Pivot Charter School Riverside
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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

School Contact Information (School Year 2019-20)

Entity	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
Email Address	jgaskell@pivotcharter.org
Website	www.pivotriverside.com
County-District-School (CDS) Code	33 10330 0137836

Entity	Contact Information
District Name	Riverside County Office of Education
Phone Number	(951) 826-6530
Superintendent	Dr. Judy White
Email Address	jdwhite@rcoe.us
Website	www.rcoe.us

School Description and Mission Statement (School Year 2019-20)

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

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

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

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

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	1
Grade 1	2
Grade 3	5
Grade 4	5
Grade 5	6
Grade 6	6
Grade 7	7
Grade 8	8
Grade 9	18
Grade 10	25
Grade 11	20
Grade 12	22
Total Enrollment	125

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	2.4
Asian	2.4
Hispanic or Latino	50.4
White	39.2
Two or More Races	4
Socioeconomically Disadvantaged	52.8
English Learners	1.6
Students with Disabilities	18.4
Foster Youth	0.8
Homeless	3.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	N/A	7	7	
Without Full Credential	N/A	0	0	
Teaching Outside Subject Area of Competence (with full credential)	N/A	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017	Yes	0%
Mathematics	2014	Yes	0%
Science	2014	Yes	0%
History-Social Science	2014	Yes	0%
Foreign Language	2014	Yes	0%
Health	2014	Yes	0%
Visual and Performing Arts	2014	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	No	

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 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 needs no repairs. Fire and Safety standards are met with the California Fire Code Adopted 2013.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

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

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

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	N/A	49	43	43	50	50
Mathematics (grades 3-8 and 11)	N/A	15	29	30	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	59	96.72	3.28	49.15
Male	31	30	96.77	3.23	46.67
Female	30	29	96.67	3.33	51.72
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	30	29	96.67	3.33	48.28
Native Hawaiian or Pacific Islander					
White	24	23	95.83	4.17	52.17
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged					
English Learners	34	32	94.12	5.88	43.75
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	59	96.72	3.28	15.25
Male	31	30	96.77	3.23	16.67
Female	30	29	96.67	3.33	13.79
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	30	29	96.67	3.33	10.34
Native Hawaiian or Pacific Islander					
White	24	23	95.83	4.17	17.39
Two or More Races					
Socioeconomically Disadvantaged	34	32	94.12	5.88	
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

Pivot Charter School does not have CTE programs, but we continue to increase the number of CTE courses offered to our students (see below). 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 but the list of CTE courses is significant.

Accounting A	Hospitality & Tourism A
Accounting B	Hospitality & Tourism B
Agriculture, Food & Natural Resources A	Human Resources Principles A
Agriculture, Food & Natural Resources B	Human Resources Principles B
Applied Medical Terminology A	Human Services A
Applied Medical Terminology B	Human Services B
Architecture & Construction A	International Business
Architecture & Construction B	Introduction to Criminology
Business Information Management A	Introduction to Fashion Design
Business Information Management B	Introduction to Finance
Career Explorations	Introduction to Military Careers
Child Development	Law, Public Safety, Corrections & Security A
Culinary Arts A	Law, Public Safety, Corrections & Security B
Culinary Arts B	Legal Environment of Business A
Drafting & Design A	Legal Environment of Business B
Drafting & Design B	Manufacturing A
Education & Training A	Manufacturing B
Education & Training B	Marketing, Advertising & Sales
Entrepreneurship A	Nutrition & Wellness
Entrepreneurship B	Principles of Business, Marketing & Finance A
Essential Career Skills	Principles of Business, Marketing & Finance B
Government & Public Administration A	Principles of Health Science A
Government & Public Administration B	Principles of Health Science B
Health Science 1 A	Professional Communications
Health Science 1 B	Sports & Entertainment Marketing
Health Science 2 A	Transportation, Distribution & Logistics A
Health Science 2 B	Transportation, Distribution & Logistics B

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	91.4
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	--	--	--
7	--	--	--
9	18.2	45.5	27.3

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Pivot Charter School hosts at least 2 open houses each year. There are 8-12 community events which are held annually in which parents can participate. Teachers communicate with parents weekly. Parents are encouraged to attend many of the field trips and assist with community events such as barbecues and hikes. Parent satisfaction, as well as surveys that allow parents to provide input are distributed each year, the results of which are reviewed and shared with the staff and Board as well as influence our LCAP. Parents may participate in Governing Board meetings throughout the year. They may participate face to face if the meeting is held in their jurisdiction or via video conferencing no matter where the governing Board meeting occurs. Video conferencing is available at the resource centers during Board meetings and assisted by staff or parents can participate live from the comfort of their own homes by downloading the free video conference software.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

School Safety Plan (School Year 2019-20)

Pivot Charter School's current school safety plan includes emergency procedures for fire, earthquake and lock down. Additional information is also included regarding student mental health crisis situations. The safety plan details emergency exit plans, emergency gathering locations, building floor plans, emergency contact lists and emergency resource lists. Details of all available emergency equipment including First Aid Kits, Lock down Kit, and Field Trip First Aid Kit. Staff first aid training documentation and emergency drill logs are kept by site safety monitor. Staff is trained and certified bi-annually in CPR and First Aid Training.

The school safety plan is updated and reviewed with staff annually at the beginning of each school year in September. The last review occurred on 9/1/19. Our safety plan was updated this year with input from Hytropy Reverse Disaster. Additionally, Pivot has implemented a universal communication system that can be used as emergency communication with families called Parentsquare.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study
1	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study
2	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study
3	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study
4	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study
5	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study
6	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study
Other**	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study
Mathematics	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study
Science	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study
Social Science	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study	INDPT Study

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	156.3

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.1
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	3	N/A
All courses	4	

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

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		5	5

Pivot Charter School teachers receive five preparation and staff development days before the school year starts. This includes, training in the use of the online curriculum and assessment systems by the curriculum training staff, special education, and differentiated instruction, along with supporting EL learners. Teachers are trained in serving students in a learning lab environment where students work primarily on computers. Weekly staff meetings are held as well as monthly supportive staff training for new teachers and existing staff that need extra onsite training. Monthly trainings include topics such as, supporting students in virtual learning, using assessment data to inform instruction and developing educational programs, student goal setting, service learning, teaching writing strategies and comprehension, SBAC test taking strategies, student-led conferences, ELD and end of year close-out. Other opportunities include various workshops and attendance at conferences such as the annual International Council for Online Learning (iNACOL), Charter School Development Center Conference (CSDC), and California Charter Schools Association Conference (CCSA). Teachers are encouraged to find and attend professional development opportunities, recent examples include College Board Forum and reMake Education Makers Conference.