



## MISSION STATEMENT

Spirings Charter Schools is a network of parent-choice schools where the community is the classroom. Our mission is to foster the innate curiosity of our students, empower their parents, and promote optimum learning by collaboratively developing a personalized learning program for each student.



## PHILOSOPHY

**Spirings Charter Schools (SCS) strives to uphold parents' rights and choices in education. Parents can monitor materials that affect their children's attitudes, values, and beliefs through the choice of curriculum, teachers, and program options.**

The educators and participants of SCS believe that the best learning occurs when:

- Parents are directly involved in the teaching/learning process
- Teaching styles are tailored to each student's needs
- One-to-one teaching is the primary arrangement
- Real life "context-based" learning is emphasized
- There is enrichment through field trips, apprenticeships, cooperative classes, and appropriate uses of technology
- Schooling is viewed as only one aspect of an education
- The entire community serves as the school campus

## CREDENTIALLED SUPPORT

**Your student's Teacher of Record (TOR) is your most valuable support to a student's homeschooling parent. Our talented TORs are available to help you research and implement a curriculum of choice to provide your child with the best-personalized education possible. Be sure to make use of your student's TOR's talents. Our TORs allot at least one hour per child for each Learning Plan meeting.**

**Here is a list of just some of the things with which your TOR is eager to help you:**

- Setting goals and developing an annual and each month's short-term, individualized education plan
- Identify your child's learning styles and the appropriate teaching methods.
- Assisting with curriculum choices and researching to support your child's educational needs, including support with developing lesson plans and implementing your chosen curriculum.
- Collaborating to plan educational activities, field trips and lessons for each month's study

- Analyzing strengths and weaknesses in your child's academics through a variety of assessment methods
- Brainstorming solutions to academic struggles that your child might be experiencing

### **OUR COMMITMENT TO YOU**

- Our mission is to support you, the parent, as you make choices regarding your student's education. We provide you with a credentialed TOR who is your primary connection to the school, and your first source of information. As defined by our charter, a TOR must meet face-to-face with the parent and student at least once every 20 school attendance days.
- Your student's TOR should answer any questions that you may have about your child's education and the school. If they are unable to answer your question, the answer will be researched and your question will be answered in a timely manner.
- Your student's TOR will assist you in developing your student's educational goals, evaluating their progress, and providing feedback, support and assistance each month at the Learning Plan (LP) meeting. The TOR will also assist with developing the LP for the subsequent month. Please let your student's TOR know if you need more support from them. If that does not resolve the issue, please contact the supervising Homeschool Director listed on your TOR's Homeroom page in Canvas
- Your student's TOR will inform your family monthly regarding news and upcoming events with Springs Charter Schools.
- Some of your student's educational options are available to your student through local vendors, small group instruction, educational activities, field trips, learning center participation, and distance learning opportunities. Your student's TOR will explain these options, including our innovative HELLO offering.
- TK - 12 students will receive a computer/laptop/Chromebook.
- Your student's TOR will evaluate your student's needs and help select the best curriculum according to your student's learning styles and your educational philosophy. Though we encourage Springs Marketplace for the majority of your student's curriculum needs, we also support purchases through hundreds of vendors such as Amazon. Your student's TOR will place all such orders through our online purchasing order system. Springs Marketplace is available to you to purchase items such as Learning Center, classes, and some curriculum. You can also track your student's funding balance in Springs Marketplace. Please note, sales tax and shipping charges when applicable are deducted from the student's Instructional Funds (IF).



### **CRITERIA FOR ENROLLMENT IN THE Springs Charter Schools HOMESCHOOL PROGRAM**

At Springs Charter Schools, we firmly believe that the home is where a young person's life-long love for learning is established, and positive values and beliefs are formed. Our approach is rooted in the personalized learning philosophy. We recognize that students learn differently from one another and require options in curriculum and teaching methods to achieve their full potential. We trust in the parents' (often with their children's help) ability to make these decisions. We are committed to supporting parents and students in developing and delivering a personalized home-based education program, because we value your role in your child's education.

Our program's philosophy is built on three aspects: direct parent involvement, abundant learning opportunities, and an individualized curriculum approach to learning. Whether in a classroom or at home, participating in community activities, or exploring learning through field trips, SCS offers a wide range of learning options designed to help students achieve their highest potential.

The SCS Homeschool program is most successful if you, as the parent and primary educator, have at least four hours available each day to spend with your child providing direct instruction. As the person who knows your child best, you choose the manner of delivery for the content that your child will learn. You have the freedom and flexibility to dive deeper into areas of interest and take advantage of “teachable moments.” You teach your child one-on-one throughout the week, with the opportunity to incorporate an interest-led approach to learning, which keeps your child motivated and loving the learning process.



## WASC ACCREDITATION

The Western Association of Schools and Colleges (WASC) is the accrediting body for the western states, including California. Their job is to visit schools and determine whether or not the school is doing an adequate job educating ALL high school students, as well as whether the school meets its definition of who it claims to be. The WASC process includes a self-study to identify who we are, what we are doing, and how we are doing it.

According to the Accrediting Commission for Schools, “The original purpose of accreditation in the United States was designed to encourage the standardization of secondary school programs, primarily to ensure for the benefit of colleges and universities that graduating students had mastered a particular body of knowledge. However, today, the process developed by the Accrediting Commission for Schools, Western Association of Schools and Colleges (WASC), involves a dual purpose that continues the expectation that schools must be worthy of the trust placed in them to provide high-quality learning opportunities but with the added requirement that they demonstrate that they are about the critical business of continual self-improvement.”

Springs Charter Schools has been WASC accredited since 2009. Accreditation means that SCS can offer rigorous A-G courses for students interested in attending a UC, CSU, or other university requiring college prep courses. It also means that students who move from our school to another high school setting will not have problems transferring the units earned at SCS. Moreover, WASC accreditation validates the excellent work of our parents and staff; SCS is where students learn and grow in an environment of their choosing, supported by a personalized curriculum tailored to their specific needs and learning styles. Our interest is in giving the students at our school the best education possible, and enabling them to pursue whatever paths they choose in the future.

## GRADUATING FROM SPRINGS CHARTER SCHOOLS

All high school students are expected to take a series of courses that lead to a high school diploma. The TOR will ensure students are scheduled in classes designed to meet SCS graduation requirements. The method for meeting SCS Standards and Graduation Requirements is determined through collaboration between the ES, parent, and student. Course selection, student learning style, academic ability, and personal preferences should be considered during the initial discussions in the educational planning process.



**Graduation Requirements for Graduating Class of 2023 and beyond**  
**Total Units: 200**

**Language Arts**

*40 units*

**History/Politics**

*30 units including:*

- 10 units World History
- 10 units US History
- 5 units Economics
- 5 units American Government

**Mathematics**

*30 units including 1 year of Alg1 and 1 year of Geometry*

- 10 units Alg 1
- 10 units Geometry
- 10 units of additional Mathematics

**Science**

*20 units including*

- 10 units of Physical Science w/lab
- 10 units of Life Science w/lab

**Life Skills**

*20 units including:*

- 20 units Physical Education

**Special Interests**

*60 units including*

- 10 units Foreign Language or Visual & Performing Arts
- 50 units CTE &/or Post Secondary

**PARTICIPATION IN GRADUATION CEREMONIES**

A graduating senior may participate in the SCS Graduation Ceremonies if:

- The student has completed all graduation course requirements
- The student is within 10 units of completion of graduation course requirements and is enrolled in summer school.

**All students participating in the Springs Charter Schools graduation ceremony must be in “good standing” with regard to citizenship and behavior.**

Participation in graduation ceremonies is a privilege. Students may be notified in writing as part of a disciplinary process that, although they will receive the diploma for completing all graduation courses, participating in the ceremonies has been withdrawn based on non-academic issues, including citizenship and behavior. In these cases, the parent may appeal the decision to the Senior Director of Individualized Learning Programs or Assistant Superintendent of Education.

**HIGH SCHOOL GUIDANCE SERVICES**

A high school guidance counselor is assigned and available to all SCS families. The guidance counselor’s role is to support academic planning and achieving college entrance requirements and post-graduation goals. Each year, your assigned counselor will arrange a meeting with the guidance counselor for all high school students and their parents. Remember to work with your TOR to schedule these essential meetings. The student’s four-year graduation plan can be accessed through Oasis any time. You may contact the Guidance Counselor via email or by calling 951-252-8833.

# **Opportunities for Homeschool Students at Springs Charter Schools**

## **TK-8 Learning Center Classes**

Springs Charter Schools offers a variety of fun, enriching classes that allow students to get to know each other and share academic experiences. Learning Center classes for Homeschool students are paid for from the student's Instructional Funds account and ordered through Springs Marketplace. Learning Center enrichment classes are available for students, grades TK-8. Students enrolling at a Learning Center should work with their TOR and the Learning Center staff to determine their options. Learning Centers locations include Cherry Valley, Chula Vista, Corona, Hemet, Indio, Otay Ranch, Perris (Del Rio), Rancho Cucamonga, Riverside, Santa Ana, Temecula, and Vista.

## **High School Classes**

SCS Homeschool High School students may participate in courses through Learning Centers in Cherry Valley, Hemet, Riverside, Santa Ana, and Temecula. High School classes for homeschool students are paid for with Instructional Funds (IF). Students wishing to enroll in a high school course can find the schedules on the SCS website and in Springs Marketplace; enrollment is completed through Springs Marketplace. Students may ask their TOR for assistance.

## **SPREE CELEBRATIONS**

Look for opportunities when our staff will host the fun and enlightening **Student Parent Regional Educational Events** in multiple locations. The SCS students will enjoy supervised, hands-on activities. At the same time, the parents attend various workshops on topics such as integrating art into the curriculum, teaching math at home, and much more. Check the website for details on each SPREE Celebration.

## **FIELD TRIPS**

Springs is offering many field trips for the 2024-2025 school year. Check Springs Marketplace for specific trips and dates, or ask your student's TOR. Students enrolled in the Homeschool Program are offered four free field trips. Parents and siblings may be required to pay a nominal fee to participate. Many unit studies have been created to support field trip experience. Please see the field trip page of our website for more information.

# SCS Homeschool Distance Learning Opportunities



The Homeschool students at Springs Charter Schools are invited to further personalize their learning by enrolling in H.E.L.L.O. (Home-Based Education Live Lessons Online) classes. Our H.E.L.L.O. classes cover a wide range of subjects and skills, from core academic areas to life skills and personal interests. Whether your child needs extra support in key skills or wants to explore a new hobby, our live and online instruction is here to help them thrive.

Sign up for a single class to inspire your child's curiosity or fill a learning gap, a tutoring session to get extra support when struggling, a short-term class to introduce a new topic/review a prior skill, or maybe a six-week academic support class to supplement your math instruction at home.

It is such a fantastic value. Students can book an UNLIMITED number of classes (on a first-come, first-served basis) for only \$150 for the school year, or \$60 for fall or spring individually. H.E.L.L.O. subscription plans can be purchased through Springs Marketplace using Instructional Funds or a Springs Marketplace coupon. Visit the H.E.L.L.O. site to see what we have to offer and to learn more! [www.hello-springscs.org](http://www.hello-springscs.org)

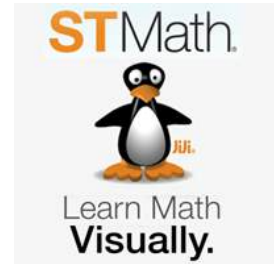
Visit the HELLO Springs Marketplace to purchase your subscription plan today.



Each Homeschool staff member has a Homeroom Canvas page to support their families. From this page, you will find links to live virtual daily and weekly opportunities for instruction and engagement for students in grades TK-8. You will find links to many online resources below and other supports and resources for your student. Make this homeroom your connection to the broader community of our programs and all that is provided for our Homeschool families!

## ST MATH

**Description:** ST Math is a supplemental learning system for students in grades K-8. The program introduces math problems with the language, numbers and symbols removed in order to give students the opportunity to develop their number sense, and build their critical thinking skills. Eventually the symbols are reintroduced and students are able to solve word problems typical for their grade level. This program is designed with brain research in mind, teaching math in the way the brain builds understanding.



[BrainPOP](#) and



[BrainPOP Jr.](#)

**Description:** BrainPOP and BrainPOP Jr. are animated educational websites for kids, featuring interactive lessons, online games and educational videos in the areas of Science, Social Studies, English, Math, Arts & Music, Health, and Technology. BrainPOP Jr. gently encourages young learners to ask questions and form their own ideas. With your student's TOR account in BrainPOP Educators, they can work with you to design a course of study including assigned areas of focus, followed by quizzes to demonstrate understanding and mastery.

## Discovery Education



**Description:** Discovery Education is a digital video-based learning resource from Discovery Education. Educators gain on-demand access to 50,000 content-specific segments from 5,000 full-length educational videos, and use Discovery Education to integrate vibrant digital content into the curricula. The site offers the largest and most current K-12 digital video/video segment library available today.

- Shown to increase student achievement
- Practical and easy-to-use learning resources for students and educators
- Access to the highest quality producers--including Discovery School, United Learning, Scholastic, Standards Deviants, and Weston Woods.

## Enchanted Learning

**Description:** Enchanted Learning, LLC, produces children's educational websites and games which are designed to capture the imagination while maximizing creativity, learning, and enjoyment. Enchanted Learning provides a wide range of printables and educational resources for elementary age children. "We believe that children learn the most (and retain it the longest) when they are actively involved in educational pursuits that are clear, logical,





stimulating, and fun. Ease of use is a hallmark of our material. Children need the clearest, simplest computer interface, and our material is created so that the navigation and controls are intuitive. Our mission is to produce educational materials that emphasize creativity and the pure enjoyment of learning. The underlying message is that curiosity and exploration lead to delightful learning experiences.” **For more information visit:** [www.enchantedlearning.com](http://www.enchantedlearning.com)

## I-READY



**Description:** I-Ready is a supplemental learning system for students in grades K-12. I-Ready is an engaging online assessment and instruction program for both Math and Reading. The diagnostic gives each student an individualized test, based on how they answer every question. If they answer correctly, i-Ready will give a harder question and if they miss a question, i-Ready will give an easier question, until it determines your skill level. Then i-Ready gives the parent specific instructions and lessons on the skills where the student needs the most work.

## IXL (Math and Language Arts)

**Description:** Math and language arts are about so much more than just numbers and letters—so, IXL is too! They approach each topic from all angles, offering visual representations, listening exercises, interactive activities, and more. With an abundance of questions for every learning style, students can't help but build lasting skills and confidence.



When you're truly “in the zone,” you can pick up new skills in no time. With that in mind, IXL is designed as the ultimate focused learning environment. Free from any gimmicks or distractions, IXL is a place where every minute is spent truly learning.

## LEXIA



**Description:** Lexia provides explicit, systematic personalized learning in 6 areas of reading instruction. It is an online reading program that delivers instruction and gives teachers data analysis on the plan of action to accelerate learning in reading. This is designed for pre and early readers. This program will deliver mastery based, personalized learning through reading fluency.



## ALEKS Math

**Description:** ALEKS dramatically increases student performance on Math test scores. ALEKS is a web-based, artificially intelligent assessment and learning system. ALEKS is available for a variety of math courses for 3<sup>rd</sup> -12<sup>th</sup> grade students. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course, then instructs the student on the topics they are most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and avoid multiple choice questions. ALEKS also allows for customization to align courses with a variety of textbooks or for individualized pacing. For more information visit: [www.aleks.com](http://www.aleks.com)



## MEET THE MASTERS

**Description:** Art History, Techniques, and Activities based on the Masters combine to make this homeschool art curriculum the most effective way to bring out the hidden artist in your child. Step-by-step art lessons turn YOU into the art teacher, guiding your art student through their "masterpiece"...Each book contains 7 artist units, each taught via 3 learning steps.



## Reading A-Z

**Description:** Reading A-Z provides is a great resource for reading materials for Transitional Kindergarten through 65<sup>th</sup> grade. If you are interested in this program, tell your ES/HCT, and they will request an account from our Instructional Support department, and list the login information for you. Reading A-Z offers thousands of printable teacher materials to teach guided reading, phonemic awareness, reading comprehension, reading fluency, alphabet, and vocabulary. The teaching resources include professionally developed downloadable leveled books, lesson plans, worksheets, and reading assessments. Please ask your student's TOR for more information.



This suite of products is available for purchase through Springs Marketplace. Quickly access thousands of pre-made lessons. The subscription provides the following resources

## Raz-Plus

Description: Raz-Plus builds reading fluency and comprehension as it motivates K-5 students to read more. End of passage questions assess comprehension. Teacher and parent friendly reports allow for frequent progress monitoring.

## Headsprout

Description: Improve reading skills through engaging online teaching instruction for grades 3-5.

## Vocabulary A-Z

Description: Differentiate your vocabulary instruction and practice with customizable word lists, printable and digital lessons, and online game-based activities that K-5 students love.

## Writing A-Z

Description: Writing A-Z offers a complete collection of resources to improve every K-6 student's writing skills.

## Science A-Z

Description: A library of multilevel informational texts, hands-on experiments and engaging learning opportunities, differentiated for students in grades K-2, 3-4, and 5-6.

## ROSETTA STONE



**Description:** Rosetta Stone is an online Language Learning Program which offers 30 Languages: Spanish, English, Chinese, Japanese, Italian, and more. Rosetta Stone gives you the freedom to acquire a new language at your own pace. Rosetta Stone's highly regarded Dynamic Immersion™ Method reinforces your natural ability to connect to a new language. You learn actively and quickly, associating new words with familiar objects and ideas. There is no tedious memorization or translations—just steadily growing mastery. You learn comfortably without feeling pressured or overwhelmed. Rosetta Stone Personal Edition contains everything you need to start learning a language.” For more information visit: [www.rosettastone.com](http://www.rosettastone.com).

## READING PLUS

**Description:** This program is designed to start where Lexia leaves off. Students need to be reading at a 3rd grade level, fluent to start. This is a diagnostic reading intervention program based on foundational reading skills and the new standards. It allows student voice and choice as they work through a personalized, mastery based learning platform- online. The program tracks student interest, builds stamina, fluency, comprehension and has an optional writing component.



## SYMPHONY MATH

**Description:** Symphony Math helps build students' number sense and fill in any gaps within their learning. It is a great tool for teachers to differentiate with, especially with students who are below grade level.

### **SCHOOL WIDE BEHAVIORAL EXPECTATIONS**

Springs Charter Schools believes that all children have a right to learn in a safe, encouraging environment supported by mutual trust and respect. Education is a shared responsibility of the student, the family, the school, and the community. Our common goal is to prepare students to become responsible citizens who respect themselves, others, and the environment.

SCS is proud to support a unique and productive learning environment, whether in the student's home, on a field trip, or in a learning center. To accomplish this, all students attending a site-based learning center, competition, online class, field trip, expo, or other school-sponsored event are expected to be respectful of each other, the staff, other participants, and the learning environment. Any conduct that interferes with the educational process or causes a disturbance that interferes with the participation of others will result in disciplinary action.

Each SCS learning center and academy program publishes Behavior Guidelines that must be signed by the student and parent before enrollment at the site. The site administrator handles minor infractions with the student and parent, while significant infractions will be referred to SCS Senior Administrators.

Each incident is handled individually and every effort is made to align any consequence to the severity of the incident. If such action must be taken, parents will be informed immediately.

At Springs Charter School parents are expected to exemplify conduct that fosters civility, kindness, and respect with all essential partners. Parents are expected to be on time and available for meetings during school hours, fulfill their commitment outlined in the expectations documents in the TOR homeroom, student agreement and communicate in a timely and respectful manner. These expectations apply to all school related business and learning plan meetings, events including field trips, events, IEPs, 504s, guidance appointments, etc.

If a parent fails to exemplify professional behavior, one or more of the following interventions may apply:

- Meeting with your student's TOR and Homeschool Director to clarify conduct expectations
- All meetings held in public location
- Learning Plan Meetings only held in administration offices in Temecula
- Meetings held with TOR and Homeschool Director
- Meetings held with TOR and Senior Homeschool Director
- Transfer of TOR
- Transfer of school program
- Other appropriate consequences as necessary

# TEACHING MATH THE SPRINGS WAY

At Springs Charter School, we value high-quality math instruction personalized for each student. There are many ways to deliver comprehensive, well-paced, high-quality math instruction. At Springs Charter Schools, families have a wide variety of curricula and resources from which to choose for their math program. **ALL students in Springs' Individualized Learning Programs are on the Math Path.** There are four Math Path options based on student needs and qualifying factors. Based on a variety of assessment data, ESes collaborate with parents and students to select the best math pathway to ensure that all students are successful!

## 4

### Personalized Math Pathways

Parent  
Choice  
Pathway

ALL STUDENTS WHO ARE AT OR ABOVE GRADE LEVEL

ES & Parent design personalized comprehensive math instruction to continue the student's mathematical success.



#### QUALIFICATIONS

Student scores at grade-level on CAASPP testing and/or Proctored i-Ready Diagnostic



#### CURRICULUM OPTIONS

SCS Healthy Choice Math -OR- I Can! Math LC Class -OR- Parent Choice Curriculum



#### SUPPLEMENTS & INTERVENTIONS

Personalized choice



#### PROGRESS MONITORING

- Learning Plans
- I CAN! Folders
- Annual Assessment Plan



#### ACCOUNTABILITY MEASURES

- CAASPP
- i-Ready
- Milestones

**Parent Supported Pathway**

**STUDENTS ARE NOT ON TRACK TO MAKE ONE YEAR'S GROWTH**  
**ES & Parent evaluate SCS curriculum choices, manipulatives, and daily instruction and restructure personalized comprehensive math instruction**



**QUALIFICATIONS**

Student scores at grade-level on CAASPP testing and/or Proctored iReady Diagnostic. Growth data indicates a decline in achievement and/or lack of progress towards one year's growth



**CURRICULUM OPTIONS**

SCS Healthy Choice Math **-OR-** I Can! Math LC Class **-OR-** Parent Choice Curriculum with ES support and guidance



**SUPPLEMENTS & INTERVENTIONS**

ES and Parent will evaluate Personalized options from the SCS Healthy Choice menu



**PROGRESS MONITORING**

- Learning Plans
- I CAN! Folders
- Annual Assessment Plan



**ACCOUNTABILITY MEASURES**

- CAASPP
- i-Ready
- Milestones

**Targeted Support Pathway**

**STUDENTS ARE ONE YEAR BELOW GRADE LEVEL**  
**ES, Parent, & MTSS team design targeted intervention along with personalized comprehensive math instruction**



**QUALIFICATIONS**

Student scores one year below grade-level on multiple assessment indicators.

- 1 or a 2 on CAASPP
- Proctored i-Ready Diagnostic (yellow)
- DIBELS
- I CAN! Milestone



**CURRICULUM OPTIONS**

SCS Healthy Choice Math **-OR-** I Can! Math LC Class



**SUPPLEMENTS & INTERVENTIONS**

- Manipulative kit
- i-Ready Targeted Lessons **-OR-** Hard Copy Tools for Instruction Binder



**PROGRESS MONITORING**

- Learning Plans
- I CAN! Folders
- Annual Assessment Plan
- MTSS Progress Monitoring (Catch-up Plan)
- ICAN! Math Teacher Feedback



**ACCOUNTABILITY MEASURES**

- CAASPP
- i-Ready
- Milestones
- DIBELS
- Add'l formative assessments as needed

## Strategic Support Pathway

### STUDENTS ARE MORE THAN ONE YEAR BELOW GRADE LEVEL

ES, Parent, & MTSS team identify strategic intervention along with personalized comprehensive math instruction



#### QUALIFICATIONS

Student scores more than one year below grade-level on multiple indicators.

- 1 or a 2 on CAASPP
- Proctored i-Ready Diagnostic (red)
- DIBELS
- I CAN! Milestone



#### CURRICULUM OPTIONS

SCS Healthy Choice Math

-OR-

I Can! Math LC Class

AND

Designated MTSS intervention



#### SUPPLEMENTS & INTERVENTIONS

##### Option 1

- Manipulative kit
- i-Ready Targeted Lessons -OR- Hard Copy Tools for Instruction Binder
- Math Mastery Lab

##### Option 2

- Manipulative kit
- i-Ready Targeted Lessons -OR- Hard Copy Tools for Instruction Binder
- Math Mastery Lab taught by a Springs Teacher as a supplement with Boxed Set Curriculum



#### PROGRESS MONITORING

- Learning Plans
- I CAN! Folders
- Annual Assessment Plan
- MTSS Progress Monitoring (Catch-up Plan)
- ICAN! Math Teacher Feedback
- Math Mastery Lab Teacher Feedback



#### ACCOUNTABILITY MEASURES

- CAASPP
- i-Ready
- Milestones
- DIBELS
- Additional formative assessments as needed

## **Instructional Funds Guidelines and Policy**

Personalized learning plans will be developed by you and your student's TOR through a collaboratively partnership. Springs Charter Schools provides many educational and enrichment activities for no cost to all of its students. Instructional Funds are provided for curriculum needs, enrichment activities, and basic educational supplies. Together, the parent and TOR work together to create an engaging annual plan for each child which incorporates the use of Instructional Funds with their personalized learning plan. The following are the guidelines for use.

Funding for the 2024-2025 school year is as follows: \$1250 Instructional Funds per student + a Springs Marketplace coupon that can be used for all items, except office or art supplies (the coupon amount is visible in the Marketplace).

It is important to note that Instructional Funds and the items purchased are the property of Springs Charter Schools, not the student. These funds are allocated to enhance SCS student learning.

The parent and the TOR work in cooperation to determine the use of Instructional Funds in order to produce optimal student learning opportunities.

**Your student's TOR is responsible for the professional and ethical distribution of this funding, and that responsibility is not shared with the parent. Every effort should be made to agree to the use of funds.**

Instructional funds should never be spent indiscriminately by the parent or TOR. Homeschool Directors/Principals and the Director of Purchasing have the final authority regarding whether any order is within Springs Charter Schools' ordering guidelines and policies.

Instructional Funds may be used for classes with approved vendors for up to 50% of regular school hours. These funds are only for goods or services that will be used during school days established by the board-approved calendar. Our student expectations are comprehensive, minimizing the likelihood of issues. However, it's important to note that purchasing educational materials must align with the courses the student has chosen. For instance, if a student is studying US History, purchasing European Renaissance materials would be inconsistent.

In case of any disagreement between a TOR and a parent regarding the purchase of materials, the assigned Homeschool Supervisor must be contacted immediately to resolve the issue. Every item purchased using a student's instructional funds must be documented in the student's Learning Plan and support new learning. For example, if a microscope is purchased for a student, the learning plan should detail its use in science.

**California ADA funding is received by SCS to support students' new learning and practice of newly learned skills. ADA funding can only be spent on basic educational items that support new student learning.**



## **Acceptable Purchases**

**Basic school and office supplies for learning basic course skills may be purchased. SCS offers school supply kits and some miscellaneous products that can be bought using Instructional Funds. Materials and curriculum may be purchased with instructional funds as long as they are an approved materials vendor. Instructional funds can only be used to pay for class materials on the student's schedule.**

- Learning center classes
- H.E.L.L.O. courses
- Field trips
- Yearly passes/activity cards that enhance student learning. (Note: see approved list in TOR Handbook)
- Online learning options
- Approved tutoring
- Approved enrichment classes
- Kits that are used for learning basic skills
- Materials from approved vendors (see items unacceptable for purchase below)
- Basic equipment (not top-of-the-line) for documented learning as needed by the student: sewing machine, CD player, manipulatives, camera, tools (not power tools)
- League fees that are required for students to participate in certain physical activities (little league, soccer, etc.) This cannot include uniforms, tournament fees, or anything other than the original league fee.

## **Unacceptable Purchases**

- Religious/sectarian materials, such as books, CD ROMs, videos, cassette tapes, and posters, are prohibited, even from approved vendors. Each TOR is responsible for reviewing all orders to ensure they are nonsectarian. If an item is ordered by mistake, it must be returned to the vendor.
- Readymade jewelry and clothes
- Toys
- Furniture (including storage containers)
- Internal computer parts for non-school-owned computers (if the computer is owned by SCS, please contact the IT Department for support)
- Personal hygiene items
- Finished picture frames (a frame for craft use is acceptable)
- Personal PE items: skis, bicycles, tricycles, gloves, shoes, racquets, bowling balls, clothes
- Home and office equipment: fax machines, copiers, phones, dictation equipment, and TVs. An approved all-in-one printer can be purchased on Springs Marketplace.
- Kitchen equipment: popcorn poppers, trays, plates, silverware, etc.
- Yard equipment: grass watering kits, garden ponds, swimming pools, etc.

- Dangerous materials: poisons, knives, bows & arrows, darts with sharp points, trampolines, rocket engines, weapons, power tools, etc.
- Chemicals of any kind (If needed for chemistry must be purchased by parent; vendors can't ship)
- Musical Instruments (SCS will not pay for the purchase of musical instruments, but may rent them using Instructional Funds if a vendor is available)
- Recital fees or any fees that are outside of the scope of learning a new, or progressing in an already learned activity (no performance fees of any kind can be paid by SCS including music and dance recitals, martial arts belt testing, theater production fees, etc.)
- Class sets of any kind
- Stationery, envelopes (invitation or regular), or business cards
- Computer software that is considered a "game"
- Computer Accessories that are not directly needed for an SCS course (only items necessary to take a virtual course through SCS are permitted).
- Any large or heavy items purchased must be limited to those items that the TOR can lift and transport (40 lbs)

### **Consumable Items Information**

Consumable items must be used within the same school year as purchased and appear in the student's learning plan.

There is a \$400 (total) limit on all consumables, including educational Lego sets, games, arts/crafts supplies, and other types of kits.

There are specific limits on paper and ink/toner cartridges to ensure responsible use of these resources. Each student is allowed a maximum of 4 reams of paper per year and 2 ink cartridges per year. For families, the limit is 5 ink cartridges per semester, or less if the student's limit is reached. If purchasing toner for a printer, the maximum is two toner cartridges per student/family per year.

- A woodworking set may be purchased for a student if the student is in a course where its use is necessary, and if it is documented in the Learning Plan.
- Educational Software can be purchased for students as long as it helps them progress and enhances their learning in a subject area. All software is considered consumable.
- Dissection tools may be purchased only for a student specifically enrolled in a 7th-12th grade level science course.

Woodworking, dissection, rock carving, and hand tools must be returned at the end of the school year.

**THIS LIST IS NOT ALL INCLUSIVE. SCS RESERVES THE RIGHT TO REFUSE PURCHASES THAT DO NOT MEET REQUIREMENTS. CONTACT YOUR TOR'S SUPERVISING DIRECTOR IF, AT ANY TIME, YOU HAVE QUESTIONS OR CONCERNS ABOUT MATERIALS PURCHASES.**

## **Computers and Big Ticket Items**

SCS offers one option for each of the following items:

**Computer:** Chromebook - Students in grades TK-12 will receive a Chromebook at no cost distributed by the IT department.

**Camera** (Your student's TOR can find this item in the approved list in the TOR Purchasing Guidelines and share the information with you). The K-8 choice is differentiated from the 9th—12th grade choice.

**Sewing Machine** - This needs to be a basic machine. (Your student's TOR can find this item in the approved list in TOR Purchasing Guidelines and share the information with you)

**Printers, Microscopes, and Telescopes:** Your student's TOR can find this item in the approved list in the TOR Purchasing Guidelines and share the information with you. There may be different choices for K-8 and 9th - 12th grade.

Reminder: If you have any questions regarding our purchasing policies, please contact your TOR.

## **CURRICULUM SUGGESTIONS**

**Whether a first-year or seasoned homeschooling parent, your student's TOR aims to become your curriculum expert and will assist you with any needs your student may have. Ultimately, your student's TOR is a credentialed teacher. They are responsible for determining the appropriateness of the curriculum used. Any question your TOR cannot answer on the spot will be researched and answered promptly.**

## ICAN! Standards Mastery Courses

ICan! Standards Mastery courses are in the Homeschool Homeroom Canvas course shared by your student's TOR. They are excellent resources to support your teaching of the standards for each grade level, 3rd through 8th grade.

## Springs Marketplace

Springs has a curriculum distribution center called Springs Marketplace. Springs Marketplace offers a rich selection of books and supplemental materials for your curriculum, including textbooks, workbooks, manipulatives, reading, and reference materials. Various science kits from some popular vendors, such as Home Science Tools, Quality Science Lab, and Meet the Masters, are also available through Springs Marketplace. Meet the Masters is under "Special Interests" for your child's grade level.

Parents may order directly from Springs Marketplace using the link on our website. Each student enrolled in the SCS homeschool program must have their own Springs Marketplace username and password. Instructions on how to use Springs Marketplace are included in this handbook and

posted on our website. If you have questions, please talk to your student's TOR.

## BOXED SET CURRICULUM

SCS curriculum specialists develop boxed sets that include all the books and a full year's pacing guide, which is available in Canvas. The boxed set curriculum and materials are available to order through Springs Marketplace.

### **Difference between boxed set and custom curriculum**

**SCS Boxed Sets** are for K-8th grade students and were developed so you could choose a vetted curriculum, and know that you have everything you need to educate your child in the core subjects. Our curriculum specialists selected the options available to order through Springs Marketplace. Weekly pacing guides to go along with the Boxed Sets, as well as e-booklets for math and ELA, are available in Canvas. The pacing guides and e-booklets contain online resources, games, activities and assessments for our grade level "I Cans."

**Custom Curriculum** is available for all students (TK-8). The custom curriculum items available through Springs Marketplace were also selected by the SCS curriculum specialists, but they are sold piece-by-piece, instead of in a Boxed Set. This way you can personalize the curriculum that is best suited to your student's learning style, knowing that they are recommended by our specialists. You should always work with your TOR to decide which items are appropriate and necessary for your student's optimal learning experience.

### SCHOOL SUPPLY KITS

We provide basic school supply kits for purchase through Springs Marketplace, varied by grade level, and containing enough supplies for a school year. A complete list of the school supply kits available can be found by visiting Springs Marketplace under the "School Supplies" tab. You may choose any supply kit from the list (example: If you have a 6th grade student, but you would get more use out of the 7th-12th kit, please feel free to order it). Commonly used paper products and other individual school supply items are also available under the "School and Art Supplies" tab on Springs Marketplace.

Printer ink and a variety of other paper options will still be available through our current office supply vendor and Amazon. Please speak to your student's TOR for ordering details.

### Approved Vendors

As a new homeschool parent, it may be difficult to know where to begin with the approved vendors list. Your TOR is always the best resource for recommendations. Here is a sampling of vendors to begin your research.

Springs Marketplace

CM School Supply

Critical Thinking Press

Delta Education

Dick Blick Art Supplies

Five in a Row

Great Books Academy

Home Science Tools

Houghton Mifflin Harcourt

Institute for Excellence in Writing

Lakeshore Learning

Math U See

Moving Beyond the Page

Nasco Education

Oak Meadow

Office Depot Solutions

Rainbow Resource Center

Right Start Math

Rosetta Stone

Saxon Publishers

The SCS Homeschool program has hundreds of vendors for materials and services to support your student. You can view these through the vendor list [LINK](#).

## **Vendor Relations**

### **Requesting a New Vendor for Services or Materials**

1. All requests to add a vendor must go through your student's TOR. Your student's TOR will do preliminary research and then request that a vendor packet be sent to the vendor. . As the parent, it is helpful that you first confirm the vendor is interested in becoming a SCS vendor. You can explain that your child is enrolled in a public charter school and that they would be paid for services/materials through a purchase order process.
2. If the vendor agrees to be paid through a purchase order (PO), the TOR will complete the online "Vendor Approval Request Form." This form includes the following information: the vendor's complete website address or a brochure/flier with a brief description of the vendor's services or the materials that the vendor supplies; contact information for the vendor, including a specific contact name, vendor address, phone number, email; confirmation that the vendor has a business license and that the vendor obtains Department of Justice (DOJ) clearance on all employees who work with students **or** does not have a business license but is willing to obtain DOJ clearance.
3. After the request is submitted, a vendor packet is sent to the vendor to be completed and returned to SCS; the time that it takes the vendor to return the packet indicates how quickly SCS can process their approval.
4. Our vendor relations department manages this process and strives for quick processing. However, the vendor's role is equally important. Their prompt and accurate completion of the paperwork, along with their acceptance of Purchase Orders (POs), significantly contributes to the speed of the process.

## **Lending Center**

SCS houses a limited supply of non-consumable, used curriculum materials for students to check out from the Lending Center through Springs Marketplace. We also showcase the items that are carried in Springs Marketplace, which will allow you to browse the curriculum we have in stock so you can choose what is best for your student's needs. There will be a Chromebook available in the Curriculum Viewing Center for parents to log into the Springs Marketplace website and place orders. When placing an order, you will have the option to choose to have it shipped to you or your ES' home, or to pick-up once the items are bundled and ready. The Lending Center is open Monday through Thursday from 9 a.m. – 2 p.m.

## **DOCUMENTING ACADEMIC PROGRESS**

In the SCS Homeschool program, the TOR, parent, and student must meet face-to-face at least every 20 school days to verify and document learning and attendance and plan the next learning period's assignments. During the Learning Plan (LP) meetings, the TOR reviews the work produced by the student and assesses the student's growth in each TK – 8 growth area or high school course. Use of Instructional Funds for vendor services/classes must be documented in the student's learning plan, including new learning and progress towards goals. In addition, these meetings provide time for you to ask for and receive support in areas such as curriculum

selection, teaching strategies, educational methodology, and the assignment and evaluation/grading of student work. The TOR will help you plan the following month's instruction and review the previous month's learning to complete the student's Learning Plan, which is the official documentation of the student's educational progress in each subject area. Each LP includes the specifics of what the student will learn, how it will be learned, how it will be assessed, and how the learning will meet the school's specific Graduate Learner Outcomes (GLOs). Journey Homeschool High School students must meet face-to-face and via Zoom twice every 20 school days to verify and document learning and attendance and to plan the next learning period.

In addition to reviewing the student's work, during the Learning Plan (LP) meeting, the TOR verifies the attendance by evaluating the student's progress, as appropriate to that student's academic and assessment plans. You are responsible for completing online attendance Work Progress Report (WPR) in OASIS daily. Attendance must be completed in Oasis by the end of each school day or the OASIS system will send a reminder email. The attendance WPR must be completed for the entire learning period before the parent/guardian and TOR meet. If it is not completed, the result may be Inadequate Progress, at which time a letter will be sent for that learning period. Additionally, if 20 days of learning is not represented in the work in the TOR's professional opinion, the TOR will note it on the attendance WPR. If the student completes less than 100% of the assigned work, the TOR will note it by marking the box that declares that the student needs to make adequate progress, as agreed upon by the parent and TOR when the LP was created initially.

The number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the student's best interest to remain in this independent study charter school shall be one (1). All students in grades TK-12 must complete 100% of assigned core subject work during each learning period. If less is completed, it will be deemed that the student has missed one assignment period and they will be placed in the Inadequate Progress Process. The TOR will determine at each learning period if the student has made adequate progress. If it is determined that the student does not adequately progress for any two learning periods during the school year, the student may be dropped from Springs Charter Schools.

\* **Charter info:** Our existing charter states that the TOR must meet face-to-face with students at least once every 20 school days. To remain enrolled in this charter school, a student must demonstrate progress toward the student standards. Springs Charter Schools considers 100% of assigned core coursework for the learning period adequate progress.

\*\*Adequate Progress Policy as stated in the Student Agreement and signed by the parent annually:

The number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the student's best interest to remain in this independent study charter school shall be one (1). All students are expected to complete 100% of the work assigned. Adequate progress is defined as 70% or more of the work assigned. All students in grades TK-12 must complete 100% of assigned core subject work each learning period. If less is completed, it will be deemed that the student has missed one assignment period and will be placed in the

Adequate Progress Process. If it is determined at each learning period if the student has made adequate progress. If it is determined that the student does not make adequate progress for any two learning periods, the student may be dropped. If they fail to make adequate progress for two consecutive learning periods, the student will be kept from Springs Charter Schools.

## **LEARNING PLAN MEETINGS**

The SCS charter states that no more than 20 days between face-to-face meetings with Homeschool parents may pass. The purpose of the Learning Plan meeting is to record the learning that has taken place during the attendance period and to assist the parents with planning, assessing, and developing the personalized learning plan for the student. The meeting should be at least an hour for each student. The TOR sets the Learning Plan meeting platform and location in collaboration with the family Note that students must be present at these meetings. Staff members have a blended meeting schedule to support both in person and virtual meetings throughout the school year. At the meeting, your TOR will speak with you and your student(s) about the learning goals established for the previous month on the learning plan; they will also ask questions about how the previous learning goals were assessed or evaluated.

The TOR must review the evidence of sufficient learning by the student(s), and the entire body of work completed during that learning period for each high school student. The TOR will then collaborate with you to write the learning plan for the next month and offer their assistance with evaluation of student progress in all subject areas, project ideas, analysis of student writing etc. The TOR will also inform you of any new field trips, educational opportunities, and services offered by SCS and its affiliates or representatives.

**Initial Meeting of the school year:** A meeting will be scheduled by your student's TOR before school starts to discuss the goals for the school year, accept curriculum orders, deliver materials that may have arrived during the summer, assist with annual and monthly planning, etc. Your student's TOR will collaborate to create an annual pacing plan and an annual assessment plan. Attendance will not be collected at the initial meeting, however your TOR will collect two core-subject-area portfolio samples.

### **ACTIVITIES THAT SHOULD OCCUR AT LEARNING PLAN MEETINGS**

**The TOR will cover four topics during each learning plan meeting:**

- Documenting Learning
  - Review the body of work and discuss progress with parent/student.
  - SCS policy requires the TOR to review the entire body of work to verify completion of learning plan activities and to evaluate the sufficiency of the student's progress.
  - Meet with your student to review personal goal progress and set new goals.
  - Collect portfolio samples
- Administer informal/formal assessments based on the student's annual assessment plan, and use this information to collaborate on instructional planning.
- Instructional planning

The TOR will support you in creating the Learning Plan (LP), explain curriculum options and learning approaches, collaborate to set goals for the next learning period, assist with lesson planning, provide a monthly in-service on a topic that is specific to your family's needs, share the results of any research that was conducted for you.

- Monthly Paperwork/processes
  1. Ensure attendance is complete, the make next appointment
  2. Take materials/service vendor orders
  3. Deliver any received materials and obtain parent signatures
  4. Provide information and/or collect paperwork for activities
  5. Provide any new information on SCS policies
  6. Inform you of important upcoming dates (events, testing, parent workshops, etc.)

**Once per school year theTORwill:**

- Complete the online Student Agreement and Registration with parent and student.
- Complete course descriptions for any non-Springs courses (high school only)
- Review all Springs course descriptions for Springs classes being taken.
- Collaborate to create each student's annual assessment plan and help set goals for annual student pacing through all curriculum. The plan may need to be updated monthly as the student progresses toward mastery.

**The LEARNING PLAN**

You will collaborate with your student's TOR to create a learning plan that will be made in OASIS. The LPs in Oasis may be used as a checklist throughout the learning period. The LP is designed to be a collaborative goal-setting process between the parent, ES/HCT, and student. What are the goals for the student's academic success? At SCS, we understand that numerous teachable moments happen throughout the learning period, and we encourage you to take advantage of those moments. Unplanned activities and field trips will also be added as you meet with your TOR to review the previous month's work. If your plan needs to be adjusted during the learning period, please don't hesitate to contact your TOR for assistance.

Stephen Covey says that effective people begin with the end in mind. At the initial meeting for the school year, you and your student's TOR will plan for at least the first semester. Your student's TOR will help you with the implementation of the ICANS! For TK-8 grade students, your student's TOR will provide planning forms, goal-setting tools, and boxed set pacing guide. Course descriptions will also be used to plan for high school students.

When choosing curriculum and for planning purposes, it is beneficial to understand your learning style and your students. Often, they are different. If you have not yet taken the Kaleidoscope Learning Profile, start there; it is available for you and students in grades 3-12. For more information, you can visit the Kaleidoscope Learning Profile website. Notify your student's TOR if you want to complete the learning styles profile; they will provide it.



**Below are some details about the Learning Plan form for TK-8 students: The information section will include the Student Name, Grade Level, name of TOR, Learning Period dates, Power Tools/In-service Topic, Student-Generated Goal, and LP Meeting Dates.**

### **TK-8 Students**

**English Language Arts (ELA):** Each student will have a very personalized ELA plan.

**Time Recommended per Day:** 2.5 hours daily

**Lexile Level:** The Lexile Level can be found after the student has taken the i-Ready assessment. More information about Lexile Levels can be found at [www.lexile.com](http://www.lexile.com). You can also find your student's California Reading List (CRL) level that is notated on the back of the test results. Your TOR can provide reading lists at your student's level, please ask them for more information.

**Reading Fluency Goals:** You and your student's TOR will determine and record the reading fluency goals for your TK-6 grade student. Reading fluency goals for students older than 6th grade may be written if the student is struggling with fluency.

**Course Assessments:** Your student's TOR may include any formal or informal assessments that will be given during the learning period. Please feel free to ask them how you can do some ongoing formal or informal assessments throughout the month. They will be happily provide you with the tools you need.

**Grade Level Student is Working at:** Students are required to purchase grade level curriculum. Please discuss with your TOR if you have concerns.

**Key Skills/iCans!:** In this section, you and your student's TOR will discuss and record the grade level iCans that the student will be working on during the learning period.

**Curriculum Used:** Your student's TORES/HCT will record the curriculum titles that your student will be using, as well as documenting any materials that have been purchased with instructional funds in this section.

**Concepts to Cover:** Your ES/HCT will list concepts to be covered if they are not listed in the individual sections below.

**Formal/Informal Writing:** Your ES/HCT will record the writing goals for your student in this section. You may choose to include handwriting goals for the month.

**Literature:** Your ES/HCT will list the literature that the student will be reading for the month. You may include any pleasure reading that your student enjoys, whether it be magazines, novels, comic books, etc.

**Grammar, Spelling:** Your ES/HCT will record the grammar concepts that your student will be learning for the month as well as spelling goals or lessons that your student will study for the month. Your ES/HCT will include goals that pertain to phonics or word study; this can include derivations of words or word definition study.

**Notes:** Any information that did not fit in any other category can be added in this section. If your student is an English Learner, information regarding daily ELD assignments will be recorded here.

### **Math Section:**

**Grade Level Performance:** Your ES/HCT will discuss this with you and select the level where the student is currently performing.

**Time Recommended per Day:** 1.5 hours **Key Skills/ICAN!s:** In this section, you and your ES/HCT will discuss and record the main concepts that the student will study during this learning period.

**Curriculum Used:** Your ES/HCT will record the curriculum titles that your student will be using. Manipulatives to be used should also be recorded in this section.

**Concept Development** SCS recommends that approximately 30% of math time be spent on the concrete development of concepts through the use of manipulatives. SCS recommends that 40% of math time is spent on arithmetic assignments. Your ES/HCT will include the math assignments, workbook pages or textbook pages that will be completed.

SCS recommends that 10% of math time be spent on drills so that students develop automaticity with the basic facts of math.

You can help your child to develop more comfort with math by continuing it outside of the school day. You can converse through word problems that you casually develop; chat through calculating sale prices at the store, etc. Help your student create mental pictures of the math problems, rather than writing them out on paper. SCS recommends that 10% of math time be spent on mental math problems. SCS recommends that 10% of math time be spent on word problems, where students apply their understanding to scenarios.

**Course Assessments:** Your ES/HCT may include any formal or informal assessments that will be given during the learning period.

**Notes:** Any information that did not fit in any other category can be added in this section.

### **History, Science, Life Skills and Special Interest Sections:**

**Curriculum:** Your ES/HCT will list the curriculum and materials that your student will be using, including any materials that have been purchased with

Instructional Funds or checked out from the Curriculum Warehouse.

**Course Assessments:** Your ES/HCT may include any formal or informal assessments that will be given during the learning period.

**Key Skills/I CANs:** In this section your ES/HCT will record the key concepts and main skills that the student will cover during the learning period.

**Assignments:** If appropriate, you may include chapters or page numbers to be covered. You and your ES/HCT will specify how the student is covering those concepts (answering end of chapter questions, oral discussion, projects, research reports, computer work, map work, experiments, videos, etc.)

**Notes:** Any information that did not fit in any other category can be added in this section.

### **All students**

**Student Generated Goal:** This is the section where the ES/HCT has the opportunity to encourage your students to think about what they want to accomplish this year. All students will work toward setting personal goals, and receiving the support to achieve them. We will have the students choose one goal per learning period on which to focus. Some examples of academic goals include:

ELA: Student would like to increase free reading time to 30 minutes daily.

Math: Student would like to master multiplication facts starting with 1s, 2s, 3s, ...

History/Geography: Student will work to memorize all the countries and capitals in South America.

Science: Student would like to create and present a project for the Science Fair. This should not be the goal that you have for your student. It should truly be a goal that your student has for themselves. Not many students spend time thinking in-depth about the goals they want to accomplish. This is where the ES/HCT can come in and encourage and direct the students to think about something that is important to them. Your ES/HCT will document the student's goal in this section. When the student accomplishes the goal, your ES/HCT will praise the student, document progress, and ask what the next goal will be.

## **ATTENDANCE**

Attendance periods are pre-established, and consistent across all programs. In order to receive attendance credit, a student must complete one educational activity each day. The attendance is completed online daily, and your ES/HCT will train you on how to complete this task. The state of California requires that the attendance be completed daily; as the educating parent, you will need to document your student's attendance. Remember that positive attendance (marking an "x") on the attendance means your student completed at least one learning activity that day. Often students who are ill will have listened to a story, watched an educational video, etc. Those activities do count as educational activities toward attendance. Attendance must be verified by the ES/HCT at LP meetings, which must occur on or after the end of the attendance period. Please note that even if the student completed an educational activity each day (i.e., a math worksheet, a spelling lesson, etc.), which is what is required for positive attendance noted by an "x" on the corresponding school day, it may not suffice to say the student made adequate progress. Inadequate progress policies are discussed elsewhere in this handbook.

### **Recording Attendance**

For every day of the attendance period record, an “X” in the box for each day that at least one educational activity was completed. If the student was absent and did not complete any educational activity, it is important that you record an “O” for that student. Please consult your ES/HCT if you have any questions regarding attendance recording.

### **PORTFOLIO POLICY**

Springs Charter Schools must comply with California Independent Study regulations, which require that work samples be submitted for each student. Electronic versions of Portfolio samples will be collected by your ES/HCT starting at the first meeting of the school year.

The following are requirements for a student’s portfolio:

- Samples must be non-sectarian (this includes not altering any original sample)
- The Portfolio Photo Form must be used for all photo samples (ask your ES/HCT for this)
- Core Courses using photos may only use sample photos for Project-Based Learning (science fair projects, history day projects)
- All samples need to be original work - no copies can be accepted except for artwork
- Videos of projects/performances are acceptable

**Transitional Kindergarten through 8th grade:** one sample per growth area, per semester (ELA, Math, Science, Social Studies, and Electives) Each sample must have a grade notation, indicating that it has been validated by the parent educator and the ES. TK-8 can have stars, stickers, etc. Middle school students in high school courses must have a letter grade)

**High School:** one sample for each course, per semester (High school and/or middle school students in high school classes must include a letter grade)

### **ACADEMIC INTEGRITY**

Please refer to [the I CAN! Student / Parent Handbook](#).

### **SCHOOLWIDE BEHAVIORAL EXPECTATIONS**

Please refer to the [I CAN! Student / Parent Handbook](#).

### **COMPUTER USAGE POLICY**

Please refer to the [I CAN! Student / Parent Handbook](#).

### **MEASURING STUDENT PROGRESS**

All students will achieve the SCS student standards by graduation, but SCS recognizes that not all students develop at the same rate academically, socially and emotionally. Your ES/HCT will consider each student’s individual abilities, interests and talents, and review multiple measures to monitor progress; this may including the current state mandated assessment tools, informal reading and math assessments, monthly review of work, parent and ES/HCT observations, norm

referenced tests, criterion referenced tests, student demonstrations, student projects, student work samples, student self-evaluation, etc.

## ASSIGNING GRADES

Grades will be assigned for all K-12th grade students. SCS has adopted mastery-based grading. You can find out more about Mastery Grading by visiting our [Parent Resource Hub](#). This is always at your fingertips from the Homeroom Canvas page. A standards mastery report card is required by the state of California for students in grades Kindergarten through 8th grade. The parent and ES/HCT can monitor progress through a variety of formal and informal assessments, I CAN! mastery, completion of learning plan assignments and math grades from ICAN! math courses at our Learning Centers.

## ADEQUATE PROGRESS POLICY

It is the ES/HCT's responsibility to document the student's progress toward the SCS student standards ("I Can's"). If a student has not made adequate progress during a given period, it is the ES/HCT's responsibility to mark that student's attendance sheet (WPR) indicating *inadequate progress*. However, a high school student working in an independent study curriculum would learn and progress differently than a 3rd grade boy with a learning disability. Thus, the professional judgment of the ES/HCT is tempered by their knowledge of the various ways in which learning occurs, as well as considering if this learning is indeed progress toward the student standards.

The number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the student to remain in this independent study charter school shall be one (1). All students are expected to complete 100% of the core work assigned. Adequate progress is defined as 100% of assigned core subject work each learning period and 70% or more of all work assigned (non-core subject areas). If less is completed, it will be deemed that the student has missed one assignment period and will be placed in the Adequate Progress Process. If the student has been marked with Inadequate Progress, a follow up meeting will be scheduled within 10 school days. **The ES/HCT may choose the time and location, within reason.** Any work missing from the previous learning plan meeting, as well as work assigned up until the follow up meeting date, must be completed and presented at this time. If 100% of the work is not completed, the student will be marked "Inadequate Progress" for the second time and can be dropped from the school. The Teacher of Record (ES/HCT) will determine at each learning period if the student has made adequate progress. If it is determined that the student does not adequately progress for any 2 learning periods during the school year, the student may be dropped, and if the student does not complete assigned work for 2 **consecutive** learning periods, the student will be dropped from Springs Charter Schools

## Adequate Progress versus Attendance

The completion of at least one educational activity per school day is the indicator on which attendance is based. The student's progress, grades, and units are determined by the total amount of work completed. For example, a student may complete one educational activity each day and the parent will indicate positive attendance on the sheet. However, if the student only completes

one activity each day (a math worksheet, a spelling lesson, etc.), for the entire learning period overall the student may not have made adequate progress. Although the student *does* receive full attendance credit for the learning period, it does not mean that they are progressing at an adequate rate, according to the guidelines in the SCS Charter.

SCS policy states that if a student has not completed 100% of core subject work and 70% or more of the total work expected for a learning period, then they have not made adequate progress; this will be documented on the bottom of the attendance sheet as “student HAS NOT made adequate progress towards the student standards and educational goals of SCS” for the learning period. This is determined by comparing work completed to the work assigned in the Learning Plan.

At the end of the semester a high school student’s grades and credits are not based on attendance, but on the body of work completed. Units of credit are based on the quantity of work, while grades are based on the quality of that work, and attendance is based on completion of an educational activity for each school day.

If a parent misses a scheduled learning plan meeting, and has not contacted the ES/HCT prior to the appointment time, the ES/HCT will immediately call the parent and attempt to reschedule the meeting within 3 school days. **The ES/HCT may choose the time and location, within reason.** If the parent cannot be reached by phone on the day of the missed meeting, the ES/HCT will request the "missed meeting letter" sent immediately, indicating the urgency for the parent to make contact and reschedule the meeting.

The ES/HCT will attempt to contact the parent by phone and email for 3 school days. If the parent cannot be reached the ES/HCT will have to complete an inadequate progress attendance sheet with an “O” listed next to each date in the grid. Because the student’s learning cannot be verified, the ES/HCT must mark the box indicating "has not" made adequate progress on the attendance sheet. The learning plan form will also be marked to indicate that a meeting did not occur, and notes will be made that several attempts at contact were made by phone, email, and a mailed letter. The ES/HCT will complete the online inadequate progress notification form with the specified information to request that an inadequate progress letter be sent to the parent by the Student Records department. The local Homeschool Director will also be notified.

### **STUDENT SUPPORT**

The Student Support process provides a means for parents, teachers and key school personnel to systematically review and make suggestions about student progress with a goal to improve student achievement by meeting individual learner needs. Although learners in a Homeschool/independent study setting have an individually designed learning plan to meet their unique learning needs and styles, there are occasions when concerns arise about their academic, social and/or emotional learning progress. When this occurs the ES/HCT will utilize the Multi-Tiered System of Support (MTSS) process through the Team Meeting platform. If a parent has concerns about progress the parent can initiate help through their ES/HCT as well. The MTSS Process will then be initiated, and will include a team meeting. The team is composed of the ES/HCT, the local MTSS Coordinator, as well as experts in our Guidance Department in order to

elicit support, develop evidence-based strategies and resources, in order to ensure improved progress. Ongoing progress monitoring will occur until the student's goals are met and/or the team is satisfied with consistent growth. A variety of assessment/growth measures will be put in place in order to monitor progress.

If students have not shown improvement over time, after implementation of the prescribed interventions by the team, or if potential learning disabilities are identified, the team may include a member of the Special Education Department team. After that meeting is held the team may decide to refer for determination of Special Education services. Parent requests for Special Education testing will not circumvent the process, but will automatically initiate the MTSS Student Support process in order to ensure that all possible General Education resources have been exhausted and there is evidence to support a possible learning disability. All requests for retention, promotion or Special Education assessment will be initiated through the MTSS Student Support process.

### **COUNSELING SERVICES**

Guidance Counselors are available to meet with students and/or family members for additional support. If the concern does not involve academics, please call (951) 252-8833 to schedule an appointment. If the concern does involve academics, please reach out to your Homeschool ES/HCT to establish a meeting time.

### **TRANSFERRING TO ANOTHER ES/HCT or PROGRAM**

#### **Parent Request for Change of ES/HCT**

A family may request a change of the assigned ES/HCT and transfer to another ES/HCT. If speaking directly to your ES/HCT is not resolving any issue that you may have, the first step in the transfer process is to contact the Homeschool Director/supervisor of the current ES/HCT to discuss the options available. Your Homeschool Director's contact information is noted on the General Information Sheet that was provided to you by your ES/HCT at the first meeting of the school year. Alternatively, there is also a form that can be completed and sent to the supervisor, which can be found on the [SCS website](#). Transfers are considered on a case-by-case basis, and may take time to complete based on Learning Period dates and ES/HCT roster availability. It is imperative that you continue to work with your current ES/HCT during this process. Only 2 transfers are allowed in any one school year.

#### **Parent Request for Change of Program**

A family may request to transfer from one SCS program to another. Parents/students should always visit the requested program before completing the online change request. Program change requests are considered on a case-by-case basis, and are not effective until approved. Some programs are impacted and may not have room for your student. If your program of choice is full, our Intake Department will add your student to the Placement Pending waiting list for the impacted program. The student will remain in their current program until a school representative either by phone or email, contacts the parent/guardian advising that a spot has become available for the student. The parent is responsible for making sure that the student continues to attend and complete work assigned by the current program of study and maintain adequate progress. A

Parent/Guardian may request a Program Transfer at any time during the school year by filling out the Program Transfer Request form, found on the SCS website at this [link](#). The process can take from 2-4 weeks and students are required to continue to meet the guidelines of their current program. Please see the deadlines and due dates for program transfers on the SCS website. Transfers may be denied for a variety of reasons including the student not making adequate progress in the current program. Only 2 transfers are allowed in any school year. It is imperative that you continue to work with your current ES/HCT during this process. High school transfers occur once per school year and must follow the transfer process which includes a panel review.

### **WITHDRAWING FROM SCS**

Families may choose to withdraw from SCS if necessary. Your ES/HCT will need to know what your family plans to do after leaving SCS. Contact the current ES/HCT in writing and provide them the date of withdrawal and the reason for withdrawal. Some reasons are listed below:

- Student is moving out of area
- Student is returning to a traditional public school
- Insufficient course selection to meet student needs
- Insufficient extracurricular activities to meet student needs
- SCS did not meet expectations

You may receive a phone call from your Homeschool Director to discuss any needs or concerns. A final meeting with the ES/HCT will be needed in order to collect materials, complete a final attendance sheet, provide learning information and samples, etc. Once all materials have been received a transcript can be provided.

### **TESTING AND ASSESSMENT AT SCS**

**CAST (Science):** All students in grades 5, 8, and 11 will participate in the California Science Test. This test is given on the computer following the same format as the SBAC tests for ELA and Math.

**ELPAC:** All students who have been identified as an English Learner with Springs, or at a previous school must participate in English Learner testing (ELPAC) every year until they meet the requirements to reclassify. Parents cannot opt out or choose to reclassify their student on their own. These results are used to monitor English language acquisition.

**CAASPP:** Students are required to participate in the statewide assessments known as California Assessment of Student Performance and Progress (CAASPP). These tests occur during spring each year. They encompass the following assessments: Smarter Balanced tests which include computer adaptive tests (CATs) for ELA and math, performance tasks (PTs) for ELA and math, California Science Test for grades 5, 8, and 11 (CAST), and the California Alternate Test (CAA) for students who qualify per their IEP. All students in grades 3-8 and grade 10-11 participate in the California Assessment of Student Performance and Progress (CAASPP). This computer based test covers grade level common core standards in English Language Arts and mathematics. The test includes a variety of question types and performance tasks in both subjects. The Smarter Balanced computer program is adaptive in order to meet the needs of every student, and offer a personalized testing experience. Accommodations are available for students with an IEP or 504 Plan.



**Physical Fitness Test (PFT):** The Physical Fitness Test is administered for students in 5th, 7th, and 9th grade. The following exercises are assessed:

one mile run/walk (if student cannot run total distance, walking is permitted)

height and weight documented confidentially, curl-up, trunk lift, push-up, shoulder stretch.

**EAP:** The Early Assessment Program is an optional program for students in grade 11. The program uses the 11th grade SBAC results to determine the student's readiness for college-level English and mathematics. There are no additional questions for students who choose to participate. At the end of the test, students have the option to release or not release their results to the CSU and/or to participating community colleges. The separate written essay is no longer required due to the rigor of Smarter Balanced assessments.

### **Testing Processes**

At SCS, we offer a variety of testing locations, including limited options for virtual testing, in order to support the regions we serve. Each testing location will have the welcoming and helpful staff you are accustomed to at SCS. This will help create a stress-free and supportive testing environment for students! The CAASPP will provide an academic check-up for students by measuring real-world skills like critical thinking, communicating, researching, and problem solving. There are many positive outcomes in participating in CAASPP testing. It helps us to see achievement trends in our schools and programs as well as the strengths and weaknesses of individual students. This information can be helpful in creating a personalized learning experience for your child. You can also rest assured that the CAASPP is only one of the many tools used to measure your child's growth and development. Practice materials will be available to help your child feel more comfortable with the testing process. If you have any questions, please contact your ES/HCT. If there is a compelling reason that makes compliance with the CAASPP testing impossible, we will offer an alternative Common Core grade-level exam. This exam will be modeled after the skills tested on the CAASPP and will only be given at the Temecula Administrative Offices. Students who do not participate in either the CAASPP or the alternative assessment will not be allowed to re-enroll in our schools the following year.

### **ASSESSMENTS AVAILABLE THROUGH SCS**

We believe assessments provide information that can drive instruction for each student. It is a way for the ES/HCT and parents to identify areas of strength and areas that need additional time and strategies for mastery. i-Ready and the SCS identified assessment will be administered by your ES/HCT at least three times a year. If students are identified through the Student Support (MTSS) process, more frequent assessments may be required. Writing prompts provide a tool to use with your ES/HCT to tailor an individual writing program for your student based on the outcome of the assessment. They are given 2-3 times per year (at least once per semester.)

### **Informal Assessments**

Our professional educators are trained to administer a variety of formal and informal reading, phonics, spelling, and math assessments. These tools are available to assist you in effectively meeting your student's needs. Your ES/HCT has access to Assessments on the MTSS Website, which contains many diagnostic and formative assessments that they can offer to personalize a

plan specific to your learners needs. In order to begin it is vital to identify a starting point in ELA and math based on what your student knows, and best next steps are based on the results of the assessments.

### **RESOLVING A COMPLAINT**

Please refer to the [ICANs Student / Parent Handbook](#).

### **EXPULSION AND SUSPENSION**

Please refer to the [I CANs Student / Parent Handbook](#).

### **WITHHOLDING RECORDS FOR PROPERTY LOSS OR DAMAGE**

Please refer to the [I CANs Student / Parent Handbook](#).

### **MANDATED CHILD ABUSE REPORTING**

[Please refer to the SCS website](#)

### **SUICIDE PREVENTION**

Please refer to the [SCS website](#)

We are here to serve you.

Please call our main office at 951-252-8888 if you need more information.

**Thank you for allowing us to partner with you on your child's educational journey.  
We hope you have a great year!**

