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Pivot Charter School Riverside
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Pivot Charter School Riverside
Street	4300 Green River Road, Suite 108
City, State, Zip	Corona, CA 92880
Phone Number	951.280.0229
Principal	Jayna Gaskell
E-mail Address	jgaskell@pivotcharter.org
Web Site	www.pivotriverside.com
Grades Served	K-12
CDS Code	33 67157 0125245

District Contact Information	
District Name	Nuview Union School District
Phone Number	(951)928-0066
Superintendent	David Pyle
E-mail Address	
Web Site	http://www.nuviewusd.org

School Description and Mission Statement (Most Recent Year)

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

Pivot Charter School offers a unique and customized tuition- free public education for students in grades K-12. Our program allows students to access their courses from the comfort of their own home or from our safe and welcoming facility five days a week.   The 6th through 12th grade students at Pivot Charter Schools come from a wide range of backgrounds. They come for advanced placement courses, flexibility in scheduling, one-on-one attention, small group learning, to make up credits and to graduate early as well as to take college courses. The diversity of our student body is one of the things that makes the Pivot experience unique. Our K-5 program offers hands on projects as well as tutoring and arts. The K-5 program utilizes the highly acclaimed, Compass Learning online curriculum with additional supplemental materials coupled with the support, guidance tutoring and site-based classes provided by a CA-credentialed teacher. In the Pivot elementary program, parents assume a key role in overseeing the education of their student. Using Pivot educational resources, and supported by CA-credentialed teachers, students in the elementary program will progress at a level that is commensurate with their abilities.

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

PIVOT CHARTER SCHOOLS IS FOUNDED IN THE FOLLOWING CORE BELIEFS:
• Successful schools are student centered, not adult centered.
• When focus on changing students' lives, one can't go wrong.
• A teacher's role is to have frequent, supportive yet motivating communication with students.
• Students' academic performance is greater when they have the influence of a positive adult in their lives.
• Schools must show how much they care about students.
• Educators should have warrior spirit, a servant's heart, and a fun loving attitude in serving students.
• Education needs to provide more options, not less.
• The goal is that students learn; how we get there should be as unique as every student.
• Technology is our friend and should play a crucial role in educating students.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 6	1
Grade 8	3
Grade 9	3
Grade 10	3
Grade 11	2
Grade 12	2
Total Enrollment	14

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	14.3
Hispanic or Latino	14.3
White	71.4
Socioeconomically Disadvantaged	28.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	**2014-15**	**2015-16**	**2015-16**
With Full Credential			4.75	
Without Full Credential			0	
Teaching Outside Subject Area of Competence (with full credential)			0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments *			0
Vacant Teacher Positions			0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	35.9	64.1
All Schools in District	89.5	10.5
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	35.9	64.1

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 6/2014

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Pivot Charter School Riverside is an independent study charter school not required to complete the FIT. Upon doing our own facilities inspection we have the following information: The Riverside facility has new paint, carpet, drinking fountains, bathroom fixtures, as well as new furniture installed December of 2015. Pivot enlists the services of a professional cleaning crew twice a week for janitorial service. Pivot Charter school Riverside resource center is new and needs no repairs. Fire and Safety standards are met with the California Fire Code Adopted 2013.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: N/A				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: N/A				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	31	37	44
Mathematics	8	25	33

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

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	4	4	100.0	--	--	--	--
	7	2	2	100.0	--	--	--	--
	8	4	3	75.0	--	--	--	--
	11	4	4	100.0	--	--	--	--
Male	6		3	75.0	--	--	--	--
	7		1	50.0	--	--	--	--
	8		2	50.0	--	--	--	--
	11		2	50.0	--	--	--	--
Female	6		1	25.0	--	--	--	--
	7		1	50.0	--	--	--	--
	8		1	25.0	--	--	--	--
	11		2	50.0	--	--	--	--
Black or African American	6		1	25.0	--	--	--	--
	7		1	50.0	--	--	--	--
	8		1	25.0	--	--	--	--
Hispanic or Latino	6		2	50.0	--	--	--	--
	8		1	25.0	--	--	--	--
	11		2	50.0	--	--	--	--
White	6		1	25.0	--	--	--	--
	7		1	50.0	--	--	--	--
	8		1	25.0	--	--	--	--
	11		2	50.0	--	--	--	--

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	6		3	75.0	--	--	--	--
	7		1	50.0	--	--	--	--
	8		2	50.0	--	--	--	--
	11		1	25.0	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	4	4	100.0	--	--	--	--
	7	2	2	100.0	--	--	--	--
	8	4	3	75.0	--	--	--	--
	11	4	4	100.0	--	--	--	--
Male	6		3	75.0	--	--	--	--
	7		1	50.0	--	--	--	--
	8		2	50.0	--	--	--	--
	11		2	50.0	--	--	--	--
Female	6		1	25.0	--	--	--	--
	7		1	50.0	--	--	--	--
	8		1	25.0	--	--	--	--
	11		2	50.0	--	--	--	--
Black or African American	6		1	25.0	--	--	--	--
	7		1	50.0	--	--	--	--
	8		1	25.0	--	--	--	--
Hispanic or Latino	6		2	50.0	--	--	--	--
	8		1	25.0	--	--	--	--
	11		2	50.0	--	--	--	--
White	6		1	25.0	--	--	--	--
	7		1	50.0	--	--	--	--
	8		1	25.0	--	--	--	--
	11		2	50.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	6		3	75.0	--	--	--	--
	7		1	50.0	--	--	--	--
	8		2	50.0	--	--	--	--
	11		1	25.0	--	--	--	--
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--		--	51		56	59		56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56
All Students at the School	--
Male	--
Female	--
Black or African American	--
Hispanic or Latino	--
White	--
Students with Disabilities	--
Foster Youth	--

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

Career Technical Education Programs (School Year 2014-15)

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

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	5
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	78.57
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	100

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts				81	82	70	57	56	58
Mathematics				79	81	59	60	62	59

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	30	34	35	41	50	8
All Students at the School	0	0		0		

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

There are at least 2 open houses each year. A small parent teacher association has been created.   8-12 community events are held annually in which parents can participate. Teachers communicate with parents weekly. Parents are encouraged to attend many of the field trips and assist with community events such as barbecues and hikes. Parent satisfaction surveys are distributed each year, the results of which are reviewed and shared with the staff and Board.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	66.70	75.00	66.70	0.00	0.00	0.00	13.10	11.40	11.50
Graduation Rate	.00	.00	33.33	100.00	100.00	100.00	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students		101.06	84.6
Black or African American		100	76
American Indian or Alaska Native			78.07
Asian		100	92.62
Filipino			96.49
Hispanic or Latino		98.28	81.28
Native Hawaiian/Pacific Islander		100	83.58
White		103.57	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged		100	61.28
English Learners			50.76
Students with Disabilities		101.69	81.36
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Suspensions	0.00	0.00	0.00	3.20	2.29	3.30	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.19	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

N/A

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	2	5			2	4			2	8		
Mathematics	1	5			3	2			1	10		
Science	1	6			1	5			2	6		
Social Science	1	5			1	4			2	8		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

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

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$13,247	$385.00	$12,862.00	$47,319.00
District	N/A	N/A		$69,395
Percent Difference: School Site and District	N/A	N/A		-31.8
State	N/A	N/A	$5,348	$69,086
Percent Difference: School Site and State	N/A	N/A	140.5	-31.5

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

Types of Services Funded (Fiscal Year 2014-15)

Pivot Riverside funds are spent to benefit low income, foster youth and English learner pupils among the rest of the population. Since Pivot Riverside unduplicated percentage is well above 55% (currently %2.00) we believe these are important areas of interest.

Many of these funds will be used to support teachers and help provide them with the tools they need to be successful. This includes: professional development, resources for common core, and funding to work towards providing a competitive salary to recruit and retain quality teachers.

Funds are also be spent to improve the culture at the school and to promote parent engagement. Some of the examples of this include: parent camp, new improved website, newsletters, and other actions to improve relationships with families and the community.

In addition, funds will be used to add additional curriculum and learning opportunities for students that go above and beyond the base curriculum. These include: Differentiated learning, Read Live, borrow a book program, an arts and science program, an improved computer lab and a summer school program.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,468	$42,723
Mid-Range Teacher Salary	$69,798	$65,936
Highest Teacher Salary	$93,601	$84,545
Average Principal Salary (Elementary)	$97,085	$106,864
Average Principal Salary (Middle)	$115,115	$110,494
Average Principal Salary (High)	$120,871	$103,499
Superintendent Salary	$163,013	$159,133
Percent of Budget for Teacher Salaries	40%	40%
Percent of Budget for Administrative Salaries	9%	6%

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

Advanced Placement (AP) Courses (School Year 2014-15)

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

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

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