed the student did not meet. The student's teacher, called an Educational Coordinator or EC, may also recommend that the student seek additional help from the Pivot Charter School Riverside teachers in that core content area. The student may sometimes have the option of doing an extra activity or authentic assessment in order to demonstrate that he or she has mastered the skill and to help improve his or her grade.

Course Progress Report

PACING STATUS		ACTIVITIES COMPLETED	CURRENT GRADE	COURSE GRADE	TIME ON TASK
Math 7 B 18-19 MS - Math 7 B - SD		Start Date: 1/22/2019 End Date: 6/14/2019 Last Accessed: 2/05/2019			
 On Pace	4/31 (13%)		95% (A)	3.35% (F)	06:10:48
PCS Physical Education B 6-8 (S CA) 18-19 MS - PCS Physical Education B 6-8 - SD		Start Date: 1/22/2019 End Date: 6/14/2019 Last Accessed: None			
 Slightly Off Pace	0/20 (0%)		—	—	00:00:00
PLATO Course California World History and Geography: Medieval and Early Modern Times 7, Semester B 18-19 MS - Social Studies 7 B - SD		Start Date: 1/22/2019 End Date: 6/14/2019 Last Accessed: 2/07/2019			
 Ahead Of Pace	15/25 (60%)		90.38% (A-)	37.80% (F)	17:40:42
PLATO Course English 7, Semester B v4.0 18-19 MS - English 7 B - SD		Start Date: 1/22/2019 End Date: 6/14/2019 Last Accessed: 2/01/2019			
 Ahead Of Pace	6/35 (17%)		93.33% (A)	6.22% (F)	05:47:28
Science 7 B 18-19 MS - Science 7 B - SD		Start Date: 1/22/2019 End Date: 6/14/2019 Last Accessed: 2/06/2019			
 Ahead Of Pace	6/34 (18%)		96.67% (A)	4.46% (F)	08:06:24

Below is an example Course Progress Report from Edmentum

Classroom	Course	Status	Started	Total Session Time	Last Access	Overdue Activities	On-Sche Indicator	On Schedule	Quality of Work	Grade to Date	Overall %	Midterm	Final	Expired
18-19 English 9 B - SD	English 9 Sem 2	Active	24 Aug 2018	17h:29m	07 Feb 2019	2		88%	84.1%	68.5%	30.6%			
18-19 Math - Pre-Algebra B...	Pre-Algebra Sem 2	Active	24 Aug 2018	25h:38m	06 Feb 2019	0		100%	85%	85%	46.5%			
18-19 English 9 A - SD	English 9 Sem 1	Completed	24 Aug 2018	45h:58m	30 Nov 2018	0		100%	77.4%	77.4%	77.4%		C+	
18-19 Science - Environme...	Environmental Studies Sem 1	Completed	24 Aug 2018	37h:55m	14 Nov 2018	0		100%	85.7%	85.7%	85.7%		B	
18-19 Physical Education A...	Health Education	Completed	24 Aug 2018	37h:16m	29 Nov 2018	0		100%	90.1%	90.1%	90.1%		A-	
18-19 Math - Pre-Algebra A...	Pre-Algebra Sem 1	Completed	24 Aug 2018	51h:54m	16 Oct 2018	0		100%	86.9%	86.9%	86.9%		B+	
17-18 Physical Education A...	Health Opportunities through Physical...	Withdrawn	28 Aug 2017	0m		0		100%	0%	0%	0%			
17-18 Math - Pre-Algebra A...	Introductory Algebra Core Sem 1	Withdrawn	28 Aug 2017	0m		0		100%	0%	0%	0%			

1

Close Window

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Student Summary Report from Apex Learning

~~All students will receive an interim report at the midpoint (4.5 weeks) of each nine week grading period. More frequent reports will be provided for students at risk of failure with grades below C. The teacher will report to the parents/guardians any marked decline in the quality of student work, regardless of grading period timelines. The teacher will report to the student's parent/guardian any marked decline in the quality of student work, regardless of grading period timelines.~~ Parents/guardians may request interim reports at any time during the grading period. Conferences will be held as needed and can be initiated by teachers, parents/guardians, or students. Conferences for positive reinforcement are encouraged as well as conferences relating to decline in achievement or problems in social adjustment. All conferences related to student performance will be documented.

Parent Schoolwide Data

Each spring Pivot Charter School Riverside distributes a parent satisfaction survey to all parents and legal guardians of students. It is the primary formal means of collecting information on the effectiveness of school operations, school outreach, and information dissemination while also including parent perspectives on the quality of the Pivot Charter School Riverside education. But our primary method of parent feedback is the daily communication they have with their student's teacher.

Pivot Charter School Riverside is accountable to multiple constituencies: students and their families, its Board of Directors, Corona-Norco Unified School District, and ultimately the California Department of Education. Accountability to each of these constituencies includes both fiscal and academic performance. Throughout each school year, staff and the Board of Directors analyze collected student data (as highlighted in the school success section) including test scores, daily attendance records, parent surveys, and staff surveys; evaluate identified strengths and weaknesses; and chart a course for school wide improvement and growth for the upcoming year. Additionally, the school's fiscal health is examined monthly.

Pivot Charter School Riverside maintains sufficient staff and systems, including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from district and other authorized reporting agencies.

Pivot Charter School Riverside and the District will jointly develop a visitation process to enable the District to gather information needed to validate the school's performance and compliance with the terms of this charter.

However, Pivot Charter School Riverside agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight. Education Code Section 47604.3: the Charter School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the District, the County Office of Education, and the State Superintendent of Public Instruction.

~~In the past, Pivot enjoyed a strong and accountable relationship with their former authorizer, NUSD. The Executive Director and other Pivot staff communicated frequently with District staff and were committed to providing all information needed by the District. Additionally, Pivot leadership met with the NUSD Superintendent in 2014 and 2015. The District did not review the school in 2016 or 2017.~~

IV. GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. —Education Code Section 47605(bc)(5)(D).

Non-Profit Public Benefit Corporation

Pivot Charter School Riverside is a directly funded independent charter school operated by the Roads Education Organization (“Roads”), a California non-profit public benefit corporation that has been designated by the Internal Revenue Service as a 501(c)(3) tax-exempt organization.

Pivot Charter School Riverside shall operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and Pivot Charter School Riverside. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of Pivot Charter School Riverside, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by Pivot Charter School Riverside, as long as the District has complied with all oversight responsibilities required by law.

Attached, as **Appendix B, C and D** please find the Roads Articles of Incorporation (and amended Articles for name change), Bylaws, and Conflict of Interest Code.

Board of Directors

Pivot Charter School Riverside is governed by the Roads Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. The Board shall have no more than seven (7) and no fewer than five (5) directors. All directors shall be designated by the existing Board of Directors. All directors are to be designated at the corporation’s annual meeting of the Board of Directors.

~~Each director shall hold office unless otherwise removed from office in accordance with the Bylaws for two (2) years and until a successor director has been appointed or elected as required by the position as described below.~~

~~.All Board members serve 4- year terms. unless otherwise removed from office in accordance with the Bylaws. Board members selected to serve as officers of the Board shall serve in that capacity for a term of two years.~~

Members of the Board, school committees, administrators, managers or employees, and any other committees of Pivot Charter School Riverside shall comply with applicable federal and state laws, non-profit integrity standards, and applicable laws and regulations regarding ethics and conflicts of interest. Roads complies with the Political Reform Act, **Government Code Section 1090, et seq., as set forth in Education Code Section**

47604.1, and Corporations Code provisions regarding conflicts of interest, ~~and voluntarily agrees to comply with Government Code Section 1090, et seq.~~ Roads has adopted a Conflicts of Interest Code that complies with the Political Reform Act, **Section 1090** and Corporations Code conflict of interest rules.

Subject to the provisions and limitations of the state law governing not for profit corporations and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

The Board of Directors shall be the responsible agent of Pivot Charter School Riverside and will contract with online curriculum and back office business service providers as necessary.

~~In accordance with Education Code Section 47604.3, Pivot Charter School Riverside shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District and shall consult with the District regarding any such inquiries.~~

Board Meetings and Directors

Roads Education Organization Board meetings are held at least quarterly and in accordance with Brown Act requirements and Education Code Section 47604.1(c). ~~The physical location of the Board meetings rotates among the areas served by each Pivot Charter School. Meeting agendas are posted online and at the resource centers, as well as at any meeting location.~~ In accordance with Education Code Section 47604.1(c)(4)(A), the physical location of the Board meetings is currently in Sonoma County, the county in which the greatest number of pupils enrolled in Pivot charter schools currently reside. Meeting agendas are posted online and at the resource centers, as well as at any meeting location. Parents and the public are welcomed to access and participate in all meetings, regardless of meeting locations, by utilizing video conferencing technology which is provided at each Pivot Charter School (at least one resource location per 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.

Roads Governing Board membership is designed to ensure that the schools have a high level of experienced professionals providing oversight and making decisions for the schools, so that parents and staff can feel comfortable knowing that there are people who are considered experts in their fields helping to make the most prudent and fiscally responsible decisions for the students. While the Board members' fiduciary duty is to the Roads Education Organization, Board members are also expected to "represent" the interests of the constituencies in their geographic region. Board members are accessible to the employees, students, and

parents of the school closest to their home base.

Roads Education Organization expanded its Board during the 2016-17 school year to allow for local representation from each Pivot charter school. The local Governing Board members meet every other month with the parents of the school in the region they “represent.” These meetings are informal, on site meetings with access to live video conferencing for families who are unable to make the trip to the resource center. They are a way that Board members can listen to parents’ concerns and ideas and stay in touch with local issues and in turn make strong decisions for the schools.

Board members are designated by the Board, and prospective Board members may be nominated by any constituent in the schools. The nominees’ credentials are reviewed by a committee of the Board that seeks candidates who could fill a void that may exist on the Board in, for example, areas of expertise or geographic proximity to the schools. Finalists are interviewed by committee members and are asked to attend a Board meeting and speak with the Board during the meeting. The nomination committee of the Board makes a recommendation for membership to the Board at the subsequent Board meeting. The Board as a whole takes action on any new candidates.

In accordance with Education Code Section 47604(~~cb~~), the authorizers of any Pivot Charter School may appoint a representative to sit on the Board of Directors. If authorizers choose to do so, Roads may designate an additional member to ensure that the Board is maintained with an odd number of directors.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

The Board holds regular meetings to discuss the state of Pivot Charter School Riverside, and each of the charter schools it operates, including, but not limited to, reporting on the performance of the schools with data regarding: enrollment, attendance, academic performance, financials (including budget reports, etc.), parent/student satisfaction, withdrawals, suspensions, and expulsions. The Board oversees the network of Pivot Charter Schools throughout the state of California. In so doing, the Board has created an administrative structure that allows for an economy of scale for all four small schools. For example, the costs for the positions of Executive Director, Director of Human Resources, Registrar, Program Director, Director of Special Education, School Counselor, Program Director, and Chief Business Officer, are shared equitably among the four schools, based on each school’s ADA. This allows the charter schools to remain small and still provide well-organized, well-staffed, well-supervised and highly accountable programs.

All of the Pivot Charter Schools deliver generally the same educational program and follow the same Board-adopted policies. Administrative procedures are implemented consistently at each school, except when local needs dictate a particular procedure. There are some local differences in the offerings at each resource

center based on local interest and need, but all four of the charter schools deliver the educational program described herein, in most respects.

The charter school teams learn from one another by sharing ideas and giving each other input monthly at all-school meetings and at all-school trainings each year. Each school holds staff meetings weekly. All Pivot Charter Schools meet together through video conferencing once a month. These meetings address common Pivot-wide issues, such as policies, assessment, projects that are engaging students, challenges and successes. The teachers learn a great deal from one another and enjoy sharing ideas. Similarly, the Site Administrators meet in a smaller separate group to focus on network wide improvements. Site Administrators brainstorm how to manage the many challenges they face each day from discipline, engaging all learners, differentiating learning, to technology challenges, site safety and supporting students' growth and success. Once a year, a week before school starts, everyone attends a Pivot-wide weeklong training in one location near a Pivot school. It is there that teachers form professional learning communities, learn new instructional strategies, and receive training in school safety and legal issues facing educators.

The Board members are volunteers who are committed to educational opportunities for young people and believe that the of blended learning with personalized instruction is the future. Board members are leaders in their fields and are passionate providing better opportunities for all young people regardless or circumstance. They believe that the Pivot model of provides a rigorous yet unique and supportive alternative to schools. They know that the individual attention and support Pivot can change students' lives.



enhancing
Pivot model
of education.
about
of location
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The Board of Directors has approved and assisted in development of school policies including, but not limited to, reimbursement, acceptable use of computers, teacher performance, personnel policies, internet safety policies, student conduct, records oversight, student maternity/paternity leave, independent study, facilities acquisition. ~~and the intervention and for students.~~

One of the most significant contributions a Board can make is in providing input and oversight for strategic expansion. The Roads Board has participated in facilitated strategic planning each year, with some planning meetings occurring over the course of several days and several Board meetings. Participants have included teaching and administrative staff as well. Realistic annual goals were set and refinement of the mission and vision resulted each year.

Current Board Members

James R. Lewis, ICMA-RC (Board Chairman)

Jim Lewis is a public entity expert and has significant administrative experience. Mr. Lewis was appointed in

March 2013 to serve as City Manager for Pismo Beach. Previous to this position, he held the job of Assistant City Manager for the City of Atascadero, CA from 2004 to 2013, CA. Jim was appointed to this role in September 2004. Jim also previously served as Assistant to the City Manager for the City of Claremont. He served as president of the Municipal Management Association of Southern California (MMASC) in 2001 and serves on the Emerging Leaders Task Force for the International City and County Management Association (ICMA) and the ICMA Press Editorial Advisory Board. Jim is an ICMA credentialed manager (ICMA-RC) and serves on California-ICMA's Committee on the Profession and Ethics.

Jim Lewis received a Bachelor of Science in Public Policy and Management from the University of Southern California and a Master of Public Administration from the Maxwell School of Citizenship at Syracuse University.

Jim is active with USC and serves on the Executive Committee of the Board of Governors of the USC Alumni Association and on the advisory board of the Master of Public Administration degree program for the School of Policy, Planning and Development. Jim is past president of the Claremont Kiwanis Club and continues his Kiwanis involvement in Atascadero as a member of the club's board of directors. Jim is also active in the Atascadero Elks Club. An Eagle Scout, Jim also serves as Vice President of the Los Padres Council Boy Scouts of America and Chairman of the Eagle Scout Association.

Tom Halvorsen

Dr. Tom Halvorsen has served children for over thirty-nine years. He was a teacher in the Los Alamitos Unified School District for five years and assistant Executive Director in the Lennox School District for one year. In the Savanna School District (Anaheim, CA), Dr. Halvorsen served as an Executive Director for eight years, assistant superintendent for three years and superintendent for twenty-one years. He also has served as an adjunct professor with California State University, Fullerton.

Dr. Halvorsen received his Bachelors and Masters degrees from California State University, Long Beach in Education Leadership. He received his Doctorate degree in Education Administration from the University of Southern California. Dr. Halvorsen is currently serving on the Board of Governors of the USC Alumni Association and the Trojan Club of Orange County Board.

Kevin Harrigan

~~Kevin E. Harrigan is a recognized expert in public education and the creation of thriving learning communities. He is accomplished in proactively engaging students, parents, teachers, principals, support staff, local governments, education-related organizations, minority representatives, business community, and community stakeholders in authentic dialogue and partnerships. His instructional educational leadership is systems-based, building capacity in stakeholders and their organizations.~~

~~He possesses a deep, personal commitment that translates to effective shared leadership in the professional~~

~~learning communities of which he's a part. He is first and foremost a consummate teacher, with experience at the early childhood, primary, middle, high school and adult education (both collegiate and corporate) levels. He believes that every learner can and will succeed regardless of circumstance; this core belief results in a persistent devotion to eliminating systemic inequities that impair a student's ability to succeed. His leadership results in success for all learners through data-driven decision making that initiates research-based reform and implements best practices.~~

~~With a career in public education that spans more than 36 years, Kevin E. Harrigan is the recently retired superintendent of Oak Grove Union School District in Santa Rosa, California, a position he held for four years. Oak Grove Union School District sponsors the independent charter for Pivot Charter North Bay. As superintendent, he worked closely with executive director Jayna Gaskell and the Pivot Charter Roads Education Organization's board of directors to support the growth and expansion of Pivot North Bay and provide expertise in curriculum development, special education, and differentiated instructional models.~~

~~Previously, he served at the San Francisco Bay area's Newark Unified School District as superintendent for three years, and for the five prior years, as Associate Superintendent and Assistant Superintendent of Educational Services.~~

~~He has designed educational leadership degree programs and taught in masters and doctoral programs at Mills College (Oakland), Saint Mary's of California, and the University of San Diego. He serves as a program advisor and faculty at Argosy University, San Francisco Bay campus in California. He is a graduate fellow of the Superintendent's Educational Leadership Forum at the University of California, Davis, which serves as select group of Superintendents making policy recommendations locally and nationally based on the research of graduate fellows nationally and internationally.~~

~~Kevin E. Harrigan was with Mt. Diablo Unified School District for more than 16 years where he served as principal, as a Curriculum Specialist, Management Association President and Special Education Program Coordinator in the district. His teaching career also includes years in private and public school districts in San Francisco, Berkeley, Sacramento, and Napa, all in California.~~

~~He is sought after as an education sector focused consultant by numerous organizations ranging from the Guidepoint Global network to chambers of commerce, from DeVry University to the Bay Area School Reform Collaborative, the Association of California School Administrators to the Center of Human Development, to name a few. He is a national leader in science education, working with the National Academy for Curriculum Leadership, National Science Teachers Association, and serves on the faculty of the Smithsonian Institute's National Science Resource Council, and the National Science Foundation. He is also well known for his work in equity and diversity, literacy, and student engagement with the arts. He is a partner in Peak Performance Educational Leadership, and was a keynote speaker at the 2015 California Teachers' Summit at Saint Mary's College. As a certified Educational Leadership Coach with the Sonoma County office of education, he serves as an administrative induction coach and Professional Learning Community facilitator. Additionally, he currently consults with several private clients.~~

~~Kevin E. Harrigan earned a bachelor of science degree in psychology and physiology from Saint Mary's College of California in 1979, and his teaching credentials. He earned a Masters of Arts in Elementary Education from the University of San Francisco in 1985 and a Master of Arts in Educational Leadership and Administration, from Saint Mary's, in 1991. He continued his doctoral course work at Saint Mary's College of California.~~

Ralph Holmes

Ralph Holmes is a Managing Director in the San Francisco Public Finance office of Stifel. Mr. Holmes began his work in public finance in 1996 as a credit analyst providing credit facilities to California issuers. In 1998 Mr. Holmes began his career in investment banking; first working with a regional investment bank before joining De La Rosa & Co. in 2006 and then Stifel as a part of the De La Rosa acquisition in 2014. Mr. Holmes specializes in land-secured, tax increment, utility and general government financings. Mr. Holmes has served as the lead banker on hundreds of transactions for literally billions of dollars for California issuers.

Mr. Holmes serves on the board of the Oakland based Unity Council, which provides services to improve the lives of residents of Oakland's Fruitvale district. Ralph received an MBA from Thunderbird School of Global Management in 1996, and a Bachelor's degree in Latin American Studies from the University of California, Los Angeles (UCLA) in 1994. He maintains Series 7, 52 and 63 licenses.

Mr. Holmes joined the Pivot Charter School Board of Directors in November, 2016. He is passionate about educational choice and about helping kids find the right fit for their education. Mr. Holmes said, "It is an honor to serve on the Pivot board, and I am excited to help the school continue to grow its' student population. The success of Pivot Charter Schools is a testament to educational choice and helping students find the right fit for their educational needs. I look forward to being a part of that for years to come".

Patricia E. Martel

Patricia E. Martel is currently the City Manager of Daly City in San Mateo County. Ms. Martel was appointed City Manager in May, 2005. As City Manager, Ms. Martel also serves in the capacity of General Manager of the North San Mateo County Sanitation District.

During more than thirty years working in local government, Ms. Martel has held executive management positions with several California municipalities including the cities of Inglewood, South San Francisco and Daly City where she previously served as the Assistant City Manager from 1995-2001. In 2001, she was appointed by then Mayor Willie L. Brown to serve as the General Manager of the San Francisco Public Utilities Commission with responsibility for managing the Hetch Hetchy water delivery system which serves 2.4 million people in the Bay Area in addition to the sewer and power systems serving the City and County of San Francisco.

Throughout Ms. Martel's distinguished career, she has been recognized by many organizations for her leadership and commitment to public service, including:

- Fellow in the National Academy of Public Administration in 2014
- Career Excellence Award from Women Leading Government in 2014
- City Manager in Residence at Stanford University's Haas Center for Public Service
- Latino Heritage Month Local Hero by KQED Public Broadcasting and Kaiser Permanente in 2004
- 100 Most Influential Business Women in the Bay Area by The San Francisco Business Times in 2003
- Top 100 Women Business Leaders in the Bay Area by the business journal in 2002

In addition to her professional accomplishments, Ms. Martel is an active and engaged professional community leader, serving on several boards. Ms. Martel is past president of the International City/County Management Association (ICMA) board of directors, director of the California City Management Foundation, executive committee member of the League of California Cities City Managers Department representing Northern California cities with a population of over 100,000, chair of the San Mateo City Manager Association, chair of the Board of Peninsula Family Services and now, member of the Roads Education board of directors for the Pivot Charter Schools.

A graduate of the University of Southern California, Martel holds a B.S. degree in Public Affairs and a Master's degree in Public Administration. Ms. Martel is also an ICMA Credential Manager.

Steve Siegel

Steve Siegel believes that all students deserve a quality education aimed at empowering each individual to achieve his or her goals. An educational administration professional, he has worked to secure financial resources for public and private colleges and universities for most of his 30-year career.

Steve currently serves as Executive Director for Individual Giving at the University of California, Riverside, where he leads teams of fundraising professionals to achieve the university's priorities through private financial support. Prior to joining the University of California system, he worked for 16 years at Claremont McKenna College, where he developed a new off-campus study educational program in Silicon Valley after rising through the ranks of college advancement responsibilities.

Earlier in his career, Steve founded a business and marketing consulting firm specializing in marketing and competitive intelligence platforms for pharmaceutical, medical device, and not-for-profit organizations. He also raised private support for a medical research and health care not-for-profit in Los Angeles.

Steve has held leadership positions in a number of organizations including serving on the Claremont McKenna College Alumni Association board of directors, as President of the Drucker School Alumni Association board, as a member of the Carden Arbor View School board of directors, and as President of Recording for the Blind & Dyslexic (now Learning Ally) board in the Inland Empire / Orange County unit, as well as a member-at-large on the organization's national board in Princeton, New Jersey.

Steve earned his MBA from the Peter F. Drucker and Masatoshi Ito Graduate School of Management at the Claremont Graduate University and a bachelors degree in economics-accounting from Claremont McKenna College. He lives in Orange, California.

Throughout his career, Steve has mentored countless colleagues and students to pursue what interests them and to apply that knowledge to thoughtful and productive careers in areas where they can make a difference. He believes that education throughout life is essential to personal growth, satisfaction, and well-being.

O.J. Sutherland

~~OJ Sutherland founded Executive Events in 1987, a company that specializes in meetings, conferences, trade shows and association management, which he still operates today. For the 25 years prior, he was the CIO for several California counties (Monterey, Marin, San Mateo) and served on the boards of several IT related professional organizations. Keeping his IT management roots alive, he currently works with Municipal Information Systems Association of California (MISAC), California Counties Information Services Directors Association (CCISDA) and California Community College Chief Information Systems Officers Association (CISOA).~~

~~OJ also has a heart for building community and volunteering. He and his wife have served on the Africa Mercy hospital ship in West Africa, hosted the 'Nerd Group' (25+ college age adults) weekly for dinner and 'family' time, traveled with 75+ high schoolers and leaders each summer up and down California doing ministry and community service, and has hosted 50+ college students weekly for dinner and fellowship. He and his wife have also welcomed into their home 35+ foreign students ranging in age from 16 to 40 from countries all over the world.~~

~~In addition to golf, fly fishing and softball, OJ (if you haven't guessed it by now) also loves to create in the kitchen and entertain.~~

~~OJ was born and raised on vineyards in Santa Rosa, attended Shasta College in Redding and Golden Gate University in San Francisco. He and his wife, Sher, have been married for 37 years, have 2 sons and 4 grandchildren. They have lived in Chico for the past 27 years.~~

Roads Board of Directors' Responsibilities

The Board is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Approve and monitor the implementation of general policies of the Charter School;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Hire, supervise, evaluate, discipline, and dismiss of the Executive Director of Pivot Charter Schools;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Approve the school calendar and schedule of Board meetings;

- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve annual fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions;
- Hiring of auditors;
- Approval of check registry;
- Strategic planning.

The Charter School will update the District of changes to the Board of Directors through sharing Board meeting minutes and agendas.

The Roads Education Organization Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors will attend an in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest and the Brown Act.

Parent Involvement

The general public, including parents, is given notice of each Board meeting in accordance with the Brown Act and is encouraged to contribute and participate. Parents participate in school improvement through expressing their opinions on the annual school satisfaction survey as well as and working with the school on LCAP priorities through meetings and surveys. The Charter School has attempted to establish a Parent Organization over the years, but while the initial energy was always relatively strong, the follow through and interest waned

after a few months. As such, Pivot established bi-monthly meetings with Governing Board members beginning in 2016-17. We felt parents might be more open to sharing their ideas and concerns and speaking openly in a small group with their Governing Board representative, rather than serving on year-long committees or speaking in a large meeting format. The bi-monthly meetings with parents are presented as informal get-togethers. 2017-2018 will be the first year that the Board members have initiated these meetings and we expect it to be a great success.

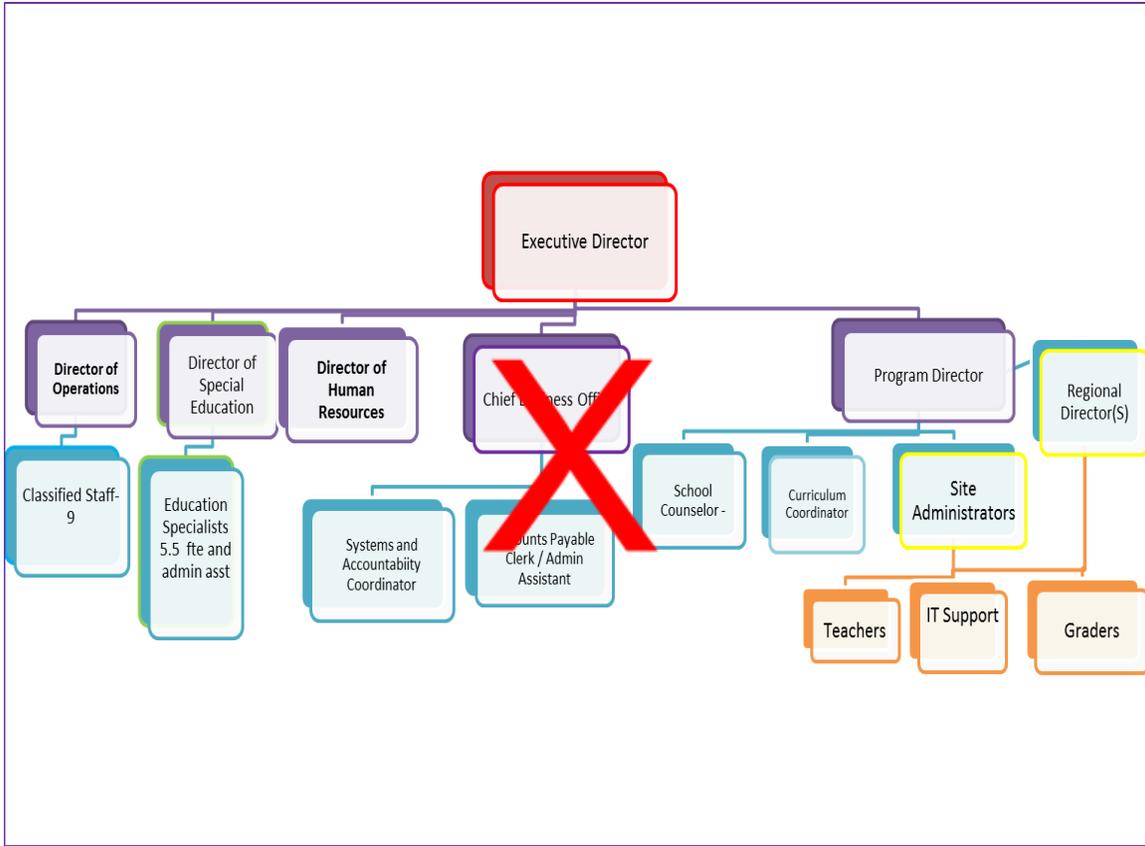
Parents have opportunities to participate in school functions such as:

- Open House two times a year
- Attending field trips
- Satisfaction survey annually aligned with the Charter School's LCAP annual update
- Helping in the learning lab/ resource center program as volunteers
- Assisting with the yearbook
- Assisting with prom
- Teachers are in touch with parents about individual student progress at least weekly

Pursuant to Education Code Section 47605(n), the Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

Employees of Pivot Charter Schools

The duties and responsibilities of key employees at Pivot Charter Schools are described in detail in Element 5. ~~Following is the Pivot Organization Chart:~~ The organizational chart can be seen as Appendix E.



V. EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. —Education Code Section 47605(b)(5)(E.)

Application Process

Pivot Charter School will not discriminate against any employee based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Pivot Charter School will adhere to applicable California laws, including fingerprinting and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. The interview process involves all staff at every level at each school location.

All employees must furnish or be able to provide:

- Proof of negative tuberculosis (TB) risk assessment or negative examination for TB in accordance with Education Code Section 49406;
- Fingerprinting for a criminal record check. Pivot Charter School will process all background checks as required by Education Code Section 44237;
- Documents establishing legal employment status.

The Pivot Charter School North Bay's Executive Director develops and coordinates the hiring and evaluation process for teachers and office staff. Selection is based on proven experience in educational leadership, educational vision, demonstrated ability in program design and ability to provide effective instructional leadership, and interest in and commitment to educational reform.

Executive Director

It is the goal of the Executive Director to operate and manage every aspect of an educational program and environment that will provide the best educational opportunities for students within the guidelines established by the charters and CA state law and further the mission of the Pivot Charter Schools. The Executive Director is the administrative head of the Charter School and executive officer of the Board to which he/she is responsible. The Executive Director shall have general supervision and management of all aspects of school operations. The Executive Director may delegate responsibility for administering various segments of charter school operations but shall be responsible to the Board for the results produced.

Description of duties:

1. Advising the Board and making written recommendations to the Board on programs, policies, budget and other school matters.
2. Attending Board meetings, committee and any other meetings relevant to directing Roads

Education Organization.

3. Providing reports to the Board on progress, programs and problems of school operations.
4. Interpreting needs of school to the Board and policies of Board to school and community.
5. Informing and enlisting the support and understanding of the public.
6. Interpreting educational programs and their results to the community.
7. Oversee acquisition, safety and use of all school Resource Centers.
8. Maintaining relationships beneficial to the Charter School with local and state public leaders.
9. Development and implementation of compliant school policies.
10. Determination of staffing needs and hiring of staff as necessary.
11. Oversee all legal issues related to operation of charter school.
12. Development and monitoring of school budget.
13. Assigning, transferring, promoting and disciplining of staff; delegating and defining duties of staff.
14. Entering into and terminating contracts on behalf of the Charter School, subject to limitations in the fiscal policies.
15. Supervising and evaluating the instructional program.
16. Implementing policy and philosophical directions established by the Board.
17. Developing and implementing short and long-range planning.
18. Strategic planning for charter school.
19. Liaison between charter school and sponsoring District.

Qualifications:

1. Knowledge of charter school laws, independent study and the Education Code
2. Prior teaching experience and successful Directorship of a California Charter School
3. Ability to manage personnel and the implementation of programs
4. Ability to establish and maintain positive, respectful relationships with a variety of people
5. Master's degree in education preferred

Director of Student Support Programs

The Director of Student Support Programs oversees all programs at Pivot that are created to provide additional student engagement, academic support, specialized programming, and post secondary and technical education. The primary role is to ensure that students are provided the skills to learn more and struggle less in their academics and with the information necessary to make positive choices about their futures.

Description of Duties:

MTSS – Multi Tiered Support Systems

- a. General
 - a. Create and implement MTSS training and professional development
 - b. Manage MTSS Pivot Official Documents (POD) folder and support resources
 - c. Track movement of students in MTSS between tiers
 - d. Approve and send official MTSS notifications
 - e. Approve truancy hearings based on MTSS requirements being met

- b. Student Success Teams (SST)
 - a. Provide support at SST meetings as needed
 - b. Train staff on SST meetings including leading/attending 1st SST meetings for new staff
 - c. Monitor SST follow-up and make determinations for next steps
- c. Intensified Support
 - a. Collaborate with Intervention Specialist to create intensified support programs
 - b. Monitor data
 - c. Oversee program implementation

Remediation

- VI. Elementary/Middle/High School
 - a. Create tables for qualification requirements for math and reading foundational courses
 - b. Work with the Curriculum, Instruction and Assessment Coordinator to make adjustments to foundational courses as needed.
 - c. Assign appropriate curriculum and consult on grade level placement for students behind in skill level.
 - d. Oversee creation of elementary skill building/bridging curriculum
 - e. Create elementary table of qualification
 - f. Approve mid-year promotions
- VII. i-Ready/Lexia/Supplemental Curriculum
 - a. Oversee supplemental curriculum use as it relates to skill building and remediation

ELD

- Designated ELD
 - Work with ELD teacher to implement effective designated ELD program and monitor attendance, participation and success.
 - Collaborate with ELD teacher and Director of Curriculum to create and monitor multiple levels of designated ELD- Emerging Language Development, Language Development
- Integrated ELD
 - Oversee creation of integrated ELD components including translation, previewing academic vocabulary, integrating technology, adjusting for cultural responsiveness, etc.
- Other
 - Collaborate with staff to increase English Language Development student/family engagement in school and school culture

Concurrent Enrollment

- Work with academic counselor to build student use of concurrent enrollment
- Help to organize Junior College Registration Fairs on campus, speakers, promotional, etc.
- Track progress of student success in concurrent enrollment
- Collaborate in creation of incentives such as College Experience Course

Foster/Homeless

- Support Foster/Homeless Liaison
 - Ensure proper implementation of current laws and regulations
 - Create and disseminate resource and information bank for teachers, students, families

PBIS/School Culture

- Pivot PRIDE
 - Create and provide training to staff around Pivot PRIDE, SEL, PBIS with counseling team at regular intervals throughout the year
 - Create core values and behavior matrix
 - Collaborate with Tri-Pepi Smith to create promotional materials
 - Collaborate with counseling team and intervention specialist to develop homeroom resources, pep rallies, incentives and student points system, and other school culture-building events
 - Adjust and monitor use of SEL surveys to gather data and show growth in key areas of SEL, school culture, behavior and relationships

CTE

- Oversee CTE Pathways coordinator in creating and maintaining CTE courses and pathways
- Monitor growth and data
- Collaborate with appropriate staff to promote student use of the programs and pathways

504 Plans

- Train staff on initiating and implementing a 504 plan
- Review and update 504 plan documents and requirements
- Serve as a resource to teachers on 504 plans
- Work with families to resolve issues with 504 plans as they arise
- Work with staff to ensure 504 plans are being documented correctly
- Stay up to date on legal issues as they arise related to 504 plans
- Serve as a resource on 504 plan manifestation determinations

Qualifications:

- Middle or High School teaching experience.
- Proficient in MS Excel, MS Word, and Google programs (including Google Meet, Sheets and Drive)
- Proven track record of successfully supporting struggling students
- Experience in providing instruction in an online environment (preferred)
- Experience and/or knowledge of MTSS, SEL and PBIS (preferred)
- Valid CA Teaching Credential with EL authorization

Director of Curriculum, Instruction, and Assessment

Works closely with the Executive Director to ensure high quality and successful programs are implemented within the network of Pivot Charter Schools and that student academic achievement can be measured and articulated. Provides leadership, coordination and facilitation in the development and implementation of K-12 curriculum and instructional programs. Plans and coordinates all K-12 level standardized testing, internal assessments and evaluation as required by federal, state or local mandates. Develops, directs, evaluates and administers procedures, programs, budgets, staffing and staff development as related to the above programs/services and works closely with the Executive Director on matters regarding instructional programs Pivot-wide.

This position requires significant organizational and technological prowess and the ability to multi-task effectively. Strong candidates enjoy differentiating curriculum in order to target specific learning goals, developing strong connections with students and families through consistent and positive communication, and working closely and actively as a member of a team.

Description of Duties:

Curriculum:

- Direct teams in the development of research-based systems of curriculum, instruction, assessment and interventions that meet the academic and behavioral needs for all students in responsive ways that aligns academic programming to current academic standards
- Direct and provide leadership for curriculum resource adoptions, including designing staff development for helping staff gain skills and competencies relative to curricular changes
- Assist in the implementation of Pivot's strategic plan and academic initiatives.
- In conjunction with the Executive Director, Regional Director and site leaders and administrators, develops staff and student training systems and content
- Collaborate with campus leaders, Director of Student Support Programs and Educational Coordinators to implement and support programs and services which are aligned to Pivot's online curriculum
- Provide leadership for the development and continuous improvement of curriculum, instruction and assessments for all programs within the network of Pivot schools
- Work with Curriculum Coordinator and Systems and Technology Coordinator as a resource for supporting staff with curriculum related issues
- Work with Curriculum Coordinator and Systems and Technology Coordinator to ensure Google calendars, passwords for all curriculum and access to systems are provided to staff and students
- Assist in developing Pivot-wide and site meetings as they relate to curriculum, instruction and assessment
- Assist Executive Director in reviewing, articulating, evaluating, and developing Pivot programs
- Work with the Regional Director to evaluate curriculum and programs and monitor the implementation and compliance of those programs as well as ensuring that they are consistently implemented across the network of Pivot schools
- Recommend policies, programs and procedures essential to the needs of children, ensuring adherence to federal, state and local rules and regulations
- Assist with the development and submission of the Local Accountability and Accountability Plan as well as the School Accountability Report Card for all Pivot schools

- Maintain communication with parents and staff relative to curriculum, instruction and assessment implementation

Instruction:

- Work with site leadership on development of online workshops or other related instructional programs
- Work with Regional Director to oversee and report to the Executive Director on the quality of instruction Pivot-wide
- Research best practices in instructional leadership and disseminates information to pertinent staff
- Oversee the development of course outline for newly approved courses and programs
- Oversee the training and/or facilitates training of certified staff in the use of curriculum materials to improve work efficiency and effectiveness by applying the instructional techniques needed to achieve academic success

Assessment:

- Oversee the Pivot-wide assessment calendars and ensures timely and accurate training password access and implementation of assessments
- Direct systems for collecting and analyzing data, by grade or content, program, school and teacher, in order to recommend services or program modifications
- Interpret and communicate Pivot-wide assessment results to Board, staff and community
- Assist in creating systems for collecting and analyzing data, by school, teacher, grade level, program and Pivot-wide in order to recommend services or programs be modified, continued or removed

Staffing Related Responsibilities:

- Work closely with the Executive Director, Systems and Technology Coordinator, Data Coordinator, campus leaders, Regional Director and Director of Student Support Services
- Assist in analyzing program information/data and prepare for authorizers at renewal and as requested
- Assist in the development and writing of charter petitions for authorization and renewal
- Assist the Executive Director and staff in developing processes and systems that result in recruitment, induction, support, evaluation, development and retention of high-performing staff
- Make recommendations to the Executive Director regarding hiring, renewal or non-renewal of contracts
- Assist in development of Performance Improvement Plans for instructional staff as necessary

Other:

- Perform other duties as assigned or requested including attending professional development/meetings, in-services and workshops

Qualifications:

- Middle or High School teaching experience.
- Proficient in MS Excel, MS Word, and Google programs (including Google Meet, Sheets and Drive)

- Proven track record of successfully supporting struggling students
- Experience in providing instruction in an online environment (preferred)
- Valid CA Teaching Credential with EL authorization

Chief Business Officer

The Chief Business Officer is responsible for the financial operations of the Charter School and works with the Executive Director to oversee budget planning and policies. This is an administrative position that reports to the Executive Director.

Description of duties:

1. Responsible for the approval of Accounts Payable and payroll.
2. Develop and ensure implementation of IT support plan.
3. Responsible for approving employee purchase requests and develops a staff request system.
4. Manage of Accounts Payable Clerk. Work with EdTec and Accounts Payable Clerk on SACS coding policies and protocols. Ensure accounts payable staff code transactions consistently in accordance with policies and protocols.
5. Ensure setup and management of Amazon business account.
6. Manage vendor contracts and their payment plans to prevent cash flow problems.
7. Review and ensure fiscal compliance on contracts.
8. Develop, improve, and add fiscal policies as appropriate with the Executive Director.
9. Manage LCAP review/update each year, with input from EdTec, Executive Director, and Program Director.
10. Manage audit contracts and scheduling, and ensure compliance with legal audit obligations.
11. Ensure Pivot has and maintains DUNS number(s).
12. Attends necessary professional development to ensure knowledge of current fiscal laws.
13. Develop policies and protocols for inventorying school property.
14. Work with Executive Director and EdTec on budget, attendance, and apportionment certifications.

Qualifications:

1. Knowledge of financial policy, business management and accountability requirements
2. Ability to insure compliance with financial regulations and laws
3. Ability to implement school financial policy and procedures and communicate them effectively to school staff
4. Abilities to provide direction to others and make independent judgments, keep and maintain accurate records, meet deadlines and communicate in oral and written form

~~Program Director~~

~~The Program Director is responsible for the leadership of the credentialed staff and coordination of the Charter School's educational programs and policies. This is an administrative position that reports to the Executive Director.~~

~~Description of duties~~

- ~~1. Develop, with staff, site by site implementation plans for educational programs, including associated schedules.~~
- ~~2. Monitor, evaluate, and follow up with site staff about educational program implementation.~~
- ~~3. Monitor all factors that contribute to Pivot's API scores.~~
- ~~4. Develop, implement, and monitor site safety plans, including training and a schedule of regular drills.~~
- ~~5. Stay up to date on site needs, events, and issues; ensure sites are running smoothly.~~
- ~~6. Oversee and work with Site Administrators on site discipline.~~
- ~~7. Ensure independent study paperwork and auditing is timely and compliant.~~
- ~~8. Oversee planning and compliance of field trips, including fundraising for field trips.~~
- ~~9. Ensure all teachers with preliminary credentials receive the support they need in order to clear their credentials.~~
- ~~10. Responsible for facilities acquisition and development of current and new resource centers.~~
- ~~11. Serve as WASC coordinator.~~
- ~~12. Assist Chief Business Officer with LCAP.~~
- ~~13. Work with the Director of Operations on Educational Coordinator caseloads.~~
- ~~14. Oversight of health policies and practices with School Nurse.~~
- ~~15. Assist in improving educational programs and resolving parent/student issues.~~
- ~~16. Oversee the planning of graduation ceremonies.~~
- ~~17. Lead the setup of summer school.~~
- ~~18. Assist in revising teacher evaluations.~~
- ~~19. Responsible for the updates and revisions to the Educational Coordinator Handbook.~~

Qualifications:

- ~~1. Significant technological prowess and the ability to juggle many tasks at once~~
- ~~2. Knowledge of and ability to apply interpersonal communication techniques~~
- ~~3. Knowledge and understanding of school policy and procedures~~
- ~~4. Ability to manage personnel, provide direction to others and make independent judgments~~
- ~~5. California Teaching Credential~~

Regional Director

The Regional Director is responsible for the leadership of the credentialed staff and coordination of the Charter School's educational programs and policies. This is an administrative position that reports to the Executive Director.

Description of duties:

1. Develop, with staff, site by site implementation plans for educational programs, including associated schedules.
2. Monitor, evaluate, and follow up with site staff about educational program implementation.
Retrain staff and adjust plans as appropriate.
3. Stay up to date on site needs, events, and issues; and ensure sites are running smoothly.

4. Work with teachers to ensure independent study paperwork and auditing is timely and compliant.
5. Serve as WASC coordinator overseeing site completion and ongoing processes.
6. Investigate and recommend potential new curriculum.
7. Assist in improving educational programs and resolving parent/student issues.
8. Research and oversee implementation of network supervision software.
9. Monitoring of Educational Coordinators and their student caseloads.
10. Develop and oversee the Staff Wellness Program.
11. Responsible for the updates and revisions to the Student Parent Handbook.
12. Develop and implement staff trainings.
13. Work with local staff on development, implementation, and evaluation of Fun Fridays, Field Trips, Genius Hours, Community Service Opportunities, Internships, Pathways and Collaboration Courses as well as implementation of 4 Cs in general.
14. Work with Site Administrators to ensure positive school culture and to develop site schedules reflecting required workshops.
15. Assist Site Administrators and staff in community relations and outreach.
16. Assist in supervising planning and implementation of special events such as open houses and back to school nights.
17. Serve as liaison between the site and appropriate administrative staff in determining programmatic needs, making sure questions that arise locally are communicated to administrators.

Qualifications:

1. Significant technological prowess and the ability to juggle many tasks at once
2. Knowledge of and ability to apply interpersonal communication techniques
3. Knowledge and understanding of school policy and procedures
4. Ability to manage personnel, provide direction to others and make independent judgments
5. California Teaching Credential

~~Director of Operations~~

~~The Director of Operations is responsible for the management of classified staff, state reporting, and support of the Executive Director in conducting the day-to-day operations of the Charter School. This is an administrative position that reports to the Executive Director.~~

~~Description of duties:~~

- ~~1. Manages classified staff including Site Coordinators and the Registrar.~~
- ~~2. Participate cooperatively with the Executive Director in Site Coordinator, Admissions Coordinator and Registrar evaluations.~~
- ~~3. Maintenance of data and management in the Student Information System side of CALPADS reporting, including compliance reports, clearing anomalies, concurrent enrollment and certifying reports.~~

- ~~4. Works with Site Coordinators and Admissions Coordinator on maintaining accurate enrollment tracking.~~
- ~~5. Holds weekly meetings with Enrollment Team including Site Coordinators, Registrar and Admissions Coordinator.~~
- ~~6. Train on and oversee Registrar with Credit Evaluations and is available as back up to the Registrar on student transcript questions credit evaluations.~~
- ~~7. Works with Executive Director and dispenses information to Registrar and team regarding teacher caseloads.~~
- ~~8. Train and monitor Site Coordinators/Registrar/Admissions coordinator on proper enrollment procedures and documentation.~~
- ~~9. Train Teachers on Student Information system and available for all questions and troubleshooting.~~
- ~~10. Create training manuals on student information and Pivot enrollment procedures.~~
- ~~11. Responsible for the Student Information System setup & management.~~
- ~~12. Responsible for the creation and maintenance of Course Catalogs.~~
- ~~13. Monitor and update all English Learner, Homeless Student, and district of residence statuses in the student information system.~~
- ~~14. Collaborate with Director of Special Education to make sure information is accurate and updated in the Student Information System.~~
- ~~15. Run reports in the Student Information System for Executive Director, Marketing, Program Director, Systems and Accountability Coordinator to facilitate Site Coordinators and Registrar in completing projects.~~
- ~~16. Oversight of Site Coordinator audit of compliance files.~~
- ~~17. Manages all attendance in the Student Information System and attendance verifications and error checks. Works with teachers on clearing attendance anomalies.~~
- ~~18. P1, P2, and P-Annual Attendance, including working with Teachers on deadlines, running checks, corrections of anomalies, running final reports, and working with back office company, Executive Director and Chief Business Officer on completion of reports.~~
- ~~19. Work with Director of Human Resources to make sure all staff are added correctly to the SIS with correct NCLB and state codes.~~
- ~~20. Works with Executive Director to create reports for Board Meetings.~~
- ~~21. Weekly reports to Site Coordinators to make sure data is being entered in correctly and timely.~~
- ~~22. Assists in compiling necessary paperwork for annual compliance audits.~~
- ~~23. Assists in reports to the state and governments (CBEDS, SARC, and Civil Rights Reporting).~~

Qualifications:

1. Knowledge of public school enrollment process and policy
2. Knowledge of and ability to manage state reporting
3. Comprehensive understanding and management of Student Information System
4. Ability to manage personnel, provide direction to others and make independent judgments
5. Skills to manage school enrollment processes, communicate effectively and problem solve

Director of Human Resources

The Director of Human Resources is responsible for coordination of the Charter School's personnel procedures and supports the Executive Director in personnel management and operations. This is an administrative position that reports to the Executive Director.

Description of duties:

1. Reviews and maintains all Live Scan results for employees and independent contractors.
2. Creates and maintains employee personnel and independent contractor files including the processing of all new hire paperwork.
3. Creates all at will letters of appointments.
4. Assists with processing of health benefits paperwork and enrollment for eligible employees.
5. Processes payroll with EdTec, including position changes, timesheets, etc.
6. Creates and maintains staff records in the Student Information System. Works with Director of Operations to make sure all staff are added with correct credentials and state codes.
7. Tracks employee time off and expiration of credentials and TB tests.
8. Review and ensure exempt vs nonexempt status of employees.
9. Supervises acceptability of credential types and job positions.
10. Processes all corporate documents including tax forms etc.
11. Oversees all risk management and processes all employee family, medical and pregnancy leaves.
12. Stays current on and implements required employee trainings and ensures compliance of all employees.
13. Responsible for the creation of all job descriptions and the management of job postings.
14. Works with Director of Operations to track and maintain time off, overtime, and make up time approvals and forms for classified staff.
15. Works with Executive Director to track and maintain time off approvals and forms.
16. Creates and maintain staff Pivot email accounts.
17. Requests and maintains certificates of insurance for vendors.
18. Reports all worker's compensation, student injury, and property claims to insurance and tracks paperwork.
19. Tracks and retains classified employee timesheets ensuring legal compliance and works with Director of Operations to ensure accuracy.
20. Responsible for notifying all job applicants of status of employment.
21. Attends necessary professional development workshops to ensure compliance with employment law. Updates Personnel Manual for legal compliance.

Qualifications:

1. Knowledge of personnel policy and employment law
2. Ability to establish and maintain positive, respectful relationships with a variety of people
3. Ability to implement school personnel policies and communicate them effectively to school staff

4. Ability to create and maintain personnel records and deadlines
5. Problem solving skills, attention to detail, and the ability to prioritize work

Director of Student Services

Works closely with the Executive Director to ensure high quality and successful programs are implemented within the network of Pivot Charter Schools and that student academic achievement can be measured and articulated. Provides leadership, coordination and facilitation in the development and implementation of K-12 curriculum and instructional programs. Plans and coordinates all K-12 level standardized testing, internal assessments and evaluation as required by federal, state or local mandates. Develops, directs, evaluates and administers procedures, programs, budgets, staffing and staff development as related to the above programs/services and works closely with the Executive Director on matters regarding instructional programs Pivot-wide.

Description of Duties:

- Develop, implement, and monitor site safety plans, including training and a schedule of regular drills
- Oversee and work with Site Administrators and staff on site discipline
- Oversight of health policies and practices with School Nurse
- Assists staff to implement school discipline policies
- Oversees suspension and expulsion practices and policies
- Serves as Title IV Coordinator
- Stays up to date with all of the state and federal laws that pertain to student welfare
- Supervises nursing staff
- Updates Health and Safety policies and manual as needed
- Stays on top of all state and federal laws that pertain to school health and safety
- Serves as crisis protocol manager
- Updates policies required by the state or federal agencies to inform parents
- Works with school counselors and staff to assist students in need of crisis support
- Processes students who complete enrollment who have been expelled or are in the process of being expelled
- Ensure sites are implementing safety drills such as active shooter and earthquake
- Visit sites to ensure safe and compliant facilities and operations
- Work with nurse on sensitive student vaccination and medical condition issues

Qualifications:

- ❖ Significant technological prowess and the ability to juggle many tasks at once
- ❖ Knowledge of student health and safety protocols as well as student suspension and expulsion practices
- ❖ Knowledge and understanding of school policy and procedures
- ❖ Ability to manage personnel, provide direction to others and make independent judgments
- ❖ Valid California Teaching Credential with EL authorization

Director of Special Education

The job of Director of Special Education is created for the purposes of implementing and maintaining birth to age 21 Special Education programs and services in conformance to SELPA, State and Federal objectives; providing written support and/or conveying information; serving as a resource to patrons, school personnel and the Board; and maintaining adequate staffing to ensure objectives of programs and services are achieved within budget in conjunction with the Executive Director. This is an administrative position that reports to the Executive Director.

Description of duties:

1. Collaborates with Pivot Executive Director and school special education teachers for the purpose of implementing and maintaining services and/or programs. Sets staffing levels for school special education programs for the purpose of providing services with fiscal efficiency.
2. Directs, supports, supervises personnel and contractors, for the purpose of delivering services which conform to established guidelines.
3. Develops proposals, new programs, budgets and grants for the purpose of meeting Pivot goals.
4. Evaluates Pivot Special Education programs and monitors the implementation of special education and compliance with regulations in each location, for the purpose of carrying out and achieving objectives within area of responsibility.
5. Facilitates meetings and processes, for the purpose of implementing and maintaining Special Education programs and services of the Pivot schools which achieve desired objectives.
6. Implements assigned programs and/or projects for the purpose of conforming to Pivot and state curriculum and/or instructional objectives.
7. Manages fiscal resources from the General Fund and special education grants, prepares budgets in conjunction with the Executive Director and business office and directs spending, and monitors maintenance of effort, for the purpose of fiscal efficiency in providing required services.
8. Prepares documentation and reports data to the California Department of Education and the SELPAs for the purpose of providing written support, conveying information, and complying with Federal and State regulations.
9. Communicates information on programs, services, and regulations to school personnel, parents, the Board and other Pivot schools for the purpose of understanding of the programs.
10. Recruits, hires, supervises, and evaluates Pivot-level special education staff including contracted agencies speech pathologists and assistants, school psychologists, occupational therapists, physical therapists for the purpose of carrying out objectives within areas of responsibility.

11. Supervise the identification, evaluation, and placement of students referred for special education.
12. Supervise preparation of Program Quality Reviews for special education.
13. Provide information, assistance, and counseling to parents of special education students through conferences and home visits.
14. Represent Pivot Charter Schools/ Roads Education Organization in due process hearings and mediation.
15. Supervise and assist in evaluation of student progress through coordinating academic, health, language, and psychological testing.
16. Serves as the Pivot Administrative Representative for IEP meetings, SELPA meetings as needed.
17. Serves as the Pivot liaison to the SELPA(s) and the California Department of Education for coordination of Special Education services; and manages special education complaints, for the purpose of providing required services.
18. Coordinates with outside agencies to provide services to students and staff, for the purpose of offering appropriate services.
19. Directs the Medicaid Administrative Claiming process and direct billing of Medicaid- eligible special education services provided by the Pivot schools, for the purpose of gaining fiscal resources.
20. Supervises the training of Special Education Coordinators, contractors and special education instructional assistants for the purpose of assuring well-trained personnel.
21. Writes Pivot Charter School's Board Policy for special education as is needed or required, for the purpose of ensuring program consistency and compliance with state and federal rules in all locations.
22. Maintains a high level of knowledge regarding developing special education issues, changes in the laws and case law, and educational methods of educating students with disabilities, for the purpose of managing an excellent special education program.
23. Assists other personnel as may be required for the purpose of supporting them in the completion of their work activities.
24. Advises Executive Director regarding special education and other matters.
25. Conducts job at one of Pivot's four resource centers (this is an onsite job)
26. Travel to all resource centers at least once every 6-8 weeks (with more frequency at Pivot North Bay) for purposes of oversight and assistance.
27. Attends IEP meetings via video conference calls or in person when needed.
28. Provide Educational Psychology services as needed and is appropriate.

Qualifications:

1. Knowledge of special education curriculum and programming, California and Federal education law and policies
2. Abilities to provide direction to others and make independent judgments, keep and maintain accurate records, meet deadlines, communicate with individuals of varied cultural and educational backgrounds, communicate in oral and written form
3. Skills to manage personnel and programs, communicate effectively, problem solve
4. California Special Education Credential

School Counselor

Under the supervision of the Program Director, the counselor will assist students to: understand and make maximum use of their abilities, meet the demands of school expectations, develop positive interpersonal relationships, and set goals and meet achievement levels appropriate to those goals. Additionally, the School Counselor will serve as a student advocate; serve as a liaison between teachers, parents, and students; assist staff and families with crisis intervention; serve as Intervention Coordinator and provide counseling services per students' IEPs as appropriate.

Description of duties:

1. Monitor the academic progress of students and coordinate appropriate interventions to improve student achievement and attendance.
2. Analyze and interpret a variety of data in order to assist in the development of an appropriate educational plan for students.
3. Assist students in planning realistic educational goals and understanding their aptitude and ability.
4. Counsel students to help them overcome potentially disabling educational, personal, behavioral and social problems.
5. Provide counseling services to students per their Individual Education Plans.
6. Provide feedback and support to teachers regarding student social and emotional needs.
7. Provide training and oversight to staff on matters related to child abuse reporting and suicide prevention.
8. Serve students and teachers at the school site and travel to multiple sites throughout the state as needed but no less than 4 times a year.
9. Distribute relevant guidance information to students and staff.
10. Consult with representatives of public and private agencies in providing information regarding students and pre- screen pupils for possible referral to other supportive services or agencies within the community.
11. Consult with parents as appropriate regarding educational, social and vocational needs of their students.
12. Facilitate student/teacher/counselor/parent conferences regarding student's educational or social/emotional progress and future educational goals.
13. Consult and confer with parents, staff members, and students to facilitate student articulation between schools and grade levels.
14. Develop and assist with implementing the Pivot Network's school crisis intervention plans.

Qualifications:

1. Knowledge of intellectual, emotional, social, and physical development of adolescents
2. Knowledge of and ability to apply interpersonal communication techniques
3. Ability to understand and accept individual differences in children and parents
4. Ability to effectively communicate and maintain cooperative relationships with those contacted in the course of work
5. Pupil Personnel Services Credential

Academic Counselor

This position requires significant organizational and technological prowess and the ability to complete multiple projects simultaneously and effectively. Academic Counselors consult with Educational Coordinators on the needs of students as they relate to school and aid students and parents by providing information pertaining to college and career planning.

Description of Duties:

- Academic Counseling:
 - a. Analyze transcripts and create course plans
 - b. Provide information on course selection and academy placement and changes in relation to course demands, high school graduation, and college admissions requirements
 - c. Assist students with making decisions and creating goals concerning their education that aligns with graduation requirements and their post-secondary choices
 - d. Identify and assist students who are not on track for graduation and establish a plan for promotion and retention
 - e. Reviews assessments, and concurrent enrollment options
 - f. Meet with non-graduating seniors to develop alternative plans for graduation or for other post high school options
 - g. Inform teachers about students' progress toward meeting graduation requirements and assist with communicating with families as necessary
 - h. Coordinate and collaborate with Educational Coordinators and other staff members to provide a cohesive plan for students

- College and Career Counseling:
 - Oversee YouScience inventory assessments
 - Work with CTE teachers and Program Coordinator to develop plans based on YouScience results
 - Assist students with making decisions and creating goals concerning educational and career opportunities
 - Assist students with making decisions regarding career aptitude and interests
 - Organize and provide information and access to local career and college information fairs.
 - Assist students by providing information and guidance pertaining to college admissions, college entrance requirements, testing, scholarships, financial aid and completing college applications
 - Review student transcripts and guide course selection for four-year planning
 - Disseminate college/vocational information, AP and college testing information, and scheduling procedures.
 - Guide students through the college application and admission process
 - Collect and provide information on scholarship, financial aid, and internship opportunities
 - Provide and assist students in obtaining letters of recommendation for college applications

- Additional Duties:
 - Communicate frequently (weekly and sometimes daily) and in a variety of ways with staff, students, parents regarding the educational and social progress of pupils

- Participate in meetings, workshops, and seminars as assigned for the purpose of conveying and/or gathering information required to perform these essential duties and responsibilities
- Maintain accurate and up-to-date documentation of student progress for their course and program completion.
- Project and maintain a positive school climate in which students can mature and develop a sense of responsibility, self-worth, and good citizenship.

Qualifications

- ❖ Current CA teaching credential with EL authorization
- ❖ Strong communication and technological skills
- ❖ Knowledge of California State Standards and graduation requirements
- ❖ Knowledge of college application and admission processes
- ❖ Excellent interpersonal skills

Ability to collaborate with colleagues, parents and the community

Site Coordinator

Under the supervision of the Enrollment Specialist, the Site Coordinator is responsible for student enrollment, maintenance of student files, and a variety of duties to assist in the daily operations of the resource center. This position requires organization and the ability to handle many tasks at once.

Description of Duties:

- The Site Coordinator is the first point of contact for families interested in enrolling their students in Pivot Charter School. They deliver information to the families and answer questions regarding the Pivot Program including giving tours to interested families.
- Promotes and maintains a positive and effective school climate by ensuring that all interactions with staff, students, parents, and the public at large are prompt, efficient, helpful and friendly.
- In charge of making sure the Student Registration Packet is complete with all of the documents that are legally required to enroll a student in a CA public School.
- Responsible for maintaining and updating all student demographic information and start dates in the system.
- Are trained to watch for issues such as custody, immunizations, Special Education, 504, age, discipline and location to our school for enrollment and pull in the appropriate staff to assist in these areas.
- Responsible for maintaining and updating student enrollment files and cumulative files including entering student registration information into the Student Information System.
- Supervises the maintenance of student records, including assessment results, test scores, discipline citations, medical reports and records, and other documents.
- Help in general up-keep of the Resource Center cleanliness and pulls in support from the Site Admin on repairs and improvements.
- Processes all mail and is responsible for mailing student report cards and transcript requests.
- Responsible for auditing all teacher compliance files and sending information to Enrollment Specialist, Site Administrator, Program Director, Curriculum Coordinator, and Executive Director.
- Sends weekly updates on enrollment, resource center and projects to Leadership Team
- Works with Marketing when necessary to answer questions or help plan events.
- Facilitates staff in planning and setting up events and field trips.

- Is primarily on phones for the resource center. Answering and directing phone calls/questions.
- Develops, implements and monitors work practices, systems, and methods that are effective and consistent with school standards, policies, and procedures.
- Responsible for inventory-receives, and distributes/stores classroom, school office and workroom materials and supplies; maintains ongoing inventory; processes packing slips.

Qualifications:

- ❖ Organization, attention to detail, and problem solving skills
- ❖ Written and verbal communications skills
- ❖ Proficiency in Microsoft Office and other software programs
- ❖ Knowledge of clerical and administrative procedures and systems such as filing and record keeping

Curriculum Coordinator

Under the direction of the Program Director, the Curriculum Coordinator is responsible for the implementation and development of curriculum systems and policies. This position requires a great understanding of state mandated curriculum.

Description of duties:

1. Guide the administrative team through the selection, development, implementation, and evaluation of curriculum and instruction.
2. Assign and oversee graders in all curriculum systems.
3. Serve as a curriculum liaison to Pivot administration and designated subject area committees.
4. Provide input into district policy and oversee compliance with policies.
5. Assists in keeping the community informed about the curriculum and instructional programs of the charter schools and student achievement.
6. Designs and implements feedback from staff, parent, student, and community members regarding curriculum and instruction and overall program.
7. Reports at least monthly to the Executive Director and Program Director and annually to the Board regarding the curriculum and staff development needs of their schools.
8. Works with Program Directors in the improvement of individual staff competencies.
9. Frequently visits each Pivot school to observe instruction and to encourage, guide, and support staff.
10. Implement professional development programs and activities to train and support teachers using the curriculum systems.
11. Develop and implement district curriculum initiatives including differentiated instruction, project-based learning, and offline learning.
12. Investigate grant opportunities and prepare grant applications.

Qualifications:

1. Problem solving skills, attention to detail, and the ability to prioritize work
2. Ability to manage multiple differing tasks at once
3. Exceptional knowledge of state mandated curriculum
4. California Teaching Credential

Fiscal Services Coordinator

Under the supervision of the Chief Business Officer, the Accounts Payable and Logistics Coordinator performs a variety of accounts payable duties as well as organizes travel and logistics communication with staff, Board members, and outside agencies.

Description of Duties:

- Process all accounts payable including invoices, reimbursements, and recurring expenses

- Process request for checks
- Problem solves payment problems
- Request and processes W-9
- Act as a vendor liaison to resolve billing issues by investigating, issuing stop payments, payments, or adjustments
- Assist in onboarding new vendors and vendor contracts
- Process and code debit charges and uncategorized expenses
- Ensure the correct coding of AP according to SACS
- Assist with travel arrangements for Admin staff
- Assist with securing state rates and contracts for travel
- Assist Chief Business Officer with securing purchasing power
- Clerical support to administrators
- Maintain and update an electronic and hard copy filing system for accounts payable
- Assist Chief Business Officer with various business services as necessary
- Update job knowledge by participating in educational opportunities
- Support Executive Director with daily tasks
- Schedule administrative appointments
- Return administrative phone messages and some email communication
- Assist with electronic and hard copy filing of corporate and administrative documents
- Assist with mailing of state reporting

Qualifications:

- ❖ Organization, attention to detail, and problem solving skills
- ❖ Written and verbal communications skills
- ❖ Time management skills and the ability to prioritize work
- ❖ Data entry and general math skills
- ❖ Proficiency in Microsoft Office and other software programs
- ❖ Knowledge of clerical and administrative procedures and systems such as filing and record keeping
- ❖ Solid understanding for basic bookkeeping and accounts payable procedures
- ❖ Work from home with some weekly travel required

Systems and Technology Coordinator

The Systems and Technology Coordinator will play a pivotal role in managing equipment, accounts, and resources for students, to close the Digital Divide and to ensure all students have equitable and secure access to educational programs and resources as well as technological tools, regardless of background or socioeconomic status. The Systems and Technology Coordinator will also support the technology needs of students and staff at school sites. This includes troubleshooting site technology issues, managing Google services for students and staff, managing and maintaining inventories of equipment and devices, maintaining and troubleshooting student accounts and system access, and providing general training and technology assistance for students and staff.

Description of Duties:

Help Site Coordinators troubleshoot and manage Chromebooks & student computers:

- Register Chromebooks to Pivot's Google domain
- Power washing
- Monitor usage
- Oversee the loan program
- Disable devices for withdrawn students

Manage Wifi hotspot devices:

- Manage web Filtering lists and content security
- Suspend/activate/check out devices
- Monitor usage
- Contact teachers when their students max out data or use inappropriately
- Oversee the loan program
- Disable devices for withdrawn students

Google Administrator:

- Manage user settings, including content filtering
- Manage Google device registrations
- Maintain security of Google devices and content
- Reset student passwords as necessary
- Suspend and activate accounts
- Maintain Google Groups for staff
- Monitor 2-Step Verification on staff accounts
- Attend Google for Education training
- Assist with student portal/website
- Investigate Google alerts as necessary
- Approve/add apps to organization

Student & Staff Account Management: Activate, suspend, maintain, and troubleshoot issues as directed with accounts in curriculum and other systems. May include assigning permissions to users for appropriate access, as needed.

Training provided by Supervisor or appropriate external system representative

- Google
- Clever
- School Pathways (includes Student Portal, Parent Portal, and Buzz)
- IXL
- YouScience
- Apex Learning
- i-Ready
- myLexia

- iLitELL
- Rosetta Stone
- DocuSign
- Other systems as needed

Manage systems troubleshooting website, providing screenshots and explanations for common issues, as well as work with staff on troubleshooting student and parent/guardian access issues.

Training provided by Supervisor or appropriate external system representative

- Google
- Clever
- School Pathways (includes Student Portal, Parent Portal, and Buzz)

Curriculum Systems Management:

- Buzz integration with Accelerate, Apex, eDynamic Bookshelf

Provide general training and assistance with certain technology and programs for students and staff. This includes the creation of short training videos to support students and staff during in-person instruction as well as distance learning.

- GSuite Applications
- Microsoft Office
- Windows
- Browser settings
- Adobe Reader
- Video conferencing programs such as Zoom and Google Meet

Work with families, students and staff through:

- Weekly trainings with topics (using Google calendar, looking at assignments completed, logging in, etc) for parents/guardians, students, and staff
- Limited one on one meetings

Maintain inventory of equipment. Work with staff to evaluate the condition of the equipment, facilitate ordering to ensure sufficient availability for all students' equipment needs, and recommend disposal as appropriate.

Provide adaptors as needed to ensure seamless use of the equipment. Manage inventory and request new/replacement devices as needed.

- Student Chromebooks & computers
- Staff laptops
- Wifi hotspots
- External monitors
- Printers

- TVs
- Projectors
- Troubleshoot and repair devices or seek assistance with repairs
- Determine when devices are beyond useful life or damaged beyond repair; recommend items to senior administration for e-waste/disposal
- Facilitate device recovery
- Add admin accounts to staff computers

Work with senior administrators and external IT vendor(s) to ensure networks as well as staff equipment and accounts are secure, operating efficiently, and well maintained.

- Staff laptop troubleshooting, breakage, replacements, inventory and who does what (this position vs external company)
- Wifi networks at sites - “boots on the ground” to assist but not responsible for managing/maintaining. Define responsibilities for this position vs external company
- Control Panel
- Cybersecurity - managing confidential data, integrity of programs, services, protocols that are in place to protect our networks and devices - define responsibilities for this position vs external company
- Phishing/malware/scams/etc - training, simulations/tests, follow up after simulations/tests reveal areas for improvement

Qualifications:

- ❖ High School diploma
- ❖ Demonstrated experience in computer environment with knowledge of the installation, operation, repair, maintenance, and support of PC systems, applications, and hardware.
- ❖ Ability to utilize spreadsheets (Excel, Google Sheets) to audit systems and data management.

Site Administrator

Under the direction of the Program Director, the Site Administrator is responsible for daily operations of the Resource Center and serves as the on-site Administrator. This position requires excellent decision-making skills and the ability to handle many tasks at once.

Description of duties:

1. Bring the local team together and ensure positive school culture of staff, students and parents.
2. Work with Program Director to develop site schedules reflecting required workshops aligned with data analysis, flex time as well as responsive to student need.
3. Ensure all local staff receive adequate communication about site level operations.
4. Work with Program Director and local staff on development, implementation, and evaluation of Fun Fridays, Field Trips, Genius Hours, Community Service Opportunities, Internships, Pathways and

Collaboration Courses as well as implementation of 4 Cs in general.

5. Work with site coordinator to decide school supply needs, and ensure Amazon wish list is being properly managed and updated.
6. Work with Regional or Program Director to ensure safe & efficient operations of facility.
7. Lead individual site meetings, community relations, and outreach.
8. Lead and supervise planning and implementation of special events such as open houses and back to school nights.
9. Serve as liaison between the site and appropriate administrative staff in determining programmatic needs.
10. Responsible for making sure questions that arise locally are communicated to administrators before making local decisions.
11. Clearly communicate in a timely fashion upcoming plans for local site events to leadership team and ensure google calendars are updated accordingly.
12. Not responsible for intervening in personnel grievances or disputes, setting policies & school district relationships.
13. Is not responsible for determining intervention or withdrawal criteria and decisions, but should provide guidance to ECs on strategies to try with struggling students.
14. Serves as bottom line decision maker on matters of discipline where discrepancies arise, in conjunction with Program Director.
15. Serve as a resource to staff regarding student management issues.
16. Ensure implementation of the crisis management plan and school safety requirements.
17. Develop site schedule with input from Program or Regional Director on allocation of teacher time on site.
18. Facilitate required testing and assessment.
19. Ensure field trips are occurring monthly and in accordance with all applicable policies.
20. Ensure schoolwide discipline policies are enforced consistently.
21. Implement mentor teacher program.
22. Works with Systems and Accountability Coordinator to develop site specific plan to address areas of deficiency based on data analysis.
23. Develop and Implement Site Based Student Orientation Programs several times a year.
24. Ensure compliant lottery process.

Qualifications:

1. Significant technological prowess and the ability to juggle many tasks at once.
2. Knowledge of and ability to apply interpersonal communication techniques.
3. Skills to manage personnel and programs, communicate effectively, problem solve.
4. Ability to understand and accept individual differences in children and parents.
5. California Teaching Credential

Site Coordinator

Under the supervision of the Director of Operations, the Site Coordinator is responsible for student enrollment, maintenance of student files, and a variety of duties to assist in the daily operations of the resource center. This position requires organization and the ability to handle many tasks at once.

Description of duties:

1. The Site Coordinator is the first point of contact for families interested in enrolling their students in Pivot Charter School. They deliver information to the families and answer questions regarding the Pivot Program including giving tours to interested families.
2. Promotes and maintains a positive and effective school climate by ensuring that all interactions with staff, students, parents, and the public at large are prompt, efficient, helpful and friendly.
3. In charge of making sure the Student Registration Packet is complete with all of the documents that are legally required to enroll a student in a CA public School.
4. Responsible for maintaining and updating all student demographic information and start dates in the system.
5. Are trained to watch for issues such as custody, immunizations, Special Education, 504, age, discipline and location to our school for enrollment and pull in the appropriate staff to assist in these areas.
6. Responsible for maintaining and updating student enrollment files and cumulative files including entering student registration information into the Student Information System.
7. Supervises the maintenance of student records, including assessment results, test scores, discipline citations, medical reports and records, and other documents.
8. Help in general up-keep of the Resource Center cleanliness and pulls in support from the Site Admin on repairs and improvements.
9. Processes all mail and is responsible for mailing student report cards and transcript requests.
10. Responsible for auditing all teacher compliance files and sending information to Director of Operations, Site Administrator, Program Director, Curriculum Coordinator, and Executive Director.
11. Sends weekly updates on enrollment, resource center and projects to Director of Operations, Program Director and Executive Director.
12. Works with Marketing when necessary to answer questions or help plan events.
13. Facilitates staff in planning and setting up events and field trips.
14. Is primary on phones for resource center. Answering and directing phone calls/questions.
15. Develops, implements and monitors work practices, systems, and methods that are effective and consistent with school standards, policies, and procedures.
16. Responsible for inventory-receives, and distributes/stores classroom, school office and workroom materials and supplies; maintains ongoing inventory; processes packing slips.

Qualifications:

1. Organization, attention to detail, and problem solving skills
2. Written and verbal communications skills
3. Proficiency in Microsoft Office and other software programs
4. Knowledge of clerical and administrative procedures and systems such as filing and record keeping

Community Liaison

The community liaison's mission is to foster connections to bring Pivot's name and students out into the community and bring community resources to Pivot to support students, families, and teachers.

Essential Job Functions

- Develop relationships with media representatives and assist in writing and distributing press releases and coverage of Pivot events.
- Outreach to families to re-engage students who are truant.
- Serve as homeless and foster student liaison to each county and provide support to teachers in serving this population of students.
- Research growth opportunities to better serve Pivot students, families, and the greater community.
- Conduct ongoing needs assessment to determine the key needs of students and their families.
- Research community resources that can benefit Pivot students by finding solutions to barriers they face or providing enrichment opportunities that will support their academic and social emotional needs.
- Serves as an additional resource to build partnerships with community colleges.
- Coordinate special events and activities, such as Wellness Fairs, Spring Festivals, and academic summits, that serve the community at large and Pivot students.
- Provide linkage and collaboration with community services and organizations for individual students and families as needed.
- Build relationships with organizations such as authorizing agencies, foundations, rotary chamber of commerce, social services agencies, businesses as well as County Offices of Education serving as a liaison between the school and the community.
- Locate businesses that serve students who would benefit from the Pivot model and develop a "feeder" type program to increase enrollment at the smaller sites.
- Refers students and their families to outside agencies (e.g., state agencies, counselors, foundations, charities, etc.) to ensure the needs of students and families are met.
- Find and promote career and work opportunities in the community for students, including internships, mentorships and apprenticeships.
- Research and attend events in the community, like farmers markets or chamber of commerce meetings, to promote Pivot charter school, make the community more aware of our model, and support increased enrollment.
- Foster and promote volunteer (community service) opportunities in local communities.
- Strengthen parent relationships and engagement by coordinating parent training classes, consultation, and development.
- Assess home, school, personal, and community factors that may affect a student's learning.
- Coordinate family, school, and community resources on behalf of students.

Job Requirements and Qualifications

Skill to:

- Establish and maintain productive working relationships with staff, business associates, and the general community.
- Work on multiple tasks and prioritize appropriately.
- Recognize areas of concern relating to student issues and propose or recommend appropriate solutions

to problems.

- Communicate effectively.
- Exercise initiative and make independent decisions to reschedule work to meet deadlines or to effectively handle emergency work.

Ability to:

- Demonstrate an understanding, patient, and receptive attitude toward students of varied age groups, particularly those exhibiting specialized needs.
- Work courteously and effectively with coworkers, students and parents.
- Understand and carry out oral and written instructions, and give direction to others.
- Complete assigned tasks without supervision.
- Communicate effectively at all organizational levels.
- Exercise good judgment in prioritizing tasks.
- Appropriately handle confidential information in accordance with District policies.
- Efficiently utilize instructional materials and technologies (i.e.g., document camera, projector and video equipment, word processing presentation/webpage software, PowerPoint and Excel software applications)

Experience and Education Requirements:

- High School diploma
- CA PPS Credential in Social Work or School counseling
- Demonstrated experience in computer environment with knowledge of the installation, operation, repair, maintenance, and support of PC systems, applications, and hardware.
- Ability to utilize spreadsheets (Excel, Google Sheets) to audit systems and data management.

English Learning Development Teacher

The English Language Development (ELD) teacher works closely with teachers and administrators to plan and execute a comprehensive plan to increase student achievement of English Learners and students with intervention needs. The ELD teacher will provide language acquisition support and instruct those who are designated as an English Learner or who continue to struggle with the English language even after being re-classified, through a Designated ELD Instruction Program as well as an Integrated ELD Instruction Program. The ELD teacher will also support intervention for these students. In addition to EL instruction, the ELD teacher will be responsible for outreach to our non-English speaking families and students by offering workshops, providing community resources and generally helping Pivot provide a welcoming and academically successful environment for our non-English speaking families.

Description of duties:

- Design and instruct students using effective research based instructional practices that address the cultural context of English learners and in alignment with the standards for English Language Development
- Create a structured, positive culture of learning that promotes a sense of belonging for all students online and at the resource center

- Establish positive, caring relationships with students and school stakeholders
- Design and deliver instruction both online and at the resource center that is standards-based, purposeful, promotes critical thinking and student ownership, and embeds supports for learners at different levels
- Facilitate data collection and reporting for state documentation
- Monitor the progress of all English Learner and of Reclassified Fluent English Proficient students
- Attend and monitor site-level advisory committees as needed
- Support the coordination of all language-related testing of all students at the four campuses
- Support administrators, teachers, paraprofessionals, and parents in accelerating academic achievement via Designated and Integrated ELD at the resource center in Santa Rosa as well as online
- Consult with school staff regarding modifying regular programs for EL students, including ELD instruction and sheltering techniques
- Conference with parents as needed
- Serve on the Student Study Team (SST) and Individualized Educational Program team as requested
- Provide pertinent parent and student workshops on topics such as using the curriculum, college applications, community college and concurrent enrollment
- Determine staff development needs for instructional staff working with ELD students, and provides staff development opportunities to meet their needs

Qualifications:

- ❖ California single subject, ELA or multi-subject credential with English Learner authorization
- ❖ At least three years teaching English Learners and a demonstrated track record of success in improving their language acquisition and fluency (preferred)
- ❖ Familiarity with the policies, procedures, and training associated with the administration of the ELPAC
- ❖ Proficiency in analyzing, communicating, and presenting data
- ❖ Understanding and command of the best practices in teaching ELs
- ❖ Fluent in Spanish (reading, writing, speaking, listening) (preferred)
- ❖ Bachelor's Degree
- ❖ Possession of either Bilingual, Cross-Cultural, Language and Academic Development ("BCLAD") certificate; Cross-Cultural, Language and Academic Development ("CLAD") certificate; Bilingual Certificate of Competence ("BCC"); or Language Development Specialist ("LDS") certificate desirable

Grader

Under direct supervision of the Director of Curriculum, Instruction, and Assessment each grader will be assigned a set of courses to grade, and will be responsible for becoming familiar with all of the written assignments within those courses. Each grader will grade all submitted written assignments for the specified courses for all students in all Pivot schools, unless otherwise specified.

Description of duties:

- Ensure every assignment properly submitted receives a score in the appropriate gradebook in accordance with Pivot's policies. Do not return/reply to assignment messages without entering a score, even if it is a zero. Scores should be entered within 10 school days after the assignment attempt is submitted.
- Provide feedback to students about their scores, especially whenever the score is less than 100%.
Explain deductions
- Award partial credit whenever possible. Any component of an assignment's scoring rubric that is at least partially satisfied should result in some points awarded
- Assignments should earn grades of zero only for: 1) Plagiarism - in part or in full. See plagiarism policy outlined in Student/Parent Handbook. 2) No work submitted - no response attached, blank response attached, instructions or original worksheet included with no student work completed. 3) Wrong assignment - student submits the wrong file/work. For example, if a student submits a file containing a science worksheet for an English assignment, the student will earn a zero on the English assignment from the English grader.
- Regularly (at least once per month) check discussion boards and gradebooks to look for assignments that may have somehow slipped past without getting graded. Grade these assignments immediately when they are found. If grading many courses, divide them up so you check a smaller set every day or every week.
- Adhere to grading deadlines, which are set periodically throughout the school year
- Leave gradebook entries blank if no attempt was made for an assignment. Do not enter zeros if a student skipped a written assignment. The student's Educational Coordinator is the person responsible for entering zeros for skipped assignments, if applicable.
- Answer questions (from students and other Pivot teachers) about specific assignments and how they were (or will be) graded.
- Respond to staff requests for expedited grading. Whenever possible, grade the requested assignments within one business day.
- Ensure gradebook entries are updated when students resubmit assignments.
- When plagiarism occurs, look up the offending student's Educational Coordinator (EC) in School Pathways and notify the EC about the plagiarism.
- Provide feedback to administrative personnel regarding the quality and appropriateness of course assignments. This includes noting which assignments have confusing or unclear instructions, as well as noticing trends regarding which sections/assignments students routinely avoid, skip, or do poorly on.

Qualifications:

- ❖ Valid Single Subject California Teaching Credential
- ❖ Organization, extreme attention to detail, and problem-solving skills
- ❖ Written and verbal communications skills
- ❖ Time management skills and the ability to prioritize work
- ❖ Proficiency in Microsoft Office programs and Excel as well as other software programs

Special Education Administrative Assistant

Under the direction of the Director of Special Education, the Special Education Administrative Assistant will perform confidential secretarial and administrative assistant duties as it relates to Special Education. The

Special Education Administrative Assistant will communicate with staff members of the Special Education team and families and districts and will coordinate and manage the meetings, records and reports.

Description of Duties:

- Provide meeting coordination between parents and the Special Education team
- File meeting notice requests in each student's file
- Mail meeting notice to parents
- Contact district and non-district employees that are requested to attend the meeting
- Reschedule meetings due to parent cancellations or scheduling conflicts
- Create student evaluation spreadsheet to monitor student observations and to assign case managers on a rotating basis to perform student evaluations
- Copy and distribute the evaluation permission to test to the assigned case manager
- Receive student progress reports from case managers and other school support specialists
- Mail details of extended year programming (“EYP”) to parents of special education students
- Schedule EYP meeting between building parents and Special Education team
- Input all IEPs into the state software system in an accurate and timely manner
- Gather and report special education data as requested by school administration
- Attend training and workshops deemed necessary to perform duties
- Print, maintain, and distribute all special education reports as needed

Qualifications:

- ❖ High school diploma or equivalent
- ❖ College degree preferred
- ❖ Strong technological skills
- ❖ Strong verbal written communication skills
- ❖ Ability and willingness to reflect and improve
- ❖ Ability to collaborate with colleagues, parents and the community
- ❖ Maturity, humility, can-do attitude, strong work ethic, and sense of humor

Education Specialist

The Pivot Charter School Education Specialist job requires immense amounts of flexibility and organizational skills. Under the direction of the Director of Special Education, the Education Specialist will be responsible for providing direct services to students and other activities of the Special Education Department; provide leadership and supervision to all school personnel as it relates to special education.

Description of duties:

1. Provide instruction to students with special needs and identified learning disabilities in a resource specialist type program.
2. Tutor individual and small groups of students, reinforcing language and reading concepts and academic

needs as specified in the IEP.

3. Administer and score individual and group tests and standardized achievement tests.
4. Assist in conducting IEP meetings.
5. Communicate and coordinate special needs evaluation and testing with speech teacher, psychologist, and other service providers.
6. Communicate with parents regarding individual student progress and conduct.
7. Maintain progress records and record progress toward IEP goals.
8. Ensure all students are receiving services commensurate with their IEPs and making ongoing progress toward meeting goals as outlined in their IEPs
9. Monitor the Individual Education Plan (IEP) and process.
10. Coordinate the selection of alternative curriculum for special education students that is aligned with the Charter School's core curriculum.
11. Assist in coordinating special education services with private and other agencies
12. Implement and maintain an integrated student data base of special education
13. students and their IEPs in appropriate systems in a timely and compliant manner
14. Support teachers in implementing Special Education programs and services.
15. Facilitate the development and implementation of action plans intended to accomplish specific goals and objectives related to special education.
16. Work collaboratively with the Director of Special Education and Executive
17. Director to meet school goals and ensure alignment of programs, services, and operations of special education.
18. Direct and coordinate other special projects and duties as assigned by the Director of Special Education.

Qualifications:

1. Significant technological prowess and the ability to juggle many tasks at once.
2. Knowledge of and ability to implement Special Education law and policy
3. Ability to understand and accept individual differences in children and parents.
4. California Special Education Teaching Credential

Educational Coordinator

The Pivot Educational Coordinator job requires immense amounts of flexibility and organizational skills. The role of the teacher at Pivot Charter School is to monitor student progress online daily, provide feedback, encouragement and support to students, provide academic support in their areas of expertise on site for students needing help and produce accurate, timely and compliant documentation of independent study attendance. Teachers do not necessarily provide direct instruction to a “class” of students on a daily basis but are on site every day. The teacher, called an Educational Coordinator, counsels, mentors, provides oversight and direction and provides whatever support it takes to help students succeed in their academic endeavors. This position requires significant technological prowess and the ability to juggle many tasks at once.

Description of duties:

1. Maintains accurate and up-to-date documentation of student learning for their independent study program, student attendance and student progress.
2. Compiles student learning files and electronically documents all required educational data for independent study program as prescribed by the Director.
3. Oversees student work, attendance and completion rates and makes recommendations for program changes accordingly.
4. Teaches and guides in accordance with the abilities and achievements of the pupils assigned to him or her, and in conformance with the charter school's' philosophy, goals and objectives as expressed in the adopted courses of study in independent study.
5. Improves each student's ability to read, write, compute, speak, and problem solve; monitor and document this progress through a variety of assessment techniques.
6. Performs accurate and timely accounting of student activities, i.e., master agreements, course contracts, portfolios, learning logs, grade reports, attendance reports, contact logs, and other documents deemed necessary for compliance.
7. Demonstrates evidence of team building, collaboration, creative problem solving, flexibility, conflict resolution, cultural sensitivity, and genuine care for each student.
8. Maintains a professional demeanor and high expectations in his or her meetings/interactions that is conducive to learning, and works cooperatively with administrators and colleagues in attempting to resolve problems.
9. Identifies and attempts to meet special needs of pupils, and initiates referrals to special programs as necessary.
10. Communicates frequently with pupils and parents regarding the educational and social progress of pupils.
11. Prepares formal progress reports and provides other information appropriate for inclusion in the cumulative records of the pupils assigned to his/her student list.
12. Ensures a high level of student attendance and work product completion.
13. Full time teachers serve a caseload of 25-40 independent study students. (Maintaining a schoolwide ratio of 25:1 FTE to ADA)
14. Supervises extracurricular activities as directed including Fun Fridays and field trips.
15. Serves, as requested, on school and organization-wide committees and project teams.
16. Is on site 40 hours a week providing direct instruction in small groups and classes as well as learning lab supervision.

17. Participates in marketing promotional events each semester outside of the regular school day.
18. Attends and participates in required in-services training activities and works with Directors in planning his/her own in-service program.

Qualifications:

1. Significant technological prowess and the ability to juggle many tasks at once.
2. Knowledge of and ability to apply interpersonal communication techniques.
3. Ability to understand and accept individual differences in children and parents.
4. California Teaching Credential

School Nurse

The Charter School must abide by the laws and regulations that pertain to immunizations in the California public schools and other health regulations. It is essential to keep accurate records of the student's immunizations and health issues.

Description of duties:

1. Assess student immunization status and ensure compliance with California law.
2. Maintain and update accurate student immunization records in the Student Information System and in a trackable Google spreadsheet.
3. Communicate with Enrollment Team to maintain current student records and follow up with Site Coordinators regarding student's missing vaccines.
4. Review student medical records to identify students with potential for classroom health emergencies as well as parent requests for medications on campus.
5. Recognize problems and impediments and report them to Administrative Staff.
6. Coordinate with Director of Operations regarding communication of Health & Safety requirements through enrollment process.
7. Communicate with and develop notices for parents/guardians regarding Health & Safety concerns.
8. Serve as a resource person to the Educational Coordinators and Administrative Staff on questions concerning Health & Safety.
9. Assist in the development of Health & Safety Policies.
10. Work to acquire Epi-Pens at all Pivot Charter School sites.
11. Additional duties and projects as assigned by the Program Director and Administrative Staff.



Qualifications:

1. Attention to detail, organization, and problem solving skills
2. Written and verbal communications skills
3. Time management skills and the ability to prioritize work
4. Prior knowledge in the medical field with the ability to read and understand medical terminology as it relates to health, safety, and immunizations

School Psychologist

Under the supervision of the Director of Special Education the School Psychologist will conduct applicable evaluations and assessments for students . Additionally, the School Psychologist will interpret the results and communicate with the Special Education to effectively participate in IEP meetings. .

Description of Duties:

Services to Students:

- Conduct comprehensive psychological evaluations that include but are not limited to the assessment of intellectual, developmental, academic, social/emotional and behavioral status
- Assessment and data collection by use of informal or non-standardized evaluation techniques
- Interpret and utilize assessment data for the purpose of writing psychological reports and developing written intervention plans
- Create and assist to implement positive behavior intervention plans

Service to Teachers:

- Consult with teachers and administrators regarding specific students

Professional Development:

- Attend in-service meetings and conferences to develop professional attitudes and skills
- Maintain professional skills through reading of current literature and professional memberships

Other Duties and Responsibilities:

- Participate in individual education plan meetings

Qualifications:

- ❖ Bachelor's Degree in related field
- ❖ Master's degree

- ❖ California Credential authorizing the performance of psychological services
- ❖ Administrative Services Credential (Preferred)
- ❖ Successful experience as a school psychologist and program development
- ❖ Extremely strong organizational skills
- ❖ Ability to use a consultative approach to resolving work-related issues
- ❖ Strong technological skills
- ❖ Strong communication and team building skills
- ❖ Knowledge and experience administering and using assessments
- ❖ Ability and willingness to reflect and improve
- ❖ Ability to collaborate with colleagues, parents and the community
- ❖ Maturity, humility, can-do attitude, strong work ethic, and sense of humor

Enrollment Specialist

The Enrollment Specialist focuses on ensuring that Pivot’s enrollment processes and operations are compliant, family friendly, and efficient. Under the direct supervision of the Executive Director, the Enrollment Specialist oversees the enrollment team and creates and maintains effective policies and procedures for enrollment.

Description of Duties:

- Serve as the Direct Supervisor of the Enrollment Team
- Review and approve time off requests
- Hold weekly meetings
- Provide annual evaluations
- Understand and oversee student enrollment procedures
- Attend necessary professional development workshops, conferences, online trainings, and seminars
- Ensure proper procedures are followed regarding communication about 504/IEP students
- Update student withdrawals in student information system
- Ensure the Enrollment Team is documenting custody issues and assist with problem solving or serve as support in problem solving issues
- Ensure the Enrollment Team is documenting custody issues and assist with problem solving or serve as support for homeless and foster students
- Ensure proper procedures are followed regarding communication about 504/IEP students
- Oversee the enrollment of foster, homeless, highly mobile youth, and adult students (18+ years)
- Assist in troubleshooting enrollment issues
- Manage Educational Coordinators caseloads and students changes
- Provide back-up and support for student credit evaluations
- Update School Information System (SIS) parent letters
- Update SIS with withdrawals, enrollments, and rolls over the re-enrolled students before the start of the new school year
- Ensure enrollment communication is update and accurate in the student information system as

well as from the Enrollment Team

- Ensures enrollment communications are also translated to Spanish
- Assist the Executive Director in updating enrollment processes

Qualifications:

- ❖ Organization, extreme attention to detail, and problem-solving skills
- ❖ Excellent written and verbal communications skills
- ❖ Time management skills and the ability to prioritize work
- ❖ Strong technological skills with proficiency in Microsoft Office programs and Excel as well as other software programs
- ❖ Ability to manage personnel, provide direction to others and make independent judgments

Paraprofessional / Classroom Assistant

The paraprofessional / classroom assistant supports the Educational Coordinator (teacher) in providing a well-organized, smoothly functioning class and on site environment in which students can take full advantage of the instructional program and available resources. Under the direction of credentialed teachers, the paraprofessional / classroom assistant may provide additional targeted support for students with special needs, English Learners, and students who experience other barriers to learning.

Description of Duties:

- Execute instructional and hands on activities with individual students or small groups of students following teacher direction and demonstration
- Provide assistance and tutoring to students
- Assist in preparation of materials for class and onsite activities
- Monitor and support student engagement
- Maintain the same high level of ethical behavior and confidentiality of information about students as is expected in the classroom teachers
- Assist students leaving and entering the resource center
- Assist with the supervision of students during emergency drills
- Assist with student use of equipment
- Observe and intervene to redirect inappropriate behavior
- Assist, monitor, and guide the student to pay attention, participate in activities, and complete tasks
- Guide independent study, enrichment work, and review material set up as assigned by the teachers

Qualifications:

- ❖ High school diploma or equivalent

- ❖ Teaching experience preferred
- ❖ Demonstrated knowledge and application of effective instructional aide or educational principles, practices and trends
- ❖ Work on multiple tasks and prioritize appropriately
- ❖ Recognize areas of concern relating to student issues and propose or recommend appropriate solutions to problems
- ❖ Communicate effectively
- ❖ Exercise initiative and make independent decisions to reschedule

Administrative Assistant

Under the supervision of the Director of Human Resources, the Administrative Assistant performs a variety of clerical and record keeping duties as well as communication with staff and other school constituencies such as Board members, authorizing school districts and contractors and business partners.

Description of Duties:

- Serve as the coordinator of the corporate office - checking mail, voicemails, posting agendas
- Organize accounts payable for Accounts Payable Clerk
- Request certificates of insurance
- Prepare bank deposits
- Mail paychecks and other documents including W-2's and 1095-C's
- Assist with reference checks for new hire candidates
- Prepare Amazon lists for corporate office and assist with merchandise check-in
- Scheduling of interviews of candidates
- Responsible for all Edjoin postings and accounts
- Communicate to candidates who have applied for jobs
- Communicate to staff about required trainings
- Complete letters of employment verification
- File documents in corporate files
- Assist vendors, contractors and other third-party agencies who engage with the Pivot schools
- Assist with planning special events
- Assist in business card development
- Assist Chief Business Official with Board meeting preparation and follow up
- Assist with processing of supply acquisition for all sites
- Assist with drafting of various contracts
- Prepare and mail invoices
- Prepare annual corporate and financial documents for distribution

Qualifications:

- ❖ High school diploma or equivalent
- ❖ Strong technological skills

- ❖ Strong verbal written communication skills
- ❖ Ability and willingness to reflect and improve
- ❖ Ability to collaborate with colleagues
- ❖ Maturity, humility, can-do attitude, strong work ethic, and sense of humor

Assistant to Executive Director

Under the direction of the Executive Director, perform complex and confidential secretarial and administrative assistant duties, interpret policies and regulations to officials, staff, and the public; plan, coordinate and organize office activities and flow of communications and information for the assigned administrator; ensure efficient operation of support functions; and coordinate assigned projects.

Description of Duties:

- a) Perform complex and confidential secretarial and administrative support duties to relieve the Executive Director and cabinet level administrators of a variety of secretarial and administrative support details, coordinate and organize office and department activities and flow of communications for the administrator; manage the daily activities of the office; monitor office workflow and assure compliance with established timelines, procedures and standards of quality; maintain confidentiality of privileged and sensitive information.
- b) Coordinate and schedule various appointments and meetings using current calendaring systems; make travel arrangements; reserve facilities; prepare and assure proper completion of reimbursement forms; maintain and coordinate the Executive Director's calendar; prepare and disseminate calendar of events; coordinate and arrange special events and activities for the administrator and cabinet administrators
- c) Receive, screen, and route telephone calls; take and relay messages; assist in responding to requests, complaints, and questions from officials, and the public, representing the administrator by phone and written communication; interpret policies and regulations to officials, staff and the public
- d) Compose correspondence independently on a variety of matters including those of a confidential nature; compile and type various emails, letters, forms, reports, contracts, packets, statistical data, memoranda, bulletins, newsletters, notices, lists, and other materials as directed; prepare, format, edit, proofread and revise written materials; prepare presentations and supporting materials using current software and technology systems
- e) Provide and support cabinet members and other personnel with information and documentation as requested. Receive and sort incoming correspondence; route confidential communications between the Executive Director and cabinet administrators; review and determine the priority of incoming mail; compose replies independently or from oral direction; prepare notices and mass emails
- f) Perform special projects and prepare various forms and reports on behalf of the Executive Director and cabinet level administrators; attend to administrative details on special matters as assigned; perform varied duties related to the administrator's area of responsibility and assigned programs

Qualifications:

- ❖ High school diploma or equivalent
- ❖ College degree preferred
- ❖ Strong technological skills
- ❖ Strong verbal written communication skills
- ❖ Ability and willingness to reflect and improve
- ❖ Ability to collaborate with colleagues, parents and the community
- ❖ Maturity, humility, can-do attitude, strong work ethic, and sense of humor

Data Coordinator

The Data Coordinator position is responsible for accurate data entry, monitoring, and reporting in multiple online systems utilized by Pivot Charter Schools. This position requires a high level of technical skill as well as the ability to learn new systems and work in a collaborative team environment.

Description of Duties:

- Transfer data from hard copy to a digital database
- Compose and compile complex reports for submission to the authorizing Districts, County Offices, and the State of California, including, but not limited to:
 - CALPADS Fall 1, Fall 2, and EOY certifications
 - P-1, P-2, P-Annual pre-certifications
 - Charter Ins and Outs reports
 - SARC
 - LCAP metrics
 - Cal Grant GPA uploads
- Collect data, as well as analyze, design, and prepare various reports using software related to student operations; Including, but not limited to:
 - Notice to District letters
 - SEIS/SIS comparison reports
 - Enrollment reports
 - Truancy and attendance reports
- Review reports and site data for accuracy and reconcile inconsistencies; Including, but not limited to:
 - DASS criteria
 - Student subgroup data (e.g. IEP, Section 504, EL, homeless/foster, adult students, unaccompanied minors)
 - CCE and other errors in CALPADS
- Communicate and work closely with school personnel to resolve discrepancies and to provide information to ensure accurate and timely reports; Including but not limited to:
 - Attendance collection and validation each learning period
 - Teacher credentialing information in SIS

- Provide detailed and technical information concerning categorical data
- Create spreadsheets to track important school information
- Organize existing data in a spreadsheet
- Verify outdated data and make any necessary changes to records
- Provide responsible administrative support in such areas as compiling data, analyzing data, and preparing related statistical reports
- Compile and maintain various record keeping systems including maintaining records of a confidential nature; Including but not limited to:
 - Annual enrollment rollovers in SIS
 - Master course catalog oversight
 - CMS/PLS course oversight
- Operate general office equipment such as a computer, printer, copier, calculator, facsimile machine, typewriter, telephone system
- Type, complete and/or file various documents, records, and reports such as letters, memoranda, agendas, work orders, invoices, and student transcripts
- Handle confidential documents in an appropriate manner
- Maintain confidential files and records such as student information
- Interact with various persons in the performance of duties including school administrators and staff, students, parents, business persons, government officials and agencies
- Compile, sort, and organize data to be entered into the databases or electronic files; Including, but not limited to:
 - College coursework completed
 - Discipline
 - CALPADS files (e.g. SENR, STAS, etc.)
- Pay attention to details and input data correctly and accurately
- Crosscheck and verify data keyed into the databases for accuracy;
 - Including, but not limited to: student demographic data, addresses, district of residence, phone numbers, email addresses
- Maintain and update workflow record regarding work completed and work pending;
- Establish and maintain organized filing systems both electronically and hard copy

Qualifications:

- ❖ High School diploma
- ❖ Organization, extreme attention to detail, and problem-solving skills
- ❖ Ability to be trained and master multiple systems utilized by Pivot
- ❖ Strong technological skills and resourcefulness
- ❖ Strong written and verbal communications skills
- ❖ Time management skills and the ability to prioritize work
- ❖ Knowledge of clerical and administrative procedures and systems such as filing and record keeping

Programs and Attendance Clerk

The role of the Attendance and Data Clerk is to perform clerical activities of a school to support teachers and administrative staff and to maintain and manage school records in an organized manner.

This position requires significant organizational and technological prowess and the ability to multi-task effectively.

Description of Duties:

- Collaborate and communicate efficiently and effectively with various staff members individually and in groups as a whole
- Create, update, manage and share spreadsheets to track important school information
- Perform specialized and technical duties related to assigned functions such as compiling information from a variety of sources and preparing complex reports and communicating with other agencies or departments to provide or obtain a wide variety of information.
- Organize existing data in spreadsheets
- Types, word processes, formats, edits, revises, proofreads, and prints a variety of documents and forms; copies, disseminates, and posts documents and information as appropriate
- Provide responsible administrative support in such areas as compiling data, analyzing data, and preparing related statistical reports
- Compile and maintain various record keeping systems including maintaining records of a confidential nature
- Organize and track Section 504 plans
- Routinely run reports on student attendance
- Track student truancy and manage truancy correspondence with families- including creating attendance related phone calls, mailings/emails/notices to parents and students
- Additional program monitoring tasks via running reports through various systems, including special groupings of students, and updating corresponding spreadsheets
- Help to manage Google Calendars including scheduling for multiple calendars including Workshop, Truancy Hearing and Student Support Team Meetings
- Assist in creating Student Support Team documentation in response to the Google Calendar
- Manage Student Support Team documentation including follow-up meetings and organize in Google Drive

Qualifications:

- ❖ High School diploma
- ❖ Organization, extreme attention to detail, and problem-solving skills
- ❖ Ability to be trained and master multiple systems utilized by Pivot
- ❖ Strong technological skills and resourcefulness
- ❖ Strong written and verbal communications skills
- ❖ Time management skills and the ability to prioritize work
- ❖ Knowledge of clerical and administrative procedures and systems such as filing and record keeping as well as report experience in report preparation

Credit Analyst

Under the supervision of the Enrollment Specialist, the Credit Analyst performs a variety of complex, clerical, and record keeping duties related to the enrollment, as well as the graduation or withdrawal, of students in grades TK-12, including those in special programs, according to established policies and procedures. The Credit Analyst also receives, prepares, and evaluates records, updates files, and analyzes records for compliance with graduation requirements. They are also responsible for maintaining some student records in the Student Information System (SIS) and creating student course schedules and other secondary student information.

Description of Duties:

- Review transcripts and/or report card of enrolling students and follows-up with past schools as needed
- Verify grade level and other enrollment data as needed using the CalPads CALPADS system
- Maintain and update trackers such as: homeless-foster list, site-specific trackers, graduation checks, etc.
- Interpret and analyze incoming transcripts and coursework of enrolling students and evaluates them against Pivot's education standards
- Perform specialized and technical student records tasks involving the establishment and maintenance of permanent student record files
- Identify issues on the School Information System (SIS) transcripts and makes corrections (ex: fix course category, request corrected report card, contact past school for update), apply r-modifiers and notes in the SIS
- Assist with transcript input during high-volume times
- Cross-check homeless-foster report with CE team tracker
- Perform graduation checks and discusses student progress with Educational Coordinators (EC)
- Utilize graduation check tracker to identify likely graduates
- Communicate with Educational Coordinators (EC) to develop graduate list prior to ordering diplomas
- Coordinate and orders diplomas and covers
- Manage students in the SIS (ex: voluntary withdrawals, truancy, etc.)
- Import report cards to SIS
- Evaluate transcripts received from other schools, convert grade and hour credits to corresponding units, and input information into Pivot Charter School student databases.
- Reconciles and corrects errors in student records, scheduling, and grade reports
- Collaborates with the Enrollment Specialist to assign students to EC's
- Apply waivers in SIS

Qualifications:

- ❖ Strong attention to detail and multi-tasking skills
- ❖ Strong technological skills
- ❖ Strong verbal and written communication skills
- ❖ Ability and willingness to reflect and improve
- ❖ Ability to collaborate professionally with colleagues, parents, and the community
- ❖ High school diploma or equivalent
- ❖ College degree preferred

See **Appendix F** for a sample 360 evaluation tool.

See **Appendix E** for a sample 360 evaluation tool.

VIII. HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan *and the annual review and update of the plan, pursuant to Section 47606.3. Education Code Section 47605(bc)(5)(F). which shall include the safety topics listed in subparagraphs (A) to (KH), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*

~~(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. —California Education Code Section 47605(bc)(5)(F).~~

In order to provide safety for all students and staff, Pivot Charter School Riverside implements full health and safety policies and procedures and risk management policies in consultation with its insurance carriers and risk management experts. These **procedures** shall be incorporated into Pivot Charter School Riverside's student and staff handbooks and shall be reviewed on an ongoing basis by the Executive Director and Board of Directors. Pivot Charter School Riverside shall ensure that staff are trained on the health and safety policies.

The following is a summary of the health and safety policies of Pivot Charter School:

Procedures for Background Checks

Employees and contractors of Pivot Charter School shall be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director of Pivot Charter School shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

The school adheres to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325–120375 and Title 17, California Code of Regulations Sections 6000–6075. All rising students in grades 7 must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admissions or advancement for 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School

The school adheres to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

Emergency Response

~~Staff shall receive training in emergency response, including appropriate "first responder" training or~~

~~its equivalent.~~

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking preventing resources.

Blood-borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Drug Free / Alcohol Free/ Smoke Free Environment

The school maintains a drug, alcohol, and smoke free environment.

Facility Safety

Pivot Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. Pivot Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Pivot Charter School shall conduct fire drills as required under Education Code Section 32001.

Vision/Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. The school adheres to Education Code Section 49450 et seq. as applicable to the grade levels served **by the Charter School.**

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. **The information sheet shall include, but not be limited to, all of the following:**

- **A description of type 2 diabetes.**
- **A description of the risk factors and warning signs associated with type 2 diabetes.**
- **A recommendation that students displaying or possibly suffering from risk factors or**

- warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

~~Pivot Charter School has protocols for identifying and safely managing students with diabetes.~~

~~Diabetes Type I, usually diagnosed in childhood or adolescence, is a chronic autoimmune disease that prevents the pancreas from producing insulin. Without insulin, glucose derived from the food we eat is unable to leave the bloodstream and enter the cells where it is needed to produce energy.~~

~~-~~

~~Diabetes Type II, commonly associated with adulthood, but currently increasing in younger populations, is defined by a resistance to the insulin produced or insufficient insulin. Diabetes is a chronic, but manageable disease. Staff awareness of which students have diabetes and how they manage it will aide in efficiently responding to diabetic emergencies. Because Pivot recognizes diabetes management is highly individualized, diabetes care will be parent/physician driven~~

~~These policies include management during school hours emergency glucose administration, field trips and off-site activities, and emergency preparedness.~~

~~Title IX Coordinator~~

~~Pivot Charter School adheres to Education Code 221.5-231.5, collectively known as the Sex Equity in Education Act including that all persons, regardless of their gender should enjoy freedom from discrimination of any kind in the educational institution. These laws expand upon gender equity and Title IX laws. Additionally, Pivot Charter School will comply with Education Code 221.61 and post the name and contact information of the Title IX Coordinator, rights of students, rights and responsibilities of the public school, information and weblinks to the Office for Equal Opportunity and US Dept. of Education's Office for Civil Rights, and a description on how to file a complaint on its website.~~

~~First-Aid and CPR Certified~~

~~Pivot Charter School is committed to providing a safe environment for students and staff by providing annual CPR and First Aid Training for all certificated staff as recommended by Education Code 49413. Certifications are valid for two years, so staff attends as needed to stay current with certifications.~~

~~Administration of Epinephrine Auto-Injectors~~

~~Pivot Charter School shall comply with Education Code Section 49414, as amended by SB 1266, requiring schools to provide emergency epinephrine auto-injectors to school nurses or trained personnel who have volunteered, and provides that school nurses or trained personnel who have volunteered may use epinephrine auto-injectors to provide emergency aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction.~~

~~Pivot Charter School stocks 2 adult Epi-pens and 2 junior Epi-pens in a well-marked room-temperature unlocked but secure location.~~

~~Head Lice~~

~~Pivot Charter School has established protocols for identifying and responding to the occurrence of head lice on campus, as well as notification procedures and educational materials for families and staff.~~

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

~~Emergency Preparedness~~

~~The school adheres to an Emergency Preparedness Handbook drafted for Pivot Charter School by Hytropy Reverse Disaster. This handbook includes, but is not limited to, the following responses: fire, flood, earthquake, terrorist threats, hostage situations, and medical emergencies.~~

~~Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent by Hytropy Reverse Disaster or other trained professionals.~~

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

Pivot Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Pivot Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment

at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Pivot Charter School's discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Feminine Hygiene Menstrual Products

The Charter School will stock ~~at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.~~ the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number for a designated individual responsible for maintaining the requisite supply of menstrual product.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

~~Nutritionally Adequate Free or Reduced Price School Meals~~

~~The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced price meal, as defined in Education Code Section 49553(a), during each schoolday. The Charter School shall provide this meal for any eligible student on any schoolday that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a schoolsite, resource center, meeting space, or~~

~~other satellite facility operated by the Charter School.~~ The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

Except where a field trip or other educational program is taking place, if the charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in junior high or middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

~~Comprehensive~~ School Safety Plan

The Charter School shall adopt a ~~Comprehensive~~ School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, ~~but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identification of~~ appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(ON):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under **Education Code** Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200

- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on charter school discipline adopted pursuant to Education Code Section 35291, 35291.5, and 47605
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school
- procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year,

the Charter School shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

Further, the Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion

and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illnesses, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall, on or before April 1, 2025, post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students

IX. ~~RACIAL AND ETHNIC~~ STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. —Education Code Section 47605(bc)(5)(G).

All students are welcome at every Pivot Charter School Riverside school regardless of their race or ethnicity, special education, or English Learner status. Pivot Charter School Riverside shall not discriminate on any of the bases listed in Education Code Section 220. Pivot Charter School Riverside's program is designed to reverse the pattern of low socio-economic and highly ethnically diverse populations underperforming in school. As such, Pivot Charter School has instituted a recruitment program designed to educate and inform potential students about its instructional program and to seek and recruit students who traditionally have been underserved and/or have underperformed in traditional school environments.

The recruitment program includes, but is not necessarily limited to:

- Developing promotional material, such as brochures and banners in multiple languages
- Visiting community centers as well as park and recreation facilities when educationally-related events are held.
- Attending and participating at local neighborhood events to promote the school and meet prospective students.
- Developing partnerships with local racially and ethnically, ability, and linguistically-affiliated community organizations as a source of referrals for prospective students.
- Organizing open house and school tour visits to offer opportunities for prospective students and families to learn more about the school program.
- Using teachers and staff to develop a teacher referral network from other schools for prospective students.
- Working with community leaders to outreach to marginalized student and family populations

Pivot Charter School Riverside will maintain an accurate accounting of the racial and ethnic, special education, and EL student makeup of the school on an ongoing basis.

We are committed to participate in community events such as Hispanic Heritage Month events in the Casa Blanca Library that celebrate with crafts, foods and activities(September), a meaningful event celebrating Hispanic heritage, attend events at the Cheech Museum in partnership with the Riverside Art Museum, where the Hispanic culture is celebrated and entrance to families is free and open to the public, Farmers Markets in Downtown Riverside and on Tyler, and the Downtown Corona Saturday Night Market (year round), all of which provide opportunities to connect with families, particularly Hispanic and socioeconomically disadvantaged populations. We are also committed to placing Spanish-language ads at popular shopping centers as well as Spanish language commercials during peak enrollment months (April–August) to reach Hispanic families, who comprise 37.6% of the District. Ads will highlight flexible enrollment options and student support services, such as for English Learners (13.4%), students with disabilities (25.13%), and foster/homeless youth. We will continue to work towards having our family flyers, meetings and information translated to ensure understanding and inclusion by our bilingual families. In addition, we plan to distribute informational flyers at local libraries and community centers (September, January, and April) and partner with nonprofits serving foster and homeless youth to ensure direct outreach. We are committed to continuing our work with the Riverside County Office of Education in supporting and offering resources to our foster and homeless students. Demographic comparisons to Corona guide this plan: while English Learners and Hispanic students represent a significant majority, outreach strategies also target underserved subgroups such as African American (11.8%), Pacific Islander (1.6%), and American Indian (1.1%) families through participation in equity-centered events hosted by local cultural organizations. This layered and cyclical approach ensures repeated exposure and equitable access to information about the Charter sSchool.

X. ~~STUDENT ADMISSION REQUIREMENTS~~ ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (de). —Education Code Section 47605(bc)(5)(H).

Pivot Charter School accepts all students who are residents of Riverside County and adjacent counties pursuant to Education Code Section 51747.3, and shall not discriminate on the basis of any characteristic described in Education Code Section 220. The school is a public TK-12 school and does not charge tuition. Pivot Charter School Riverside is committed to maintaining a diverse student population, utilizing outreach efforts to recruit students who traditionally have been underserved. No student shall be required to attend the charter school, and alternative school choices are available at other schools within the District. Pivot Charter School Riverside shall comply with all laws establishing minimum and maximum age for public school attendance. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, except as required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(ed)(2)(B)(iv), admission preferences

shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, all students will be required to submit the Pivot Charter School Riverside enrollment packet which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements,
6. Release of records¹

While no admission tests are required, tests may be administered after admission to determine the proper placement of students.

Public Random Drawing

All students who are interested in enrolling at Pivot Charter School Riverside are required to complete an application for admission.

No specialized admission tests are required; however, tests may be administered after admission to determine the proper placement of students. All students who wish to enroll in the school are admitted, unless the number of applications exceeds the number of seats available. An open

¹ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

enrollment period is held to determine the number of applications for admission.

If the number of applications exceeds the enrollment capacity by an enrollment deadline established by the Pivot Charter School Riverside Board, a public random drawing is held. Existing students of Pivot Charter School have an automatic right to continued enrollment in the school should they wish to do so and shall not be included in the public random drawing. Pivot Charter School Riverside grants admission preference in the public random drawing as follows:

- Siblings of students admitted to or attending Pivot Charter School Riverside
- Children of Pivot Charter School Riverside employees
- Residents of the District

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public

random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

XI. FINANCIAL AUDIT

Governing Law: The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. —Education Code Section 47605(bc)(5)(I).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(bc)(5)(I) and 47605(m). The books and records of Pivot Charter School will be kept in accordance with generally accepted accounting principles and, as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Board selects an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to the Pivot Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

XII. SUSPENSION AND EXPULSION POLICY AND PROCEDURES

Governing Law: *The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:*

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present their side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, **in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker.** The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or **the homeless child's educational rights holder, the foster child's or educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker, or if applicable, county social worker** initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*

*(iv) **A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.***

*—Education Code Section 47605**(bc)**(5)(J).*

Each student and his or her parent or guardian will be provided with a copy of the following

discipline policies, including suspension and expulsion procedures, and will be required to verify that they have reviewed and understand the policies prior to enrollment.

Suspension and Expulsion Policy and Procedures

The following Pupil Suspension and Expulsion Policy **and Procedures** have been established in order to promote learning and protect the safety and well-being of all students at Pivot Charter School.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes **the offenses for which students at noncharter schools' list-of-offenses may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses** and procedures to establish its list of offenses and procedures for suspensions, expulsions **and involuntary removal**. The language that follows **closely mirrors is largely consistent with** the language of Education Code Section 48900 *et seq.*

This policy shall serve as the charter school's policy and procedures for student suspension, expulsion **and involuntary removal**. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, **involuntary removal** and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. The policy may be amended from time to time without the need to **amend- seek a material revision of** the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed **annually** as part of the Student Handbook, which is sent to each student at the beginning of the school year. The Charter School administration shall ensure that students and their parents/guardians² are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent

² The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom charter school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law **requires** additional or different procedures. The Charter School will follow all applicable federal and state laws **including but not limited to the applicable provisions of the Education Code**, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian ~~or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder,~~ and shall inform the student's parent/ guardian of the basis for which the pupil is being involuntarily removed and their right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. **Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement pursuant to Education Code Section 51747(c)(4).**

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus; or
- during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses ~~-Suspension~~

1. **Discretionary Suspension Offenses:** A student may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. **Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.**
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a pupil's own prescription products.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug

paraphernalia, as defined in Health and Safety Code 11014.5.

~~k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.~~

~~l. Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.~~

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

r) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional,

immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades four to 12, inclusive.

t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades four to 12, inclusive.

u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades four to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his

or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the

Internet.

- w) Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- x) Possessed, sold, or otherwise furnished any knife **or other dangerous object of no reasonable use to the student** unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion **for any of the following acts** when it is determined the pupil:

- g) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- h) Brandishing the knife at another person.
- i) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- j) Committing or attempting to commit a sexual assault **or committing a sexual battery** as defined in **Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4 Education Code Section 48900(n).**

3. **Discretionary Expellable Offenses:** Students may be recommended for expulsion when it is determined the student:

- a) **Caused, attempted to cause, or threatened to cause physical injury to another person.**
- b) **Willfully used force or violence upon the person of another, except self-defense.**
- c) **Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.**

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- o) Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a

photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference: Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Executive Director. The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section

47605(b)(5)(J)(i).

This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. **The conference shall be held as soon as the parent is physically able to return to school for the conference.**

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians: At the time of suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian by telephone, email or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.
3. Suspension Time Limits/Recommendation for Expulsion: Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who

has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

~~D. Enumerated Offenses — Expulsion~~

~~1. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:~~

- ~~a) Caused, attempted to cause, or threatened to cause physical injury to another person.~~
- ~~b) Willfully used force of violence upon the person of another, except self-defense.~~
- ~~c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.~~
- ~~d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.~~
- ~~e) Committed or attempted to commit robbery or extortion.~~
- ~~f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.~~
- ~~g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.~~
- ~~h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a pupil's own~~

prescription products.

- ~~i) Committed an obscene act or engaged in habitual profanity or vulgarity.~~
- ~~j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.~~
- ~~k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.~~
- ~~l) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.~~
- ~~m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.~~
- ~~n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.~~
- ~~o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.~~
- ~~p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person~~

~~threatened or his or her immediate family.~~

- ~~q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades four to 12, inclusive.~~
- ~~r) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (c) of Section 233 of the Education Code. This section shall apply to pupils in any of grades four to 12, inclusive.~~
- ~~s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades four to 12, inclusive.~~
- ~~t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - ~~● "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - ~~i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.~~
 - ~~ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.~~
 - ~~iii. Causing a reasonable student to experience substantial interference with his or her academic performance.~~
 - ~~iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.~~~~~~

- ~~“Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:~~
 - ~~i. A message, text, sound, or image.~~
 - ~~ii. A post on a social network Internet Web site including, but not limited to:~~
 - ~~(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.~~
 - ~~(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.~~
 - ~~(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.~~
 - ~~iii. An act of cyber sexual bullying.~~
 - ~~(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv) , inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.~~
 - ~~(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.~~
- ~~3). Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.~~

~~u) Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not~~

~~expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).~~

~~v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.~~

~~**2. Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:~~

~~a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.~~

~~b) Brandishing a knife at another person.~~

~~e) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*~~

~~d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).~~

~~If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.~~

~~The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.~~

~~The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.~~

E. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Board following a hearing before it or by the Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense **and recommends the student for expulsion.**

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed

served upon the pupil. The notice shall include

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules that relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter school or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the **Board or the** Administrative Panel, the complaining witness shall be

allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The **Board or** Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the **Board or the Administrative Panel** presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the school must present evidence that the witness' presence is both desired by the witness and will be helpful to the school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the ~~presiding officer~~ **Board or the Administrative Panel** from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- ~~9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.~~
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a

determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

~~H. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students With Disabilities~~

~~1. Notification of SELPA~~

~~—The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.~~

~~2. Services During Suspension~~

~~—Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.~~

~~3. Procedural Safeguards/Manifestation Determination~~

~~Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the charter school, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:~~

- ~~a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or~~
- ~~b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.~~

~~If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.~~

~~If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:~~

- ~~i. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the charter school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;~~
- ~~j. If a behavioral intervention plan has been developed, review it and modify it, as necessary, to address the behavior; and~~
- ~~k. Return the child to the placement from which the child was removed, unless the parent and the charter school agree to a change of placement as part of the modification of the behavioral intervention plan.~~

~~If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.~~

~~4. Due Process Appeals~~

~~If the parent of a child with a disability disagrees with any decision regarding placement or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, they may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures:~~

~~When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational~~

~~setting, unless the parent and the Charter School agree otherwise.~~

~~5. Special Circumstances~~

~~Charter school personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.~~

~~The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:~~

- ~~i. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;~~
- ~~j. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or~~
- ~~k. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.~~

~~6. Interim Alternative Educational Setting~~

~~The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.~~

~~7. Procedures for Students Not Yet Eligible for Special Education Services~~

~~A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.~~

~~The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:~~

- ~~a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to charter school supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.~~

~~b. The parent has requested an evaluation of the child.~~

~~e. The child's teacher, or other charter school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other charter school supervisory personnel.~~

~~If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.~~

~~If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.~~

~~The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, if the parent has refused services, or if the student has been evaluated and determined to not be eligible.~~

I. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

J. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

~~If, due to a written request by the expelled pupil, the hearing is held at a public meeting and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or~~

~~her testimony heard in a session closed to the public.~~

~~The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.~~

~~If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.~~

I. Expulsion Decision

The determination of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final. If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

K. Written Notice to Expel

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- a. Notice of the specific offense committed by the student
- b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the district **of residence**. This notice shall include the following:

- d. The student's name
- e. The specific expellable offense committed by the student

L. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the **County** upon request.

M. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

N. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the county or their school district of residence. **The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.**

O. Rehabilitation Plans

Students who are expelled from the school shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the school for readmission.

P. Readmission or Admission of Previously Expelled Student

The decision to readmit a pupil **after the end of the student's expulsion term** or to admit a previously-expelled pupil from another school district or charter school **who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term**, shall be in the sole discretion of the Board following a meeting with the Executive Director and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the school's capacity at the time the student seeks readmission.

Q. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students With Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the charter school, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the charter school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review it and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the charter school agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

1. Due Process Appeals

If the parent/guardian of a child with a disability disagrees with any decision regarding placement or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, they may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

2. Special Circumstances

Charter school personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

- Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

3. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

4. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- k) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to charter school supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- l) The parent/guardian has requested an evaluation of the child.
- m) The child's teacher, or other charter school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other charter school supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, if the parent has refused services, or if the

student has been evaluated and determined to not be eligible.

XIII. EMPLOYEE RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or the federal social security. —Education Code Section 47605(b)(5)(K).

Retirement

Certificated employees who are deemed eligible under state law shall participate in the State Teachers' Retirement System ("STRS"), in which the employer and the employee each contribute the statutory amount. All other employees shall participate in the Federal Social Security Program. Other retirement programs have been made available to all employees, such as an elective employee contribution to a 403(b) plan. For employees not eligible for STRS, employer matching may also be available for contributions to the 403(b) plan. The Executive Director and the Chief Business Officer shall be responsible for ensuring accurate and timely reporting to the retirement systems and ensuring that arrangements for retirement coverage are made for all employees.

Work Basis

Employee hours per week will be based upon individual employee work agreements. The standard work week for all staff is forty hours per week.

Benefits

Mandatory benefits such as workers' compensation, unemployment insurance, Medicare and social security (for non-STRS employees) as well as health, dental, vision, and related benefits are provided by Pivot Charter School Riverside as part of the total compensation package for each employee, determined as part of the individual work agreement.

XIV. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. —Education Code Section 47605(b)(5)(L).

No student shall be required to attend Pivot Charter School. Students of the District are free to attend the existing District schools with available spaces rather than Pivot Charter School. Alternatively, students may wish to seek inter- or intra-district attendance alternatives in accordance with applicable District policy. Parents/guardians will be informed that no student shall be granted an automatic right to ~~enrollment~~-admission in any school or program of the District on the basis of that student's enrollment or application to Pivot Charter School Riverside.

XV. EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. —Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at Pivot Charter School. Employees of the District who choose to leave the employment of the District to work at the Pivot Charter School will have no automatic rights of return to the District after employment by Pivot Charter School unless specifically granted by the District through a leave of absence or other agreement. Pivot Charter School employees shall have any right upon leaving the District to work in Pivot Charter School that the District may specify, any rights of return to employment in a school district after employment in Pivot Charter School that the District may specify, and any other rights upon leaving employment to work in Pivot Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District will not be transferred to Pivot Charter School. Employment by Pivot Charter School provides no rights of employment at any other entity, including any rights in the case of closure of Pivot Charter School.

XVI. DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the ~~chartering authority entity granting the charter~~ to resolve disputes relating to provisions of the charter. —Education Code Section 47605(bc)(5)(N).

Internal Disputes

Pivot Charter School has established complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Pivot Charter School will not, at any time, refer complaints to the District. If the District receives any complaints or reports about Pivot Charter School, the District will promptly refer them to the Board or administrative staff of Pivot Charter School for resolution. District staff will instruct any Pivot Charter School stakeholders who attempt to lodge complaints with the District to stop their explanations of the situation and will inform them that all complaints must be directed to Pivot Charter School personnel. The District agrees not to intervene or become involved in any internal dispute unless the Board of Directors has requested the District to intervene in the dispute.

Disputes with the District

The staff and Board members of Pivot Charter School agree to attempt to resolve all disputes between the District and Pivot Charter School regarding this charter pursuant to the terms of this section. To the extent allowed by law, both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Pivot Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. Pivot Charter School is willing to consider changes to the process outline below as suggested by the District.

Pivot Charter School and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between Pivot Charter School and the District, Pivot Charter School staff, employees and Board members of Pivot Charter School and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Executive Director of Pivot Charter School. In the event that the District Board believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, Pivot Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Executive Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director of Pivot Charter School and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director. Mediation shall be held within sixty (60) business days of receipt of the dispute statement or as mutually agreed upon. The costs of the mediator shall be split equally between the District and Pivot Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and Pivot Charter School.

XVII. CLOSURE PROTOCOL

Governing Law: The procedures to be used if the charter school closes. The procedure shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.— Education Code Section 47605(b)(5)(O).

Closure of Pivot Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of Pivot Charter School, the District, the County Office of Education, Pivot Charter School's SELPA, the retirement systems in which Pivot Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of Pivot Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close Pivot Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, Pivot Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. Pivot Charter School will ask the District to store original records of Pivot Charter School students. All student records of Pivot Charter School shall be transferred to the District upon Pivot Charter School closure. If the District will not or cannot store the records, Pivot Charter School shall work with the County to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable

law.

As soon as reasonably practical, Pivot Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by Pivot Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to Pivot Charter School.

Pivot Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of Pivot Charter School, all assets of Pivot Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Pivot Charter School, remain the sole property of Pivot Charter School and, upon the dissolution of the non-profit public benefit corporation, Roads Education Organization, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Pivot Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Pivot Charter School shall remain solely responsible for all liabilities arising from the operation of Pivot Charter School.

As Pivot Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of Pivot Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the budget in **Appendix F**, Pivot Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

XVIII. MISCELLANEOUS CHARTER PROVISIONS

Budgets and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. —Education Code Section 47605(gh).

Attached, as **Appendix F, G, and H** please find the following documents:

- Budget narrative
- Budget, financial projections, start up costs, and cash flow for ~~the first~~ three years of operation
- Cash flow

Pivot Charter School Riverside provides reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33 as follows, and may provide additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of Pivot Charter School Riverside’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education, and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Pivot Charter School Riverside’s receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (“CBEDS”), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (“SARC”), and the LCAP.

Insurance

Pivot Charter School Riverside finances and maintains general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The District is named as an additional insured on all policies of Pivot Charter School Riverside.

Financial Management

Strong financial controls are at the heart of successful financial management. In addition to employing a Chief Business Officer who manages business and finance operations, Pivot Charter School Riverside contracts with a business services company (EdTec Inc.) that has extensive experience in managing school finances. Their philosophy on financial controls includes four major tenets:

- Controls work best if built-into the system, rather than applied to it after the fact;
- Control derives from procedure, rather than intentions;
- Separation of duties and responsibilities is critical to sound control; and
- All control systems should have a “double-check.”

With these core tenets in mind, Pivot Charter School Riverside has adopted the following policies and controls, which ensure multiple different individuals review and approve transactions before they are completed:

Payroll: All new hires must be approved by the Board, including their contracts and compensation. The Director of Human Resources is responsible for submitting information for each payroll period. The business services company then processes the payroll information and makes any necessary changes before submitting to the Chief Business Officer and/or Executive Director for final written approval.

Contracts: All major contracts, or other obligations of the corporation totaling at least \$20,000, must be in writing and approved in advance by the Board.

Borrowing: All borrowing must be approved in advance by the Board.

Accounts Payable: All requests for payment must be made in writing (e.g., through invoice or Employee Reimbursement Request) with appropriate documentation. The Executive Director or Chief Business Officer must, in writing, verify complete receipt of all goods and services. Invoices, reimbursements, check requests, and other accounts payable documents are submitted by the Accounts Payable Clerk, and processed by the business services company. Payment for goods and services requires approval as follows:

- Payments under \$20,000 require approval from the Executive Director, Chief Business Officer, Board Chairman, or Board Treasurer.
- Payments of \$20,000 to \$30,000 require two approvals: Executive Director or Chief Business Officer, and Board Chairman or Board Treasurer.
- Payments of \$30,000 or more require two approvals from the following list of authorized persons: Executive Director, Board Chairman, Board Treasurer.
- Checks over \$20,000.00 and checks made out to an authorized signer require two signatures (drawn from the Executive Director, Board Chairman, and Board Treasurer).

Budget & Financial Statements: The back office business services contractor assists the Executive Director, Chief Business Officer, and Board of Directors in creating and monitoring the annual budget. The business services contractor also prepares monthly financial statements that show, at a minimum Year-to-Date information on: actual performance, the budget, and the variance of budget versus actuals. In addition, the statements will include a “rolling” revised forecast of end-of-year Revenues, Expenses and Net Surplus (or Deficit), informed by the actual Year-to-Date performance and updated assumptions (such as enrollment projections or funding rates.) This Forecast is intended to identify early if the school is going off-track so that corrective action is possible while there is still time. The monthly financial report also contains a current monthly cash-flow forecast that clearly identifies any potential liquidity problems.

Assets: The school “tags” all assets worth over \$1,000 and accounts for them annually as part of the audit.

Oversight: The Executive Director and Chief Business Officer of Pivot Charter School Riverside, in partnership with the Board of Directors, oversee the work of the selected business service company, which handles aspects of various business functions, including accounts payable/receivable, general accounting, payroll, and insurance and benefits administration.

Attendance Accounting & Principal Apportionment Reporting: Pivot Charter School uses the student information system School Pathways to track attendance and other statistics accurately and efficiently. The back office service provider assists the school in setting up its attendance accounting systems, and the Executive Director and Chief Business Officer work closely with the service provider to ensure that all reporting is submitted accurately and in accordance with all applicable requirements and timelines.

Renewal or Amendment

The Board of Directors may request from the District governing Board a material revision or renewal of the charter at any time prior to expiration. The District’s governing Board agrees to hear and

render a decision regarding material revision or renewal pursuant to the initial charter petition review timelines and processes as specified in the Education Code Sections 47607 and 47605, and applicable regulations.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. —Education Code Section 47605(g).

Pivot Charter School Riverside manages administrative services through a partnership between school personnel and EdTec, a successful back office business services company that assists the Executive Director, Chief Business Officer, and Board of Directors with business and finance operations of the school. EdTec helps its client schools craft comprehensive, realistic budgets – including income statements, balance sheets, and cash flow statements - that stand the test of time and are based on solid revenue projections and expense assumptions.

Over the course of the year, EdTec works with school personnel to provide detailed monthly financial reports and analysis on the year-to-date budget and recommends budget revisions when appropriate to account for unforeseen changes in circumstances. School personnel and EdTec also closely monitor the school's cash flow situation, and arrange for short-term cash flow financing when needed to meet financial obligations.

EdTec also keeps the books of its partner charter schools so financial information is readily accessible, accurate, and actionable by the Executive Director, Chief Business Officer and Board of Directors. EdTec assists school personnel in handling and tracking the financial transactions of the school, ensuring that all funds are collected from the district, county, and state, and all bills are paid in a timely way. EdTec assists the school with filing all required financial reports to the State, County, and District. They also work closely with the school's auditor to ensure a fast, hassle-free audit process.

The District may charge for the actual costs of supervisory oversight of the Pivot Charter School Riverside Charter School pursuant to 47604.32 not to exceed one percent of the revenue of Pivot Charter School Riverside (as defined in Education Code Section 47613).

Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. —Education Code Section 47605(gh).

Pivot has flourished in two locations in Riverside County during the last few years. Pivot Charter

School Riverside will operate within the geographic boundaries of the District, at 4300 Green River Road, Suite 108, Corona, CA 92880. Due to increasing need for space, Pivot Riverside will transition its resource center to 700 N. Main Street, Corona, CA 92880. The new facility is also located within Corona-Norco District boundaries. The resource center has Pivot's "model furniture" that we install at every resource center, comprised of individual carrels that we allow the students to decorate and individualize. The facility has the capacity to seat 60 6th through 12th grade students and 20 elementary students during any given program time.

~~Currently, we offer program time five mornings a week for three hours (grades TK--12) and two afternoons a week for three hours for a completely different group of 6th through 12th grade students who need less structure or for whom the afternoon schedule works better. During "learning lab" program times, there are roughly thirty to forty students and no fewer than 3 teachers present at teacher work stations, supporting the students, doing small group instruction workshops and fun activities.~~ Currently, we offer onsite program time (grades K-12). During "learning lab" program times, there are roughly thirty to forty students and no fewer than 3 teachers present at teacher work stations, supporting the students, doing small group instruction workshops and fun activities. The facility includes several breakout rooms for small group instruction and a special education room as well as a small faculty room and conference room. The carrels and the low student to teacher ratio are conducive to the students completing their work efficiently. To accommodate continued growth and enhance Pivot's capacity to serve students, Pivot is pursuing a second facility location in either the same retail center on Main Street where we currently reside or the retail center directly across the street. This expansion will be formalized through a material revision, at which time the specific facility location and certificates of occupancy will be provided to the County.



The school Resource Center is designed to meet all applicable ADA requirements and E occupancy requirements of the City of Corona.

The school Resource Center complies with applicable health codes and inspection/safety requirements and are properly maintained.

The school has developed a school safety plan which is kept on file for review. The school has worked with an outside contractor to inspect all facilities for school safety best practices and codes. The report was reviewed in 2016 and minor adjustments were made. Staff are trained annually on the safety procedures outlined in the plan and conduct all required safety drills.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. —Education Code Section 47605(gh).

Pivot Charter School agrees to permit the District to inspect and receive copies of all records relating to the operation of the school, including financial, personnel, and pupil records. Pivot Charter School Riverside II shall promptly comply with all such reasonable written requests. The records of the

school are public records and shall comply with the California Public Records Act.

Pivot Charter School Riverside is operated by a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(ed), an authority that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. Pivot Charter School Riverside shall continue to work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of Pivot Charter School Riverside.

The corporate bylaws of Roads Education Organization shall provide for indemnification of the Board, officers, agents, and employees, and Pivot Charter School Riverside shall maintain general liability insurance, Board members and officer's insurance, and fidelity bonding to secure against financial risks. Insurance amounts are determined by recommendation of Pivot Charter School Riverside's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of Pivot Charter School Riverside.

The Board of Directors shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Notices

All notices required or permitted by this petition shall be in writing and shall be either hand delivered, sent by electronic mail, sent by facsimile, sent by US mail, postage prepaid, addresses as set forth on the signature page hereof. A notice shall be effective either when personally delivered, on the date set forth on the receipt of a facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

Term

~~The term of this charter shall be for five years beginning July 1, 2018 and expiring on June 30, 2023.~~