2016 WASC Self-Study Report

Focus on Learning

Springs
CHARTER SCHOOLS
EMPIRE SPRINGS HARBOR SPRINGS RIVER SPRINGS

Our mission is to empower students by fostering their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student.

EMPIRE SPRINGS HARBOR SPRINGS RIVER SPRINGS

Springs Charter Schools
SELF-STUDY REPORT

43466 Business Park Drive
Temecula, CA 92590

Authorizing Organizations

River Springs Charter School | Empire Springs Charter School | Harbor Springs Charter School

Riverside County Office of Education | Helendale School District | Julian Elementary School District

February 29-March 2, 2016

ACS WASC/CDE Focus on Learning Accreditation Manual,
2015 Edition

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WASC Leadership Team

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Administrative Support	Anna Diaz, Pupil Services Receptionist Katherine Van Leeuwen, Administrative Assistant in Pupil Services Sarah Hutcheson, Executive Assistant to the Superintendent

WASC Focus Groups

A. Organization: Mission and Vision, Governance, Leadership, Resources

Co-chairs: Amy Heald, La Fuente Student Center Principal
Tammy Jackson, Homeschool Director

Sub-group Leads: Colette Bozek, Homeschool ES & NHS/CSF Advisor
Kathy Cox, Special Education Director
Tanya Rogers, Business & Admin Operations Director

Participants

Aly Belden, iShine Student Center Support Staff
Andie Pasolini, Communications Coordinator
Brenda Ramirez, Controller
Carrie Villalobos, Single-Subject Specialist
Cathy Meyer, iShine Student Center Teacher
Dina Lavin, iShine Student Center Teacher
Jaime Ferguson, Compliance Technician
Jennifer Campbell, Riverside Student Center Teacher
Jeremy Deering, Magnolia Student Center Teacher
JodyLynn Stuppy, Compliance Technician
Kim Ballantyne, Temecula Student Center Teacher
Kristy Foley, iShine Student Center Teacher
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Rachel McManus, Student Records Assistant Director
Rosario Marquez, Temecula Student Center Teacher
Ryan Mock, iShine Student Center Teacher
Ryan Schaffner, Purchasing Clerk
Saleena Santiago, Compliance Technician
Sara Widelski, iShine Student Center Teacher
Sarah Hutcheson, Executive Assistant
Shannon Gutierrez, Compliance Technician
Tony Belden, iShine Student Center Support Staff
Wendy Bucaro, Homeschool ES

B. Curriculum

Co-chairs: Rebecca Fabozzi, Temecula Student Center Assistant Principal
Shirley Jones, Homeschool Director

Participants:

Ann Schuster, Homeschool ES
David Dunfee, Temecula Student Center Teacher
Ellen Minor, Keys ES
Erin Burandt, Homeschool ES
Heather Hauck, Homeschool ES
Hollie Cheowanich, Homeschool ES
Isaac Piercy, Instructional Support
Jacqueline Hunter, Homeschool ES
Janan Willes, Keys ES
Janice Strockis, Hemet Acacia Student Center Teacher
Jenna Scherrer, Homeschool ES
Jennifer Kratz, Magnolia Student Center Teacher
Karen O'Brien, Venture Online Academy Teacher
Richard Brown, FAPA Academy Teacher
Sarah Strahan, Temecula Student Center Teacher
Shawna Lewis, Homeschool ES
Kathlyn Cleary, Homeschool ES
Katie Alexander, Learning Center Teacher
Kimberly Hooper, Homeschool ES
Krissa Jeldy, Homeschool ES
Krista Gradias, Homeschool ES
Kristi Kelly, Homeschool ES
Laurel Swaney, Homeschool ES
Leah Fisk, Magnolia Student Center Teacher
Linda Appleberry, Substitute Teacher
Lisa Reightly, Learning Center Teacher
Margarita Garcia, Homeschool ES
Margie Glickman Jones, Homeschool ES
Penny Friesen, Homeschool ES
Sunny Van Fossen, Homeschool ES
Tamara Bos, Magnolia Student Center Teacher

(C) Instruction

Co-chairs: Janel Cozzitarto, Magnolia Student Center Assistant Principal
Nancy Branchaud, Homeschool Director

Sub-group Leads: Kim Bagby, Instructional Support Director
Lisa Del Pizzo, Single-Subject Specialist
Mark Miller, iShine Student Center Teacher

Participants:

Ashley Gear, Temecula Student Center Teacher
Augusta Downey, Venture Online Teacher
Connie Edwards, Murrieta Student Center Support Staff
Danica Pearce, Instructional Aide
Dawn Marroquin, iShine Student Center Support Staff
Janine Betancourt, Temecula Student Center Teacher
Jessica Martinez, Lake Elsinore Student Center Teacher
Kari Arnson, Homeschool ES
Nicole Newman, Riverside Student Center Support Staff
Niki Wakelin, Temecula Student Center Teacher
Nina Serna, Homeschool ES
Pat Collins, Homeschool ES
Rachelle Smiley, Lake Elsinore Student Center Teacher
Sarah Marsh, Murrieta Student Center Teacher
Seth Schiering, Special Education Case Manager
Stacey Peck, Corona Student Center Teacher
Stacey Savin, iShine Student Center Support Staff
Stephanie Dejong, Single-Subject Specialist
Susan Srour, Hemet Student Center Teacher

(D) Assessment

Co-chairs: April Jacoby, Homeschool Director
Nikia Hovey, Hemet Student Center Assistant Principal

Participants:

Amy Straus, Homeschool ES
Andria Mindes, Murrieta Student Center Teacher
Anna Diaz, Pupil Services Administrative Support Staff
Ashley Cowden, iShine Student Center Teacher
Bre Julian, Guidance Technician
Brenda Gabler, Homeschool ES
Christine Sithichai, Murrieta Student Center Teacher
Cory Mongoven, Otay Ranch Academy Teacher
Danielle Carbonetta, Guidance Technician
Debbie Thurston, Temecula Student Center Support
Deborah Eileen Hollison, Hemet Student Center Teacher
Elizabeth Copeland, Director of Assessment
Erin Dulaney, Enrollment Technician
Glendora Tremper, Lead SLP
Jim Ardalan, Magnolia Student Center Teacher
Julia Krisel, Murrieta Student Center Assistant Principal
Karen Arnett, Student Achievement Advisor
Kate Lynch, Homeschool ES
Katherine Pangle, Temecula Student Center Principal
Kelly Taylor, Keys ES
Lisa Daoust, Special Education Case Manager
Lori Ollerton, Hemet Student Center and iShine Teacher
Mary Jo Huff, Internship Coordinator
Mayra Angel, Enrollment Technician
Nicole Haynes, Homeschool ES
Patricia Lewandowski, Murrieta Student Center Teacher
Susie Wines, Murrieta Student Center Teacher
Teresa Y. Velez, Special Education Case Manager

(E) School Culture

Co-chairs: EJ Whitehead, Murrieta Student Center Assistant Principal
Jacki Dee, Homeschool Director

E1: Parent & Community Engagement

Sub-group Leads: Andrea Leib, Venture Online Director
Maureen Wilson, Director of Real World Programs

E1 Participants:

Annette Van Dyke, Learning Center Teacher
Ashleigh Espeleta, Riverside Student Center Teacher
Beth Packer, Homeschool ES
Brian Bailey, Hemet Student Center Teacher
Carol Ledbetter, Hemet Student Center Teacher
Cheryl Buettner, Temecula Student Center Teacher
Cheryl Smallman, Intake Advisor
Emilie Helvey, Riverside Student Center Teacher
Jennifer Graham, Otay Ranch Academy Teacher
Jessica Blied, School Counselor
Jill Gibler, Temecula Student Center Support Staff
Katherine Whitlow, Corona Student Center Teacher
Laura Gottdiner, Homeschool ES
Marcey Ellis, Homeschool ES
Melissa Magner, Keys ES
Nicole Wind, Corona Student Center Teacher
Paige Davis, Temecula Student Center Teacher
Robin Felix, Temecula Student Center Teacher
Stacia Shafor, Corona Student Center Teacher
Steve Kerby, Hemet Student Center Teacher
Tasha Orshoff, Riverside Student Center Teacher

E2: School Environment

Sub-group Leads: Cathy Hanson, Keys High School Director
Jeanne Schaffner, Safety & Risk Management Manager

E2 Participants:

Anne Akins, Homeschool ES
Bonnie Garcia, Riverside Student Center Teacher
Debbie Grabosky, Homeschool ES
Jacqueline Stein, iShine Student Center Teacher
Jake White, Homeschool ES
Jennifer Finn, Keys ES
Jessica Garnett, Temecula Student Center Teacher
Jessica Holland, Murrieta Student Center Teacher
Jill Chiotti, Homeschool ES
Jim Flowers, Temecula Student Center Teacher
Karla Mcllroy, Orange County Student Center Teacher
Katie Koelpin, Hemet Student Center Teacher
Kayleigh Campos, Otay Ranch Academy Teacher
Kelly Harrel, Homeschool ES
Kenia Lugo-Hernandez, Murrieta Student Center Teacher
Lynn Kusleika, Homeschool ES
Lynne Arnold, Keys Support Staff
Michael Lee, Instructional Aide
Mike Schilling, Lake Elsinore Student Center Teacher
Nancy Koch, Compliance Technician
Renee Albright, Corona Student Center Support Staff
Teresa Moran, Homeschool ES
Tiffiny Aery, Murrieta Student Center Teacher

E3: Personal & Academic Support

Sub-group Leads: Chris Lemke, Guidance Director
Sue Picone, Education Department Administrative Assistant

E3 Participants:

Abigail Clancy, Hemet Student Center Teacher
Anick Mejia, Hemet Student Center Teacher
Autumn Nichols, Hemet Student Center Teacher
Barbara Osterkamp, Homeschool ES
Beth Whitehead, Murrieta Student Center Teacher
Caroline Look, Orange County Student Center Teacher
Chris Van Haften, Murrieta Student Center Teacher
Dana Stokes, Orange County Student Center Teacher
Danny Martinez, Temecula Student Center Teacher
Edith Bravo, Hemet Student Center Teacher
Lisbeth Hernandez, Magnolia Student Center Teacher
Erin Spock, Hemet Student Center Teacher
Gabriela Zimmer, Magnolia Student Center Teacher
Heidi Tams, Learning Center Teacher
Jacqueline Lodin, Special Ed. Program Coordinator
Jason Blake, Magnolia Student Center Teacher
Jeanette LaRue, Temecula Student Center Teacher
Jennifer Brink, Keys ES
Jennifer Mungaray, Magnolia Student Center Teacher
Jennifer Vogel, Keys ES
Kristin Berry, Lead School Counselor
Kristy Taylor, Hemet Student Center Teacher
Laura Schlabach, Homeschool ES
Kandyce Nelson, Homeschool ES
Kathy Anger, Homeschool ES
Kim Hein, Homeschool ES
Kimberly Ormseth, OC Quest Academy Teacher
Lee Ann Anderson, Temecula Student Center Teacher
Loretta Pearce, Lake Elsinore Student Center Teacher
Marla Martindale, Director of Learning Centers
Maureen Hansen, Hemet Student Center Support Staff
Michael Hunter, Keys ES
Michelle Cummins, Keys ES
Myrna Teramura, Homeschool ES
Nadia Phillips, Homeschool ES
Neida M. Perez, Hemet Student Center Teacher
Sabrina Mitchell, Temecula Student Center Teacher
Sandra Griffin, Murrieta Student Center Teacher
Sara Behney, Keys ES
Sarah Quinton, Keys Instructional Aide
Shannon Smith, Special Education Program Coordinator
Sherry Kosmal, Special Education Program Coordinator
Tina Erickson, Murrieta Student Center Teacher
Tricia McDougall, Keys ES
Valerie Walker, Temecula Student Center Teacher
Vanessa Vander Woude, Hemet Student Center Teacher

Home Groups

Home Group	Lead, Title
Administrative Support Staff	Diane Anvari, Asst. Superintendent in Human Resources
Career Internship & Technical Education (CITE)	Maureen Wilson, Director of Real World Programs
Coordinating Council / WASC Leadership Team	Kathleen Hermsmeyer, Superintendent
ELA Focus Group	Lisa DePizzo, Single-Subject Specialist
Math Improvement	Stephanie Fyfe, Single-Subject Specialist
Professional Learning Communities (PLC)	Vivian Price, Asst. Superintendent in Personalized Learning Kim Bagby, Instructional Support Director
Risk Management & School Safety	Jeanne Schaffner, Safety Manager
Single-Subject Specialists	Kim Bagby, Instructional Support Director
Student Support Services: Health Care Services, High School Steering Committee, School Counseling	Chris Lemke, Guidance Director
Student Support Services: Special Education	Kathy Cox, Special Education Director
Program: Homeschool	Vivian Price, Asst. Superintendent in Personalized Learning Homeschool Directors
Program: Keys High School	Vivian Price Asst. Superintendent in Personalized Learning Cathy Hanson, Keys High School Director
Program: Venture Online Academy	Vivian Price, Asst. Superintendent in Personalized Learning Andrea Lieb, Venture Online Director
Academy Programs	Debbie Essel, Asst. Superintendent in Education Academy Principals

Chapter 1

Student & Community Profile

with Supporting Data and Findings

Chapter I: Student & Community Profile with Supporting Data and Findings

WASC Template: Prepare a student/community profile. Include data and findings for the following:

- Demographic data, including the refined schoolwide learner outcomes
- Disaggregated and interpreted student outcome data
- Perception data summaries, if any.

Our Mission

Our mission is to empower students by fostering their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student.

Our Philosophy

Springs Charter Schools was created by and is operated by parents. We understand that every child is on a personalized educational journey. Our talented teachers work hard to incorporate a rich diversity of skills development, curriculum, and extracurricular activity into each day. Our staff works hard to direct resources where our students need them most. As charter schools, we are part of the solution to a better education system.

We value

- Parent choice and involvement
- Using the community as the classroom
- Fostering a child's innate creativity
- Collaborating to achieve goals
- Building relationships
- Personalizing learning

Our History

River Springs Charter School obtained a five-year charter through Riverside County Office of Education (RCOE) in 2007. After the school was given a second five-year term in 2012, and in response to consistent growth, school administrators began to consider expansion by petitioning new charters in San Diego, Orange, and San Bernardino Counties.

Homeschooling families in each county have requested local learning centers that would provide additional resources such as enrichment classes, tutoring, testing centers, and specialized services. In order to establish learning center options in San Diego and San Bernardino Counties, charters were petitioned and sponsorship granted through Julian Union Elementary School District (Harbor Springs Charter School) and Helendale School District (Empire Springs Charter School) in the summer of 2013.

Both Empire Springs and Harbor Springs opened for the 2013-14 school year with grades K-10. During the 2013-14 school year, both schools were granted initial WASC accreditation as well as UC "a-g" course approval. In the 2014-15 school year, both Empire Springs and Harbor Springs expanded to include grades 11 and 12, ending the school year with their first graduating classes.

All three charter schools function under the existing administration with no anticipated changes to either the educational program or school operations. The three separate charter school boards have entered into memorandums of understanding that would ensure consistency.

Our School Community Profile

The River Springs Community

RSCS serves TK-12th grade students residing in Riverside County and the four contiguous counties. Of the 5,900 students served by RSCS, the majority reside in Riverside County (96%) with additional populations of students residing in San Bernardino County (2%), and San Diego County (2%).

Riverside County has the fourth largest population in California with over two million residents and has experienced a high population growth of 6.4% over the past several years. According to 2014 census data, the reported ethnic majority is predominantly split between white (37%) and Hispanic/Latino (47%). The median household income is $56,529. Education levels of residents over the age of twenty-five who hold a bachelor's degree or higher is at 20.5% countywide.

The Harbor Springs Community

HSCS serves TK-12th grade students residing in San Diego County and the three contiguous counties. Of the over 700 students served by HSCS, the majority reside in San Diego County (83%) with additional populations of students residing in Orange County (17%).

San Diego County has the second largest population in California with over three million residents and has experienced a population growth of 5.4% over the past few years. According to 2014 census data, the reported ethnic majority is predominantly split between white (46%) and Hispanic/Latino (33%). The median household income is $62,962. Education levels of residents over the age of twenty-five who hold a bachelor's degree or higher is at 34.6% countywide.

The Empire Springs Community

ESCS serves TK-12th grade students residing in San Bernardino County and the five contiguous counties. Of the over 900 students served by ESCS, the majority reside in San Bernardino County (55%) with additional populations of students residing in Orange County (34%), Los Angeles County (5%), and Riverside County (6%).

San Bernardino has the fifth largest population in California with over two million residents and has experienced a population growth of 3.8% over the past few years. According to 2014 census data, the reported ethnic majority is predominantly split between white (30.6%) and Hispanic/Latino (51.7%). The median household income is about $54,090. Education levels of residents over the age of twenty-five who hold a bachelor's degree or higher is at 18.7% countywide.

Categorical Funding & Alternative Governance Structure

River Springs, Harbor Springs, and Empire Springs all receive categorical funding for Title I, Title II, and Title III. All of these funding streams and their applicable reports/documents are completed and submitted to the applicable agencies. Due to this funding, each school developed and maintains a Single School District Plan and an English Learner Master Plan. As a part of the process, the schools also each have a School Site Council, District English Learner Action Committee, and Single School District Plan Committee that meet semi-annually with follow-up actions. All of the plans are coordinated as closely as possible, based on the differentiated requirements.

River Springs Charter School is in Program Improvement (year 5+). Therefore, River Springs also has an Alternative Governance Board, which meets regularly to analyze data and develop strategies to make changes and/or support programs with the lowest academic achievement, based on assessment results.

Other data measures include the AIMM peer review process which is done for all academy programs in all three charter schools. AIMM supports the mission and vision of the schools and was implemented to ensure consistent schoolwide adherence to the five areas of expectation: 1) Welcoming, Respectful, and Safe School Environments, 2) Classroom Community, 3) Optimal Learning, 4) Fostering Curiosity and Real World Connections, 5) Personalized Learning. Twice each year, a team of staff, parents, and students conduct classroom visits. Each team is provided with a checklist with rubrics to record observations. Results and feedback are provided to the AIMM team facilitator, who meets with the program's principal to share findings from the group.

Governing Boards

The governance structure of Springs Charter Schools consists of three separate governing boards for River Springs, Empire Springs and Harbor Springs, respectively. Each school is its own 501(c)(3) organization with its own distinct and separate Board of Directors.

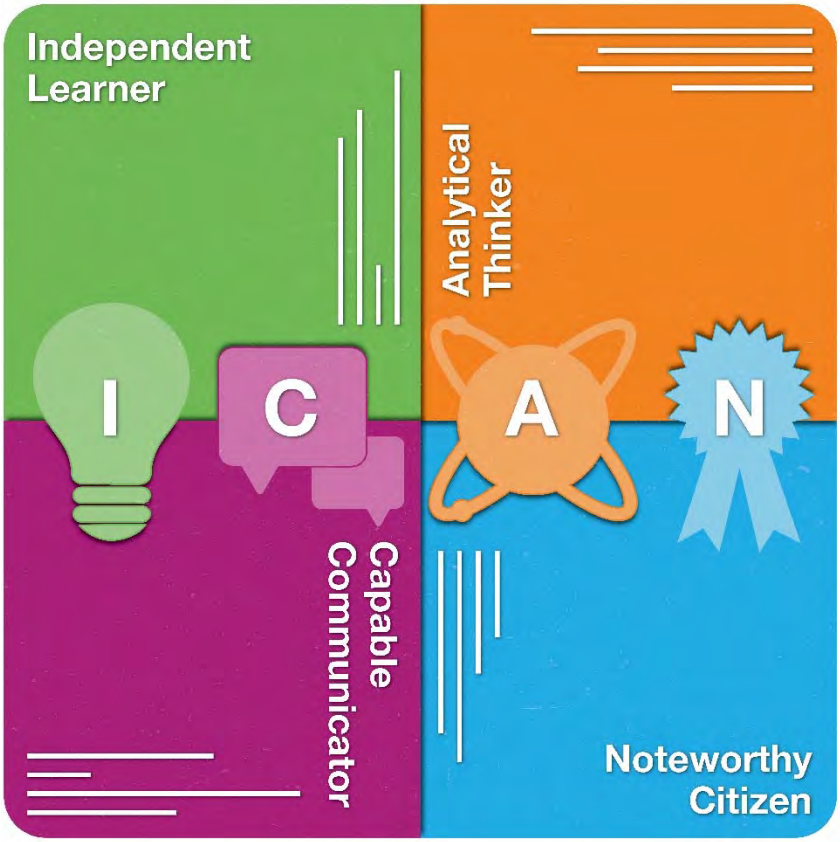
Each board consists of a minimum of five and maximum of seven members, each of whom is a member of one of the following two groups: parents or community members. Board members must reside in a county served by Springs Charter Schools. The governing boards are governed by their own by-laws and board policies for the purpose of fulfilling their duties and obligations to their respective school. The boards exercise final authority on all matters, including the implementation of the school's respective mission and vision, major educational and operational policies, budgets and fiscal affairs, selection of the superintendent, procurement of facilities, and academic achievement. The superintendent maintains the authority and responsibility of managing day-to-day operations. Regularly scheduled meetings are held, a minimum of seven times per year, in compliance with each school's charter, the Ralph M. Brown Act, and charter school law. Governing board meeting notices and agendas are posted on the schools' website as well as publicly posted at the schools' administrative offices. Parent and community involvement is encouraged and supported.

Student Learner Outcomes / Graduate Learner Outcomes

Expected Student Learner Outcomes (est. 2009)
During the 2009-10 self-study process, River Springs staff and stakeholders developed a set of expected schoolwide learner outcomes (ESLRs) that depicted an integrated and student centered educational focus. The outcomes were aligned to the mission and vision of the school and were developed with stakeholder involvement. Harbor and Empire Springs adopted these ESLRs as part of their initial accreditation process.

Transition to Student Learner Outcomes (est. 2015)
Throughout the term of accreditation, it became clear that parents, students, and staff were aware of the expected student learner outcomes, but there was some disconnection with the theory, practice, and measurability of each area. During the 2015-16 self-study process, administrative leadership began the process of revising previous ESLRs to the new Student Learner Outcomes (SLO) and to clarify expectations that would allow for measurability of each outcome.

Because network-wide staff, students, and parents were already highly familiar with the school's grade level specific I CAN statements, administrative leadership decided to align the SLOs to create an acronym for I CAN: Independent Learner, Capable Communicator, Analytical Thinker, Noteworthy Citizen.



Stakeholder Involvement

The new Student Learner Outcomes (SLO) were presented to the schoolwide leadership, academy teachers, Homeschool teachers, and administrative support staff during the fall home group meetings. At each meeting, groups worked collaboratively to provide feedback and help define the SLO area, make suggestions of measurability (with existing or available data markers), and explain what each SLO area would indicate for graduates. During this process, a decision was made to re-title the outcomes: Graduate Learner Outcomes (GLO). The following definitions were established for the new GLOs, and goals were aligned within the new schoolwide action plan, which is outlined in Chapter 5.

Independent Learner: A self -reflective learner who understands how he/she learns and how to utilize a variety of skills and resources to obtain his/her individual goals.
Someone with these attributes:

- Has the skills to learn independently
- Knows his/her own learning styles, strengths and abilities
- Can set goals and work in an intentional and satisfying way to meet those goals; has tenacity
- Plans for future success by setting high self-standards and preparing for the future
- Shows initiative for learning independently, uses resources effectively to learn
- Can identify and employ various strategies to help aid learning
- Actively engages in own learning process

Capable Communicator: A communicator who can read, write, speak and listen effectively for a variety of purposes and audiences.
Someone with these attributes:

- Has fluent reading skills with a high level of comprehension
- Is able to write effectively for a variety of purposes
- Can use technology to communicate ideas
- Is able to communicate learning within one-on-one, small group, and large group forums
- Can actively listen, incorporating tone, word choice, inference, and other nuanced factors in order to determine meaning

Analytic Thinker: An effective problem solver who understands and employs logic and the scientific method, and who looks at issues from multiple perspectives.
Someone with these attributes:

- Has fluent math skills with high-level understanding of concepts
- Is able to explain concepts through written and verbal means
- Can identify more than one way to solve a problem
- Can explain and employ scientific inquiry to explore a concept
- Understands depth of knowledge/taxonomy of thought and can increase rigor for self and others

Noteworthy Citizen: An individual who understands the value of his/her many roles within the community and who uses his/her skills and knowledge to participate and positively impact the world around them.
Someone with these attributes:

- Demonstrates understanding that they are citizens of the community, the nation, and the world
- Contributes in a positive way to their own community
- Has explored career options, and has a plan for after graduation
- Participates fully in the options available within the community
- Demonstrates empathy for others

Overview of Academic Programs

Many Springs Charter Schools parents choose a homeschool environment for their students, while others choose two to five days of a "blended" model, which integrates classroom instruction with supported home-study. The following is a description of the schools' various programs and sites.

Homeschool:

The Homeschool program is currently offered in all three Springs Charter Schools. In Homeschool, parents and their children work closely with a California credentialed Education Specialist (ES) to choose the right combination of learning programs personalized for each student. Our schools believe that parents are the primary educators of their children, and our mission is to support and encourage families in the challenging task of educating their children. Parents will meet with their ES during regularly scheduled meetings to set student goals, create unique lesson plans, and track each student's progress. Each student is assigned instructional funds to be used to purchase curriculum, educational materials, field trips and services from approved vendors. Homeschool students in grades TK-8 are able to use a portion of their instructional funds to take enrichment classes at one of the Springs Learning Centers. Students enrolled in grades 9-12 are able to attend classes as a part time student at any of the Renaissance Real World Academy (RRWA) locations or homeschool high school learning centers. Homeschool programs and events are offered throughout the year. Homeschool classes are available at the following student centers: Corona, Hemet, iShine (in Temecula), Murrieta, Rancho Cucamonga, Riverside, Otay Ranch, Oceanside and Orange County.

RIVER SPRINGS CHARTER SCHOOL (RSCS)—Student Centers and Programs

RSCS — Keys Independent Study

Keys is an independent study program that serves students enrolled in grades 9-12. Keys students are assigned to an Education Specialist (ES) who will be responsible for selecting and ordering curriculum, as well as meeting with the student at least once a week to assign school work and review assignments. Students may be allowed to take classes at one of the learning centers and are encouraged to participate in Internships, CTE courses, and other applicable programs. Teacher meetings are scheduled on Tuesdays, Wednesdays and Thursdays.

Independent Study Centers	Address
Corona Resource Center	1861 California Avenue Suite 101, Corona, CA 92879
Hemet Quest Student Center	790 West Acacia Avenue Suite 109, Hemet 92543
Lake Elsinore Resource Center	31910 Mission Trail Suite 150, Lake Elsinore 92530
Palm Student Center	46601 Vargas Road, Indio 92201
Riverside Resource Center	3359-A Chicago Avenue Riverside, CA 92507
Temecula Resource Center	43174 Business Park Drive Suite 103, Temecula, CA 92590

RSCS — Corona Student Center

510 West Second Street, Corona 92882

- TK-8 Homeschool Enrichment: The Learning Center offers a variety of classes and workshops for homeschool students. Course offerings include enrichment classes in the arts, hands-on learning, writing, and core classes such as the I CAN! Math class.
- Mosaic Academy: A rigorous, hybrid program that combines classroom and home study instruction. In partnership with the classroom teacher, parents teach their students on home study days to provide personalized learning. Mosaic Academy focuses on teaching the fundamentals of math and writing, as well as offers electives such as Theater and First Lego League. The program is personalized to encourage each student to engage in their personal strengths, gifts, talents and interests.

Grades	Program	Core Classroom Days	Home Study/ Optional Electives
TK-8	Homeschool Enrichment	M,F	
TK-8	Mosaic Academy	T,W,Th	M,F

RSCS — Flabob Airport Preparatory Academy

4260 Tequesquite Ave, Riverside 92501

- Flabob Airport Prep Academy (FAPA): Using aviation as a tool to motivate students to achieve their personal education goals, FAPA offers a program that serves grades 7-12. Each student's schedule is personally designed to include classroom instruction, independent study, Career Technical Education (CTE), and opportunities for students to experience learning through internships.
- RRWA: Renaissance Real World Academy offers a personalized model of instruction that includes classroom instruction, independent study, internship opportunities, and career and college prep courses. Students participate in a rigorous program that focuses on an enriching and well-rounded education to addresses students' talents, passions, and interests. Students are supported through individualized assignments, tutoring, and goal setting.

Grades	Program	Core Classroom Days	Home Study/ Optional Electives
7-8	Flabob Airport Prep Academy (FAPA)	T,W,Th,F	M
9-12	Renaissance Real World Academy	T,W,Th,F	M

RSCS — Hemet Quest Student Center

790 West Acacia Avenue, Hemet 92543

- Quest Academy: A five-day, TK-8 program of student-led, project-based learning where students develop "habits of the mind," a disciplined way of thinking about new ideas.

Grades	Program	Core Classroom Days	Home Study/ Optional Electives
TK-8	Quest Academy	M,T,W,Th,F	

RSCS — Hemet Student Center

105 N. Girard, Hemet, 92544

- K-8 Homeschool Enrichment: The Learning Center offers a variety of classes and workshops for homeschool students. Course offerings include enrichment classes in the arts, hands-on learning, writing, and core classes such as the I CAN! Math class.
- RRWA: Renaissance Real World Academy offers a personalized model of instruction that includes classroom instruction, independent study, internship opportunities, and career and college prep courses. Students participate in a rigorous program that focuses on an enriching and well-rounded education that addresses students' talents, passions, and interests. Students are supported through individualized assignments, tutoring, and goal- setting.

Grades	Program	Core Classroom Days	Home Study/ Optional Electives
TK-8	Homeschool Enrichment	M,W	
9-12	Renaissance Real World Academy	M,T,W,Th	F

RSCS— iShine Student Center

42145 Lyndie Lane, Temecula 92591

- TK-8 Homeschool Enrichment: The Learning Center offers a variety of classes and workshops for homeschool students. Class offerings will include project based learning and I Can Math.
- Temecula Mosaic: Temecula Mosaic offers a blended program that incorporates innovative instructional strategies in a state-of-the art learning environment. Students learn through modern curriculum design, project-based learning, and demonstration of enhanced self-esteem, advanced academic skills, and a passion to learn.

Grades	Program	Core Classroom Days	Home Study/ Optional Electives
TK-8	Homeschool Enrichment	W,F	
TK-8	Temecula Mosaic	M,T,W,Th	F

RSCS — Lake Elsinore Student Center

31910 Mission Trail, Lake Elsinore 92530

- Da Vinci Academy: Da Vinci Academy provides an emphasis on the creative arts; the focus is on an enriching and well-rounded education that addresses students' talents, passions, and interests.

Grades	Program	Core Classroom Days	Home Study/ Optional Electives
K-8	Da Vinci Academy	M,T,W,Th	F

RSCS — Magnolia Student Center

4260 Tesquesquite Ave, Riverside 92501

- Magnolia Academy: Magnolia Academy offers a hybrid program that combines four days of classroom instruction and one day of home-study. In partnership with the classroom teacher, parents teach their students one day a week on home-study days to provide personalized learning.
- RRWA: Renaissance Real World Academy offers a personalized model of instruction that includes classroom instruction, independent study, internship opportunities, and career and college prep courses. Students participate in a rigorous program that focuses on an enriching and well-rounded education that addresses students' talents, passions, and interests. Students are supported through individualized assignments, tutoring, and goal setting.

Grades	Program	Core Classroom Days	Home Study/ Optional Electives
TK-8	Magnolia Academy	T,W,Th,F	M
9-12	Renaissance Real World Academy	T,Th,F	M,W

RSCS — Murrieta Student Center

41866 Kalmia Street, Murrieta 92562

- Casa Montessori: Holding to the Montessori tradition, Casa Montessori offers a personalized model of instruction that includes classroom instruction and home-study. In partnership with the classroom teacher, parents teach their students two days a week. Classroom instruction focuses on reading, math, and hands-on projects.
- Classical Homeschool Academy: Classical Homeschool Academy offers a personalized model of instruction that combines classroom instruction and home-study. In partnership with the classroom teacher, parents teach their students three days a week. Classroom instruction focuses on a mindset of global studies rooted in a world history and classic literature context.
- Da Vinci Academy: Da Vinci Academy provides an emphasis on the creative arts; the focus is on an enriching and well-rounded education that addresses students' talents, passions, and interests.
- 9-12 Learning Center: Part-time enrollment in core classes is offered to students enrolled in grades 9- 12 in the Homeschool and Keys College and Career Prep programs.
- Montessori Middle School: Montessori Middle School is a five day a week classroom program that melds the Socratic-style classroom experience with Montessori methodology. Students take field trips and are involved in community internships and service learning.

Grades	Program	Core Classroom Days	Home Study/ Optional Electives
TK-6	Casa Montessori	W,Th,F	M,T
TK-8	Classical Homeschool Academy	M,T	W,Th,F
TK-6	Da Vinci Academy	T,W,Th,F	M
9-12	High School Learning Center	M,W	
7-8	Montessori Middle School	M,T,W,Th,F	

RSCS — Palm Student Center

46601 Vargas Road, Indio 92201

- Palm Academy: Palm Academy offers a personalized model of instruction that includes classroom instruction. Students plan projects and develop learning plans according individual goals with the help of each teacher. Teachers utilize community resources, centers, projects, technology, and hands-on experiences to provide students with instruction focusing on authentic learning.

Grades	Program	Core Classroom Days	Home Study/ Optional Electives
TK-8	Palm Academy	M,T,W,Th,F	

RSCS — Riverside Student Center

3050 Chicago Avenue, Riverside 92507

- TK-8 Homeschool Enrichment: The Learning Center offers a variety of classes and workshops for homeschool students. Class offerings will include project based learning and I CAN! Math.
- Mosaic Academy: A rigorous hybrid program that combines classroom and home-study instruction. In partnership with the classroom teacher, parents teach their two days a week. Mosaic Academy focuses on teaching the fundamentals of math and writing and offers electives such as theater and First Lego League. The program is personalized to encourage each student to engage in theirpersonal strengths, gifts, talents, and interests.

Grades	Program	Core Classroom Days	Home Study/ Optional Electives
TK-8	Homeschool Enrichment	T,Th	
K-8	Mosaic Academy	M,W,F	T,Th

RSCS — Temecula Student Center

43040 Margarita Road, Temecula 92592

- Da Vinci Academy: Da Vinci Academy provides an emphasis on the creative arts; the focus is on an enriching and well-rounded education that addresses students' talents, passions, and interests.
- RRWA: Renaissance Real World Academy offers a personalized model of instruction that includes classroom instruction, independent study, internship opportunities, and career and college prep courses. Students participate in a rigorous program that focuses on an enriching and well-rounded education that addresses students' talents, passions, and interests. Students are supported through individualized assignments, tutoring, and goal setting.

Grades	Program	Core Classroom Days	Home Study/ Optional Electives
K-5	Da Vinci Academy	T,W,Th,F	M
6-8	Da Vinci Academy	M,T,Th,F	W
9-12	Renaissance Real World Academy	T,Th,F	M,W

EMPIRE SPRINGS CHARTER SCHOOL (ESCS)—Campuses and Programs

ESCS — Keys Independent Study

Keys is an independent study program that serves students enrolled in grades 9-12. Keys students are assigned to an Education Specialist (ES) who will be responsible for selecting and ordering curriculum, as well as meeting with the student at least once a week to assign school work and review assignments. Students may be allowed to take classes at one of the learning centers and are encouraged to participate in Internships, CTE courses, and other applicable programs.

Independent Study Centers	Address
Rancho Cucamonga Learning Center	12005 Jack Benny Drive, Rancho Cucamonga 91739
Long Beach Independent Study Center	1401 East Anaheim Street Long Beach, CA 90813

ESCS — Venture Online Academy

- Venture is an online school and caters to the evolving needs of the 21st century student. It provides a complete program that recognizes and understands that students are individuals with unique learning styles, which is key to achieving academic success. With the unique ability to take your education on the road and follow your passion, Venture students can plan their day in a variety of ways in order to meet their schoolrequirements.

ESCS — Rancho Cucamonga Learning Center

12005 Jack Benny Drive, Rancho Cucamonga 91739

- TK-8 Homeschool Enrichment: The Learning Center offers a variety of classes and workshops for homeschool students. Class offerings will include project based learning and I CAN! Math, Writing with Purpose, Art - Meet the Masters, Draw & Build, Spanish, My Community, Engineering Essentials, Making Music, Jr. Lego League, Stars & Planets, Noodling with Numbers, Math Fun & Games, Kid Town, Hands-on-Science, Under the Sea, Speech & Debate, and Meaningful Math. (Subject to change)

Grades	Program	Core Classroom Days	Home Study/ Optional Electives
TK-8	Homeschool Enrichment	T, Th	

HARBOR SPRINGS CHARTER SCHOOL (HSCS)—Campuses and Programs

HSCS — Keys Independent Study

Keys is an independent study program that serves students enrolled in grades 9-12. Keys students are assigned to an Education Specialist (ES) who will be responsible for selecting and ordering curriculum, as well as meeting with the student at least once a week to assign school work and review assignments. Students may be allowed to take classes at one of the learning centers and are encouraged to participate in Internships, CTE courses, and other applicable programs. Teacher meetings are scheduled on Tuesdays, Wednesdays and Thursdays.

Independent Study Centers	Address
La Fuente Student Center	1985 Peacock Blvd. Oceanside, CA 92056
Orange County	2121 North Grand Avenue Santa Ana, CA 92705

HSCS — Venture Online Academy

- Venture is an online school and caters to the evolving needs of the 21st century student. It provides a complete program that recognizes and understands that students are individuals with unique learning styles, which is key to achieving academic success. With the unique ability to take your education on the road and follow your passion, Venture students can plan their day in a variety of ways in order to meet their schoolrequirements.

HSCS — Otay Ranch Academy for the Arts

1615 Mater Dei Drive, Chula Vista 91913

- Academy for the Arts: At Otay Ranch Academy for the Arts, music echoes in the halls, student art covers thewalls, and performances of theater and movement take place in front of applauding families and community members. Through skills-based instruction as well as arts integration in the classrooms, students have the opportunity to explore art-making and to use art as a language to express their thoughts and ideas.
- Homeschool Enrichment: The Learning Center offers a variety of classes and workshops for homeschool students.

Grades	Program	Core Classroom Days	Home Study/ Optional Electives
TK-8	Academy for the Arts	T,W,Th,F	M
TK-8	Homeschool Enrichment	M	

HSCS — La Fuente Student Center
1985 Peacock Boulevard, Oceanside, CA 92056

- Dual Immersion Academy: La Fuente Dual Immersion Academy is a new program that gives students in grades K-5 the gift of fluency in a second language. We provide our young learners with a rich bilingual experience at a time when their minds are developmentally best able to acquire a second language. Our students learn content through both their native language and the target language. Simultaneous translation is never used. By the end of 5th grade, all students in the program are proficient in English, proficient in the target language, and at or above grade level academicbenchmarks.

Grades	Program	Core Classroom Days	Home Study/ Optional Electives
K-6	Dual Immersion Academy	T,W,Th,F	M

HSCS — Orange County Student Center
2121 North Grand Avenue, Santa Ana 92705

- Homeschool Enrichment: The Learning Center offers a variety of classes and workshops for homeschool students. Class offerings will include project based learning and I Can Math.
- Quest Academy: A five-day, K-8 program of student-led, project-based learning where students develop "habits of the mind," a disciplined way of thinking about new ideas.

Grades	Program	Core Classroom Days	Home Study/ Optional Electives
TK-8	Quest Academy	M,T,W,Th,F	
TK-12	Homeschool Enrichment	T,Th	

Student Demographics of Springs Charter Schools

Overall Enrollment

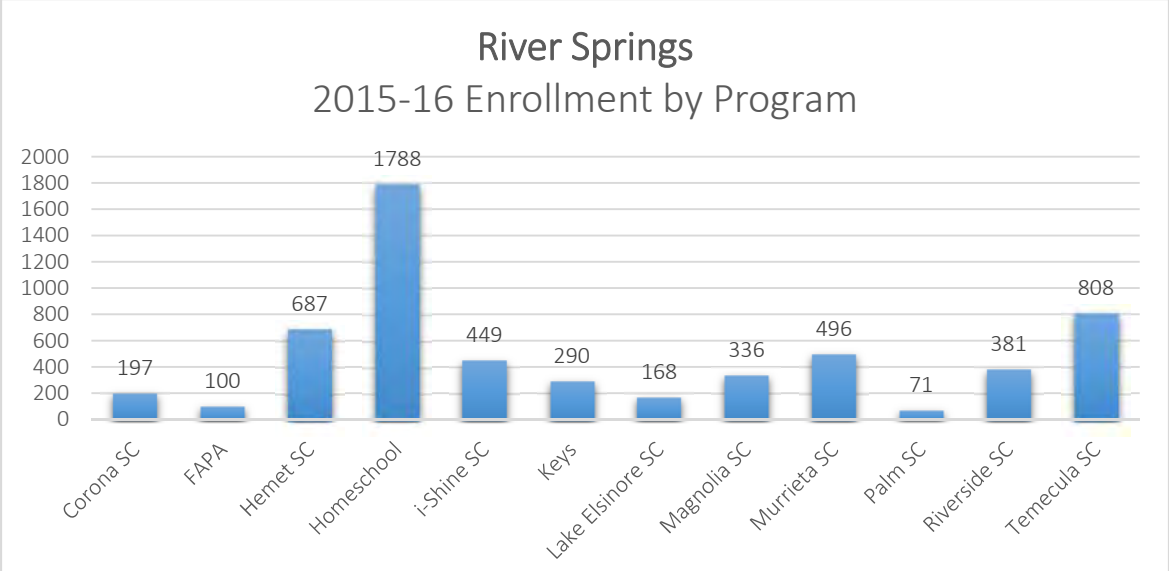
Springs Charter Schools have shown steady enrollment growth each school year. Enrollment for each charter school is displayed below by grade level, by program, and historically.

RSCS	
Grade	2015-16
TK	97
K	568
1	501
2	593
3	570
4	560
5	509
6	535
7	477
8	445
9	254
10	234
11	223
12	205
Total	5771

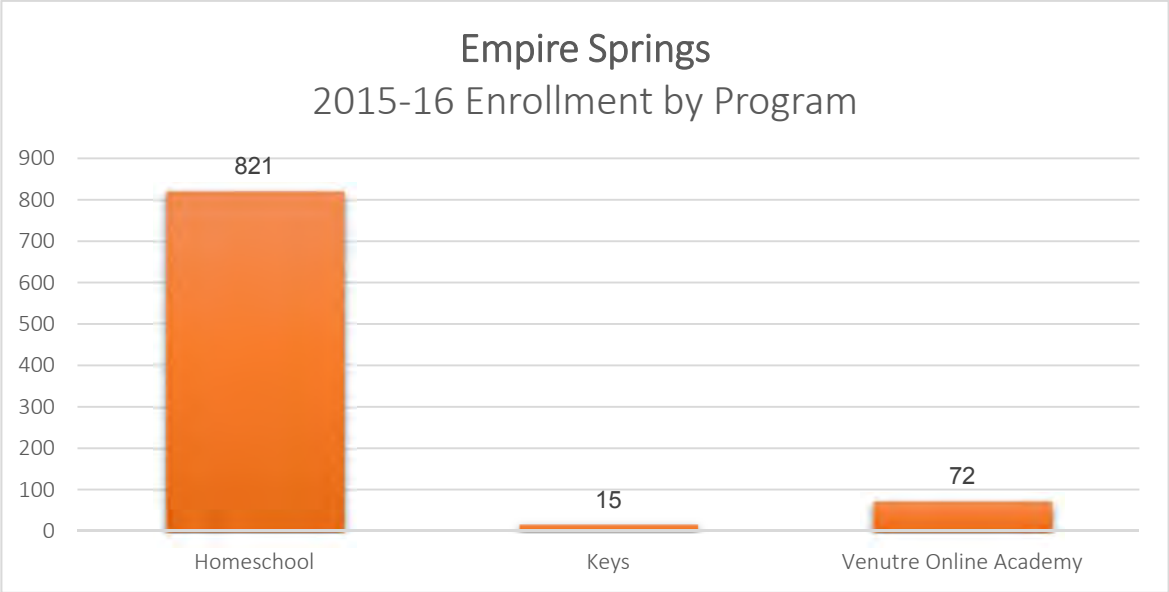
ESCS	
Grade	2015-16
TK	15
K	71
1	78
2	117
3	84
4	91
5	90
6	99
7	88
8	60
9	37
10	27
11	28
12	23
Total	908

HSCS	
Grade	2015-16
TK	43
K	106
1	72
2	66
3	74
4	77
5	90
6	77
7	76
8	56
9	7
10	17
11	14
12	11
Total	786

Data Source: 2015-16 Daily Enrollment Totals for Schools (Oasis report aligned with CBEDs date 10/7/15)



Data Source: 2015-16 Daily Enrollment Totals for Schools (Oasis report aligned with CBEDs date 10/7/15)



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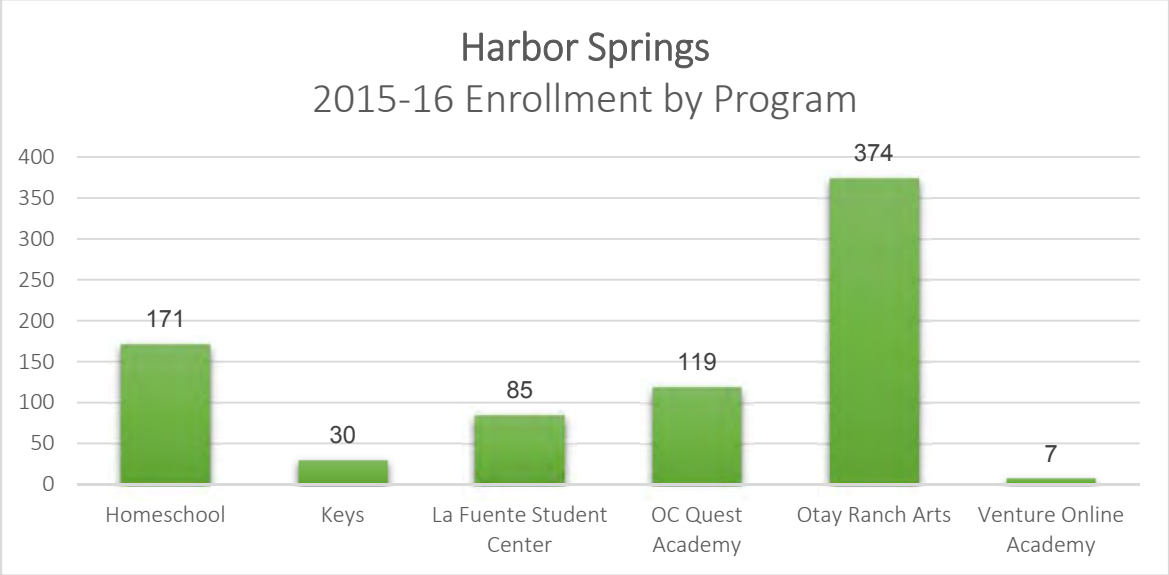

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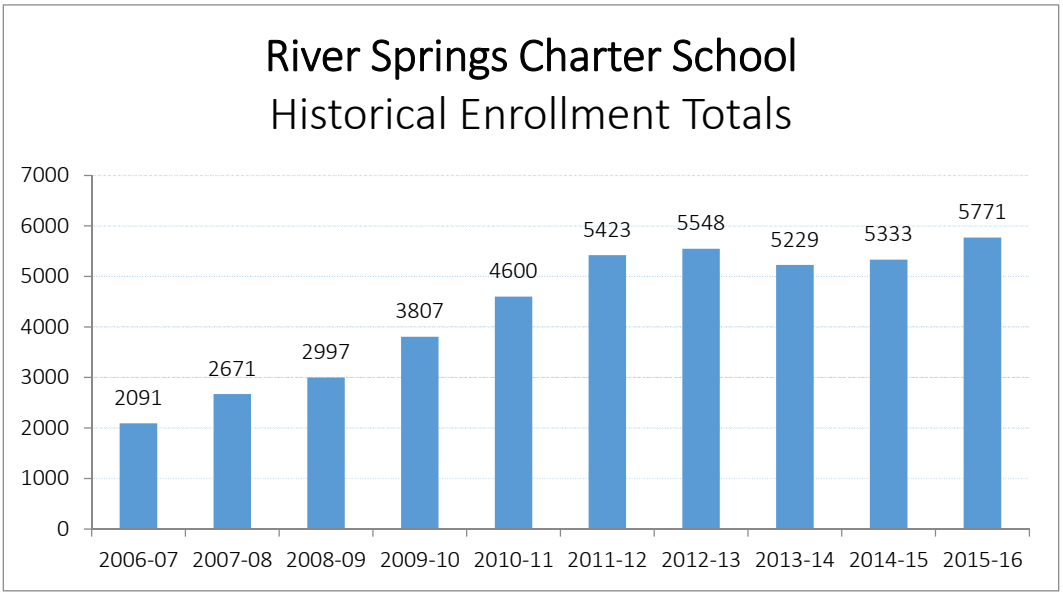
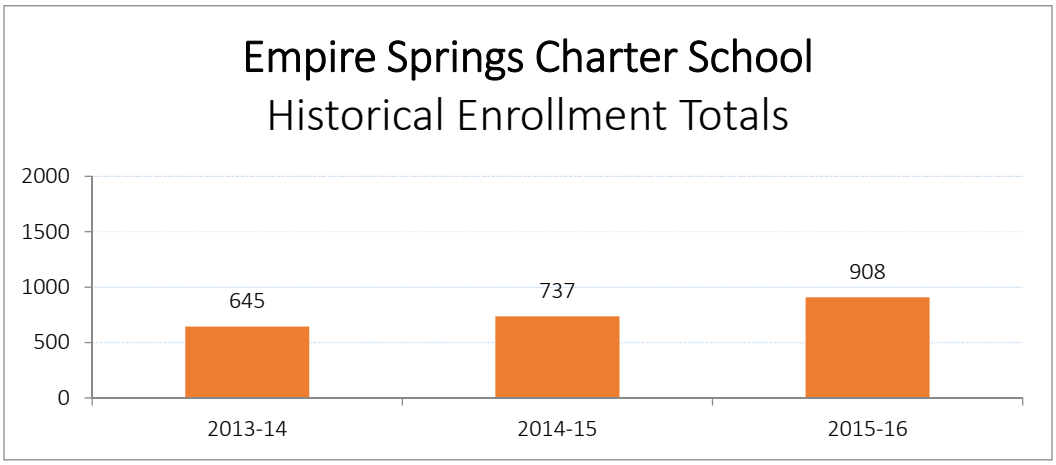
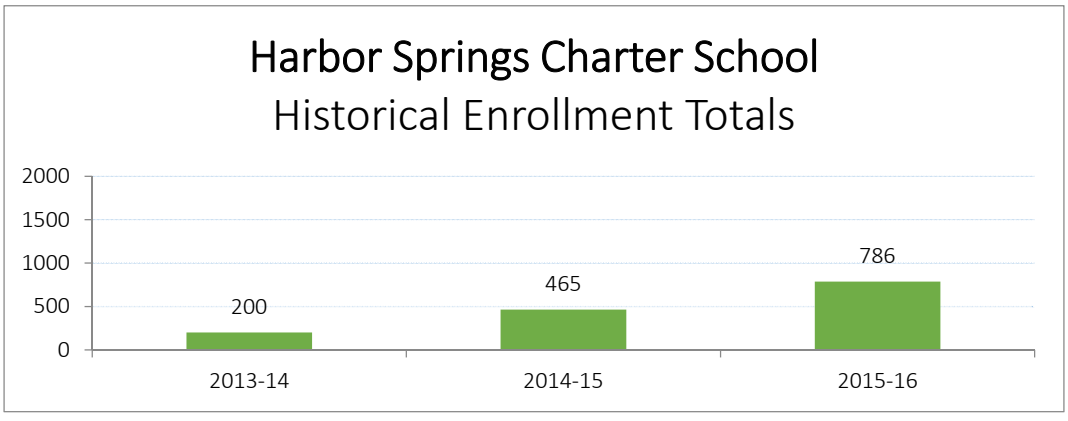


Data Source: Total Enrollment History (Data Quest)
2015-16 Data not yet available on Data Quest / Total was pulled from Daily Enrollment Total Report in OASIS



Data Source: Total Enrollment History (Data Quest)
2015-16 Data not yet available on Data Quest / Total was pulled from Daily Enrollment Total Report in OASIS



Data Source: Total Enrollment History (Data Quest)
2015-16 Data not yet available on Data Quest / Total was pulled from Daily Enrollment Total Report in OASIS

Student Enrollment by Districts of Residence

The chart below shows enrollment by the top seven districts. Approximately 77% of RSCS students live within the borders of the following seven districts.

Enrollment data by district of residence indicated that our largest clusters of enrollment are in those areas where River Springs operates a student center. The one exception is Menifee, which is centrally located to several Springs student centers.

Approximately 77% of RSCS students live within the borders of the following seven districts:

District of Residence	Total # RSCS Students	% of K-12 Enrollment
Temecula Valley Unified	1022	18%
Hemet Unified	858	15%
Riverside Unified	775	13%
Murrieta Valley Unified	628	11%
Lake Elsinore Unified	493	9%
Corona-Norco Unified	426	7%
Menifee Union Elementary	234	4%

Data Source: Residency Info Report, OASIS (as of CBEDs 10/7/15)

Approximately 33% of ESCS students live within the borders of the following seven districts:

District of Residence	Total # ESCS Students	% of K-12 Enrollment
Redlands Unified	60	7%
Chino Valley Unified	55	6%
Rim of the World Unified	48	5%
San Bernardino City Unified	44	5%
Saddleback Valley Unified	32	4%
Capistrano Unified	31	3%
Morongo Unified	28	3%

Data Source: Residency Info Report, OASIS (as of CBEDs 10/7/15)

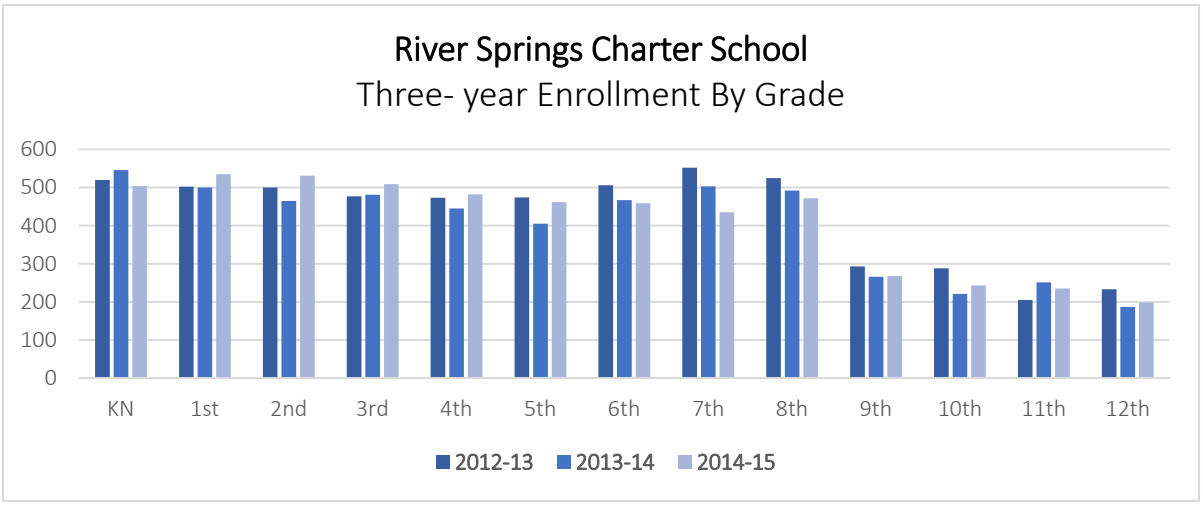
Approximately 73% of HSCS students live within the borders of the following seven districts:

District of Residence	Total # HSCS Students	% of K-12 Enrollment
Chula Vista Elementary	254	32%
Sweetwater Union High	81	10%
Santa Ana Unified	71	9%
Vista Unified	68	9%
Fallbrook Union Elementary	36	5%
Oceanside Unified	33	4%
San Diego Unified	31	4%

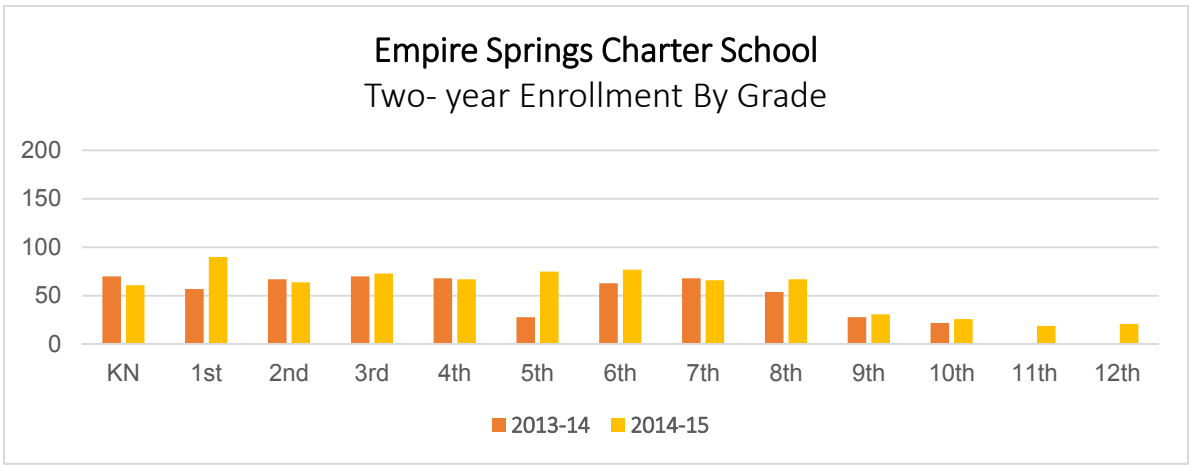
Data Source: Residency Info Report, OASIS (as of CBEDs 10/7/15)

Enrollment by Grade Level

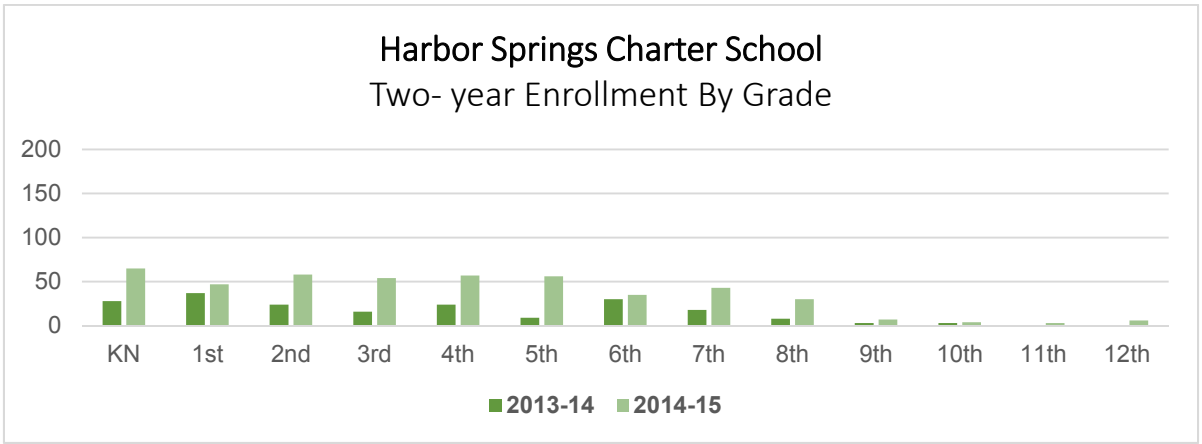
As indicated below, RSCS's enrollment dropped in some areas in the 2013-14 school year, when ESCS and HSCS openned. Grades 6-8 represent the highest enrollment group in River Springs, with sharp decreases in 9-12. Exit interviews indicate that, historically, our middle school students decide to enroll in their local high school, joining their peers in order to participate in a wider variety of co-curricular activities, sports, and band.



Data Source: Enrollment by grade (Data Quest)

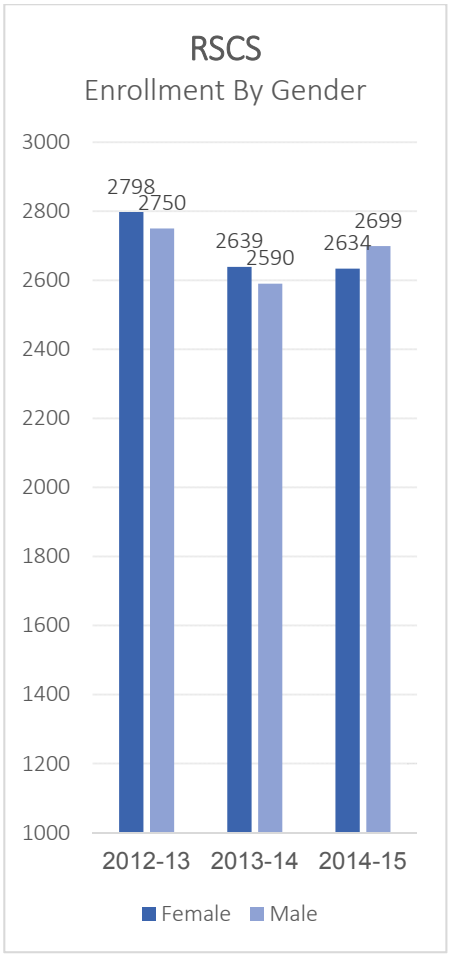


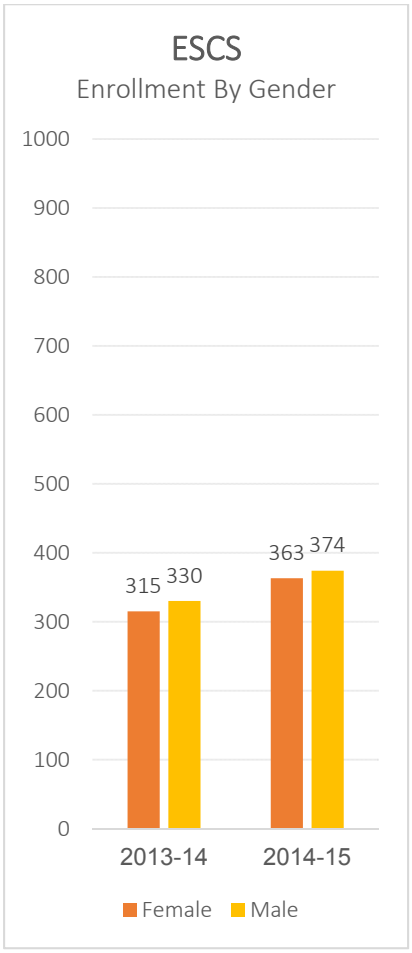
Data Source: Enrollment by grade (Data Quest)

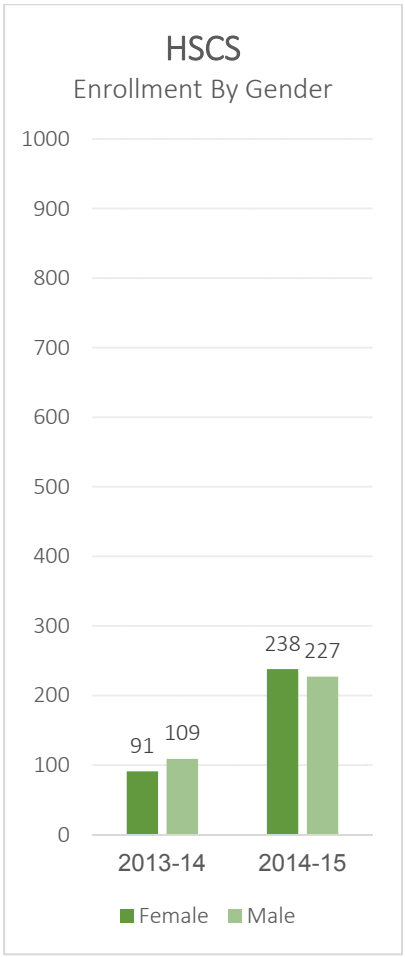


Data Source: Enrollment by grade (Data Quest)

Enrollment by Gender



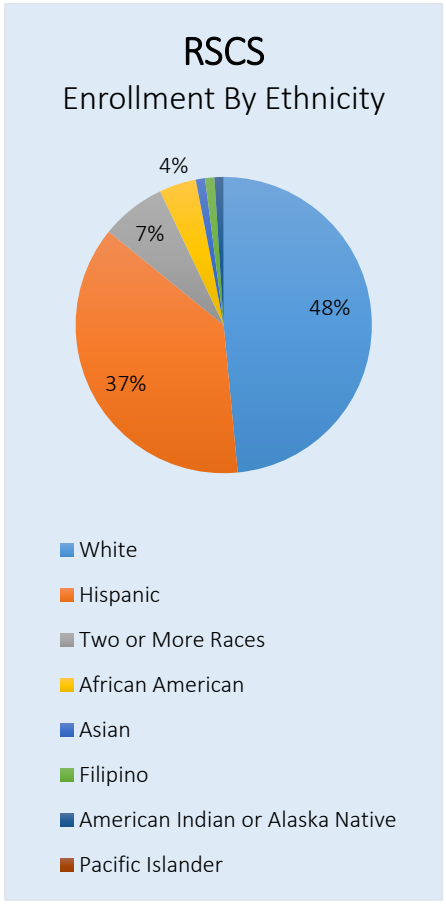


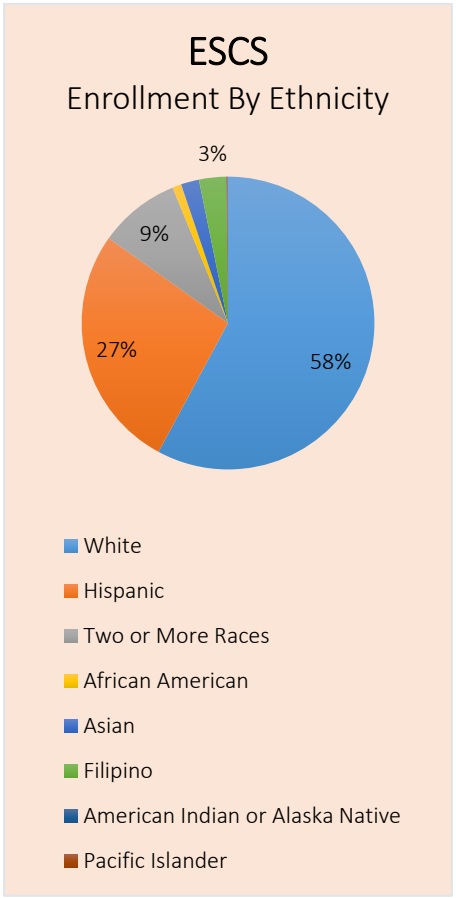


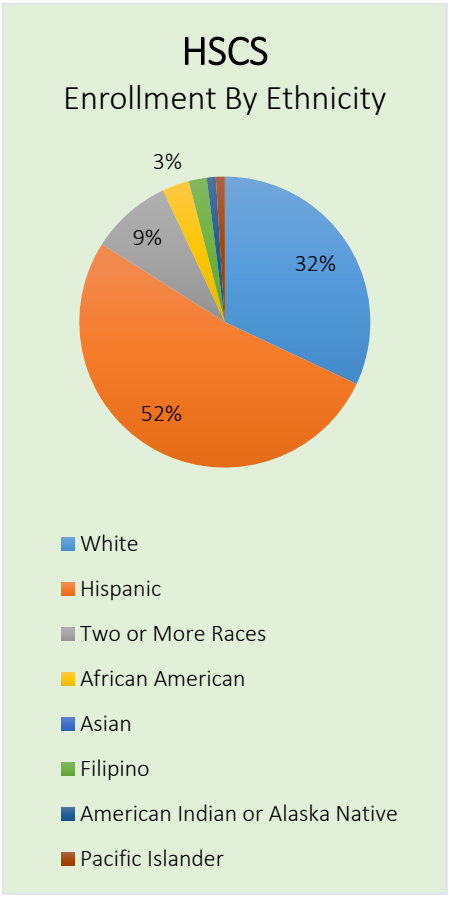
Data Source: Enrollment by gender (Data Quest)

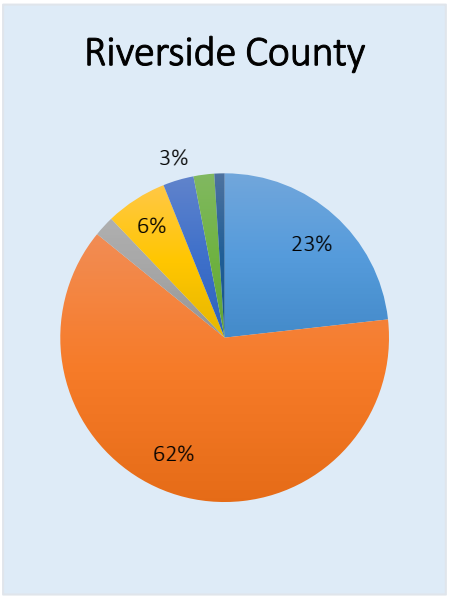
Enrollment by Ethnicity

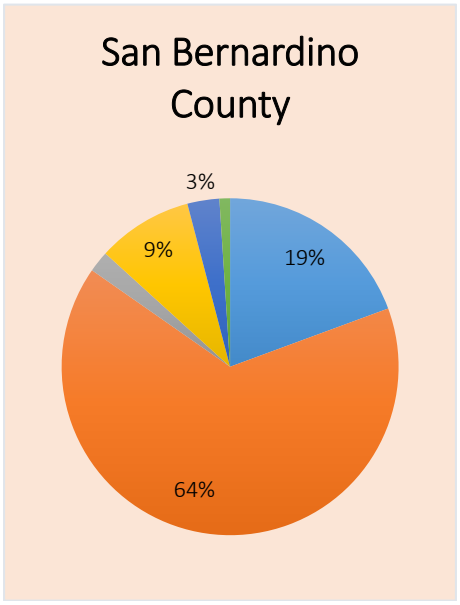
The data below indicates the primary ethnicity of the each school's students for the 2014-15 school year. A county comparison is included with the same color key for all graphs.

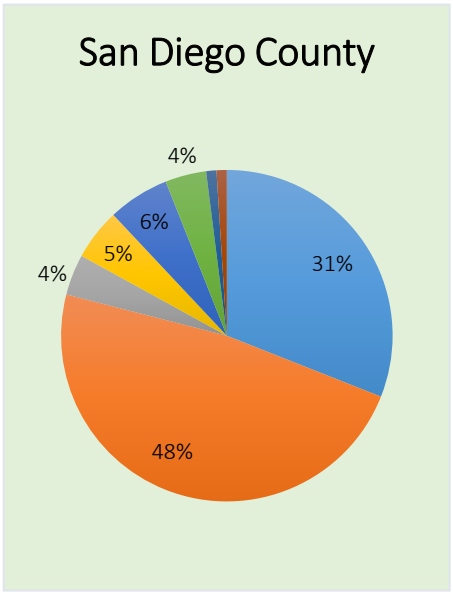












Data Source: Enrollment by Ethnicity (Data Quest)

Ethnicity/Race Comparisons from Top Seven Districts

The following figures represent 2014-15 percentages of enrolled students by ethnicity and race. Also included is a comparison from the top seven districts of residence for each Springs Charter School (the top five of the eight ethnicity categories are reflected in each chart).

Springs serves a diverse population of students that is comparable to the local comprehensive districts.

	Ethnicity		Race		
District of Residence	Hispanic	White	Two or More races	African American	Asian
River Springs Charter	37%	48%	7%	4%	1%
Temecula Valley Unified	32%	47%	8%	4%	4%
Hemet Unified	54%	31%	4%	8%	1%
Riverside Unified	61%	24%	2%	7%	3%
Murrieta Valley Unified	34%	46%	6%	5%	5%
Lake Elsinore Unified	56%	33%	2%	4%	2%
Corona-Norco Unified	52%	28%	1%	6%	9%
Menifiee Union Elementary	43%	40%	4%	6%	2%

Data Source: 2014-15 Ethnic Enrollment Comparison to Top 7 Districts (Data Quest)

	Ethnicity		Race		
District of Residence	Hispanic	White	Two or More races	Asian	Filipino
Empire Springs Charter	27%	58%	9%	2%	3%
Redlands Unified	47%	31%	4%	8%	3%
Chino Valley Unified	57%	19%	2%	13%	5%
Rim of the World Unified	34%	60%	4%	0.7%	0.1%
San Bernardino City Unified	74%	7%	1%	1%	0.3%
Capistrano Unified	26%	57%	6%	5%	2%
Saddleback Valley Unified	33%	49%	5%	7%	3%
Morongo Unified	31%	54%	6%	1%	1%

Data Source: 2014-15 Ethnic Enrollment Comparison to Top 7 Districts (Data Quest)

	Ethnicity		Race		
District of Residence	Hispanic	White	Two or More races	African American	Filipino
Harbor Springs Charter	32%	52%	9%	3%	2%
Chula Vista Elementary	69%	12%	3%	4%	10%
Sweetwater Union High	77%	6%	4%	3%	8%
Santa Ana Unified	93%	3%	0.6%	0.3%	0.2%
Vista Unified	62%	25%	4%	3%	1%
Fallbrook Union Elementary	58%	33%	3%	3%	0.8%
Oceanside Unified	55%	28%	3%	6%	3%
San Diego Unified	47%	23%	6%	9%	5%

Data Source: 2014-15 Ethnic Enrollment Comparison to Top 7 Districts (Data Quest)

English Learners

River Springs serves 292 English Learners (EL); 199 have indicated that Spanish was their primary language. 28 students tested as initially fluent in English (IFEP) based on their CELDT scores. In 2014-15, 14 students were reclassified as fluent in English (RFEP). The charts below show the number of ELs per program.

Longitudinal English Learner Count							
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16*
# EL	24	55	139	196	281	304	292

2015-16 EL Count by Program												
	Homeschool	Keys	Temecula	Lake Elsinore	iShine	Palm	Riverside (Chicago)	Magnolia	FAPA	Murrieta	Hemet	Corona
#	**33**	**22**	**50**	**15**	**3**	**14**	**12**	**42**	**6**	**3**	**88**	**4**

*As of October 31, 2015 (Year-end complete data not yet available)

Empire Springs serves 15 EL students; 9 have indicated that Spanish was their primary language. One student tested as initially fluent in English (IFEP) based on their CELDT scores. In 2014-15, no students were reclassified as fluent in English (RFEP).

Longitudinal English Learner Count			
	2013-14	2014-15	2015-16*
# EL	2	17	15

2015-16 EL Count by Program			
	Homeschool	Keys	Venture
#	12	1	2

As of October 31, 2015 (Year-end complete data not yet available)

Harbor Springs serves 147 EL students; 130 have indicated that Spanish was their primary language. This year, 25 students tested as initially fluent in English (IFEP) based on his/her CELDT scores. Last year, no students were reclassified as fluent in English (RFEP).

Longitudinal English Learner Count			
	2013-14	2014-15	2015-16*
# EL	22	112	147

2015-16 EL Count by Program						
	Homeschool	OC Quest	La Fuente	Otay Ranch Arts	Keys High School	Venture Online
#	3	37	16	88	3	14

As of October 31, 2015 (Year-end complete data not yet available)

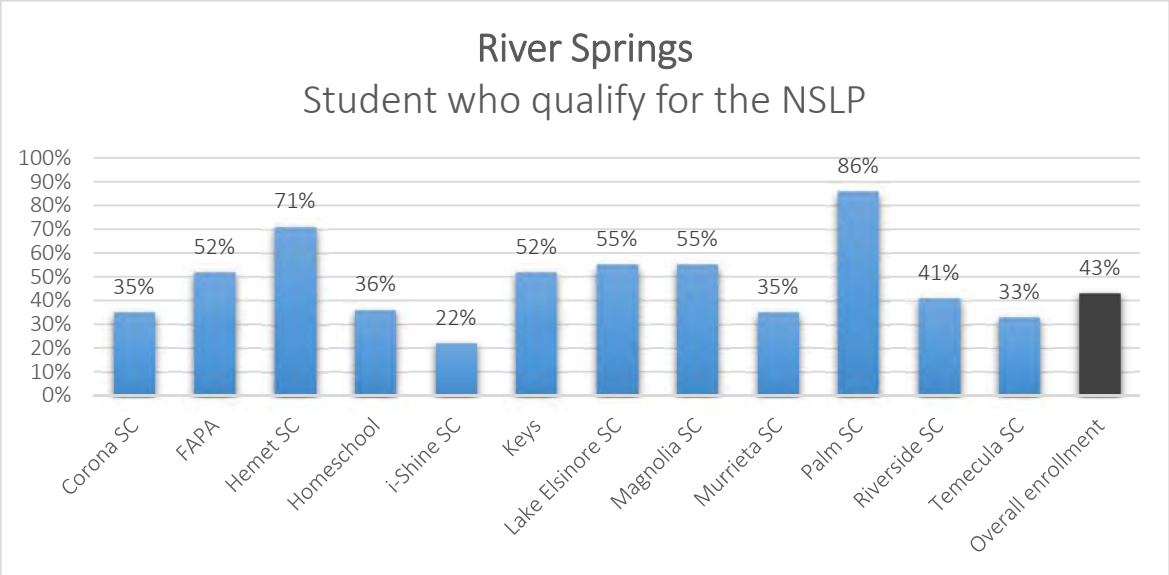
EL Support and Instruction

All staff who work with EL students are CLAD or BCLAD certified. The Director of Assessment and two English Learner coordinators review student achievement data, provide staff development, and work collaboratively with the Instructional Support Department and teachers to use CELDT scores along with other measures to develop lesson plans and curriculum for EL intensive instruction that is aligned to state standards.

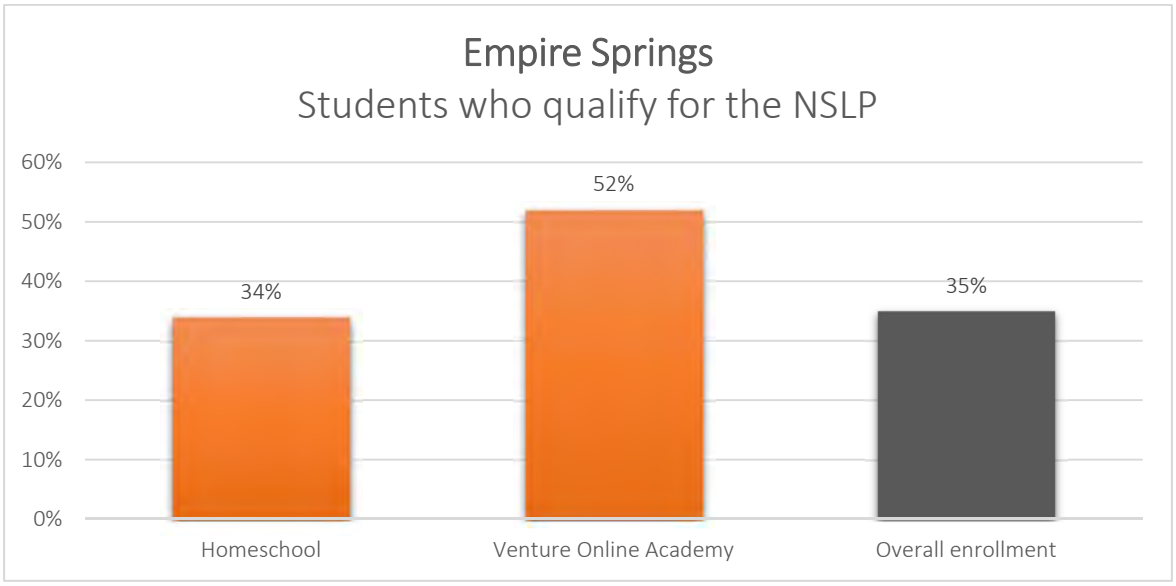
Parent and community participation in all EL programs is facilitated through twice yearly DELAC meetings. All schools have an ELD Master Plan that is revised annually by the ELD Committee and includes information about CELDT, Reclassification, ELD, and support for ELs. The school offers targeted tutoring to qualifying EL students through contracted vendors. In addition, all EL students are monitored through the Response to Intervention (RTI) process. (See appendix for a chart of the resources used to assist EL students. The list includes web-based learning programs like Brain Pop ESL and Raz-Kids ELD, as well as curriculum manuals like Houghton-Mifflin ELL.)

National School Lunch Program

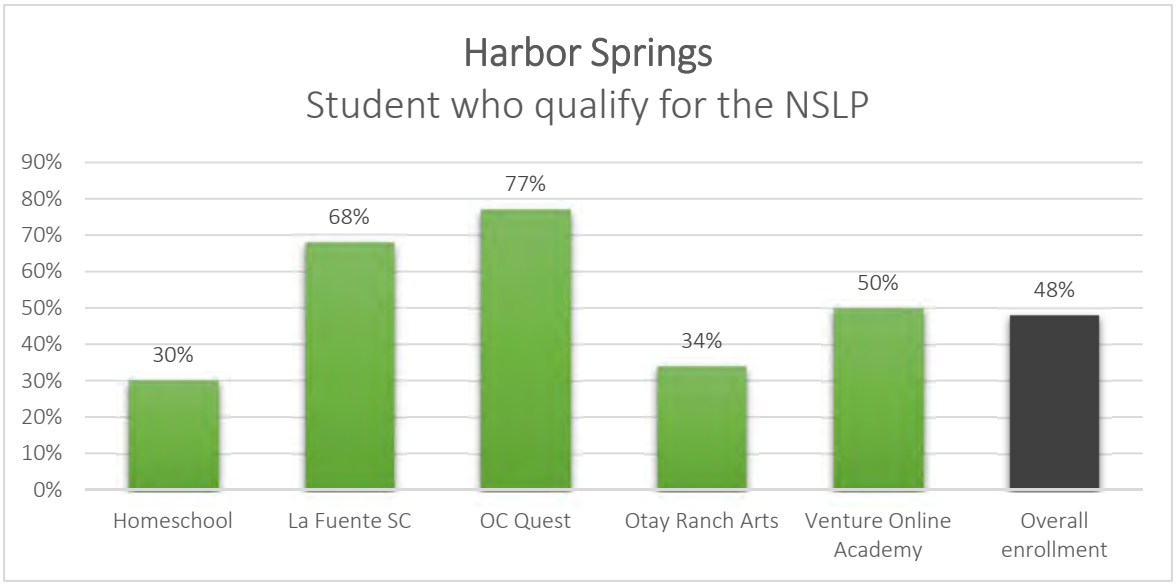
The diagrams below indicate the percent of students within each program who qualified for free or reduced lunch in the 2014-15 school year. The information is broken down by program within each charter.



Data Source: Socio-Economic report and Enrollment report from OASIS. 2014-15 school year based on CBED's date (10/1/14).



Data Source: Socio-Economic report and Enrollment report from OASIS. 2014-15 school year based on CBED's date (10/1/14)

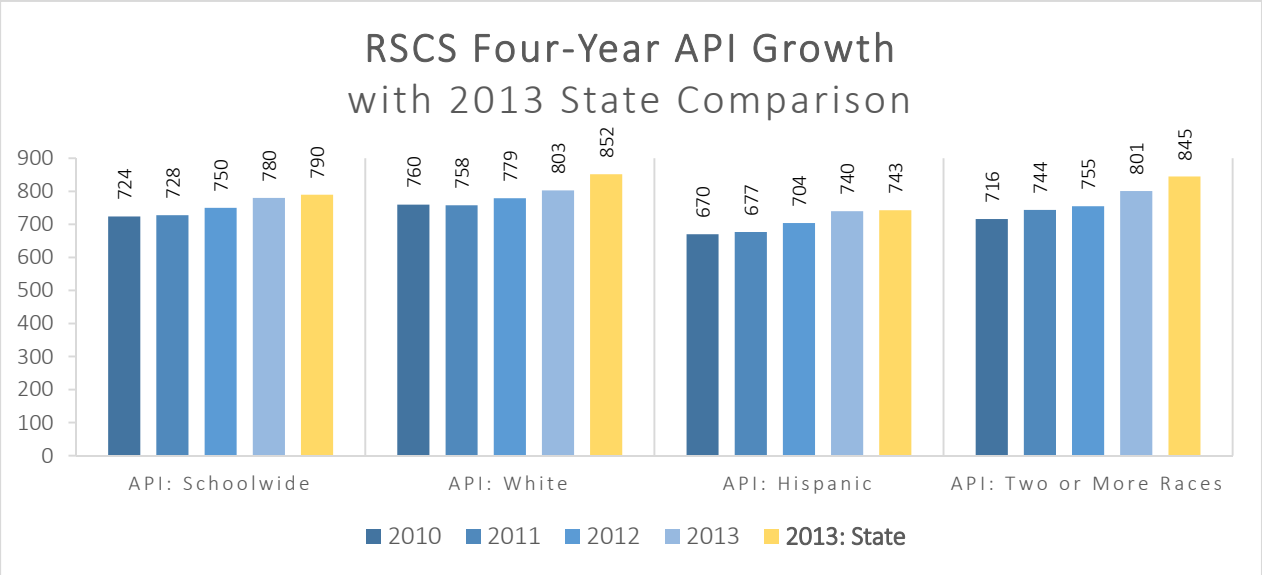


Data Source: Socio-Economic report and Enrollment report from OASIS. 2014-15 school year based on CBED's date (10/1/14)

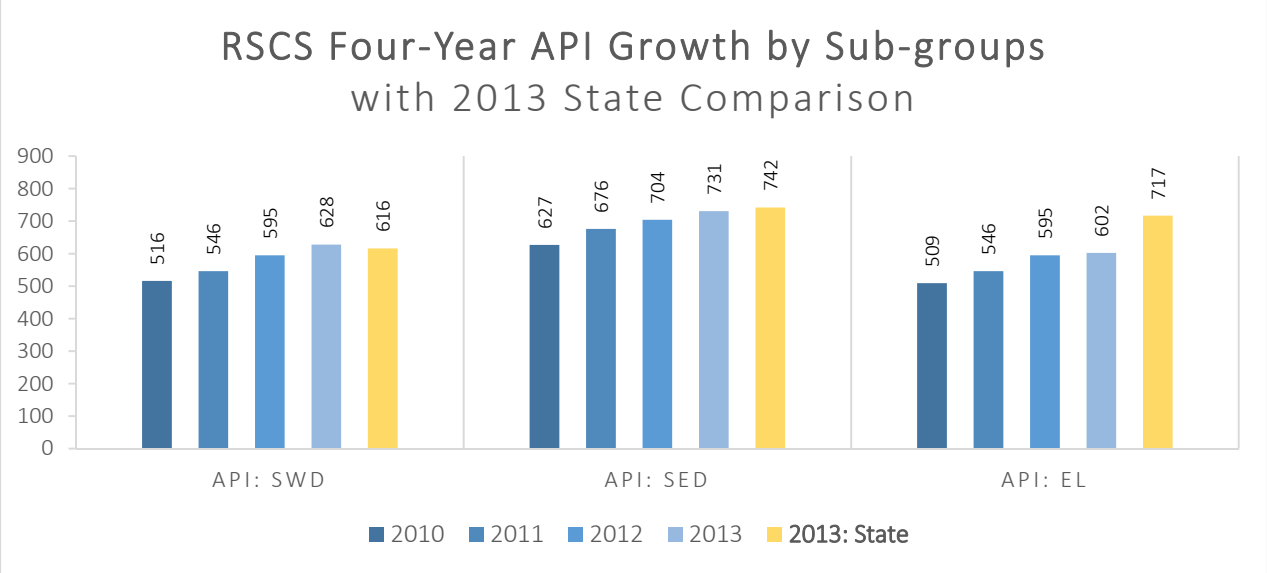
Student Achievement Data

API Growth

The charts below show the API scores for RSCS from 2009-10 through 2012-13. API has been suspended for the 2013-14 and 2014-15 school years. 2013-14 was a gap year for standardized testing results, and data for 2014-2015 testing can be referenced in the CAASPP charts. Significant sub-groups include White, Hispanic, and two or more races, students with disabilities (SWD), socio-economically disadvantaged (SED), and English Learners (EL). API has had steady growth in all areas between 2010 and 2013.



Data source: 3-Year Average API (Data Quest)



Data source: 3-Year Average API (Data Quest)

The following chart indicates River Spring's API growth in comparison to local districts.

District	API 2013	Rank
Temecula	866	1
Menifee	853	2
Murrieta	852	3
Corona-Norco	824	4
Desert Sands	809	5
Beaumont	805	6
Val Verde	803	7
Lake Elsinore	801	8
Nuview Union	800	9
Riverside	798	10
Romoland	783	11
River Springs	780	12
Alvord	772	13
Jurupa	758	14
San Jacinto	758	15
Hemet	755	16
Palm Springs	752	17
Perris Union High	747	18
Perris Elementary	746	19
Moreno Valley	745	20
Banning	729	21
Coachella	691	22
Palo Verde	666	23

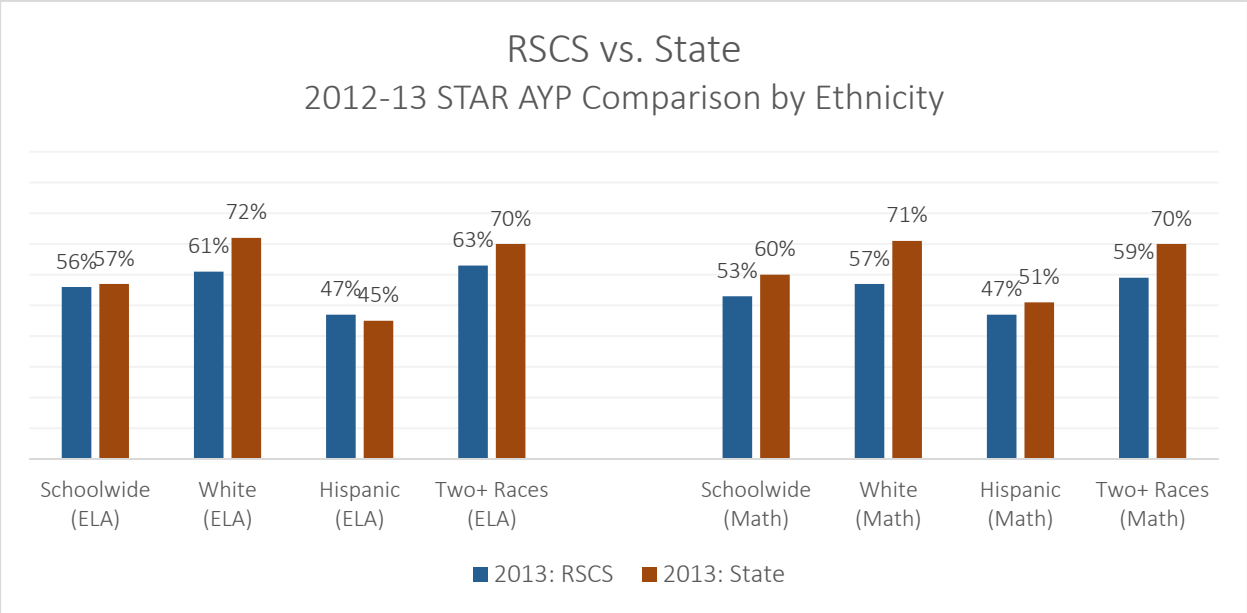
Data Source: 2013 Growth API Report - District API (Data Quest)

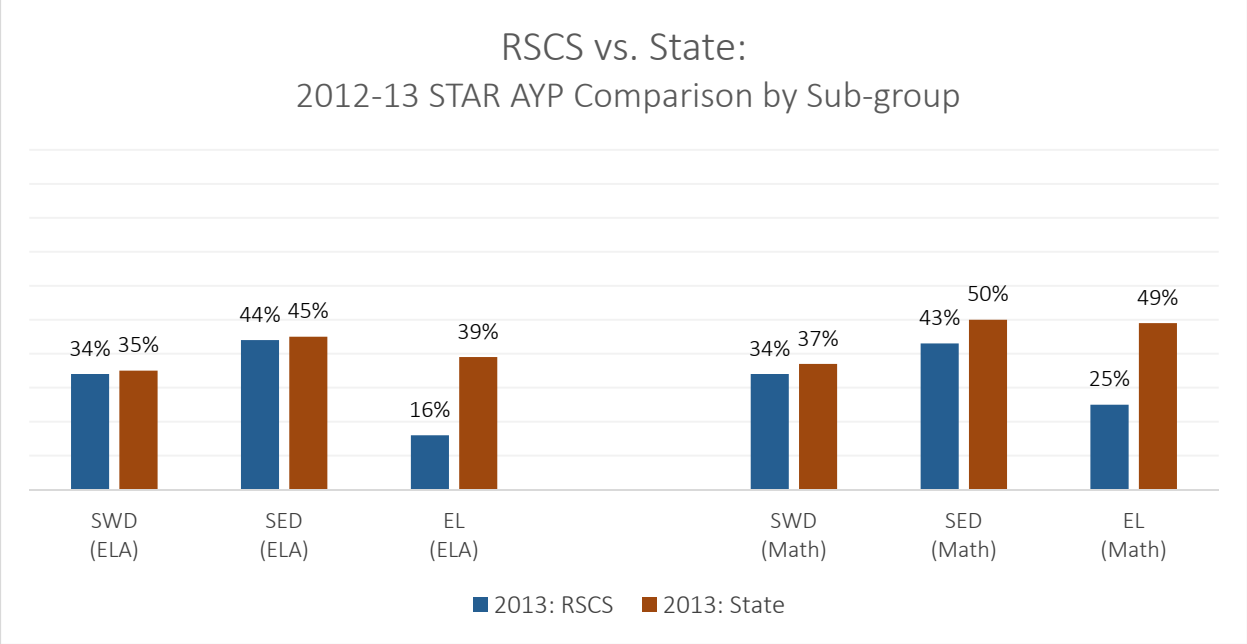
Both the statewide ranking and the similar schools ranking are increasing for River Springs Charter School.

River Springs	2010	2011	2012	2013
Statewide School Ranking	2	2	2	4
Similar Schools Ranking	1	2	3	3

AYP

The chart below shows AYP scores for River Springs from 2012-13. There were no standardized test results in 2013-14. 2014-15 AYP data is not yet available. Data for 2014-15 is shown in the CAASPP section.

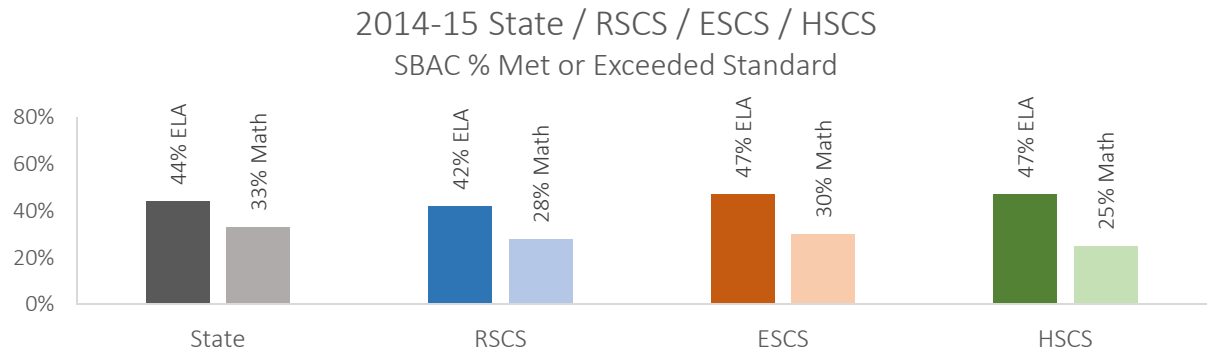




CAASP

No state test scores were given for the 2013-14 school year. In the 2014-15 school year, the Smarter Balanced (SBAC) test became operational, replacing the CST (STAR) test in English Language Arts (ELA) and Math. The SBAC is a computer-based test for Common Core standards and college and career readiness. The SBAC is under the CAASPP test umbrella, which also includes Science CST/CMA/CAPA and The California Alternate Assessment (CAA).

In addition, the SBAC is scored using 4 proficiency levels (Exceeded Standard, Met Standard, Nearly Met Standard, and Did Not Meet Standard) and is based on the College and Career Readiness Standard, not grade level proficiency. The 2014-15 scores are meant to serve as baseline data during the transition to common core and CAASPP testing.



Data Source: caasp.cde.ca.gov

2014-15 SBAC % Met or Exceeded Standard by Ethnicity/Race						
	Overall		Hispanic		White	
	ELA	Math	ELA	Math	ELA	Math
State	44%	33%	32%	21%	60%	49%
RSCS	42%	28%	34%	20%	46%	32%
ESCS	47%	30%	36%	18%	49%	33%
HSCS	47%	25%	44%	21%	56%	33%

2015 SBAC % Met or Exceeded Standard by Sub-group						
	Socio-Economically Disadvantaged		English Learners		Students with Disabilities	
	ELA	Math	ELA	Math	ELA	Math
State	30%	21%	11%	11%	12%	9%
RSCS	33%	21%	9%	6%	14%	11%
ESCS	41%	23%	27%	18%	22%	8%
HSCS	38%	24%	14%	2%	26%	17%

Data Source: caasp.cde.ca.gov

Riverside County District Comparisons SBAC 2015

ELA				Math			
District	# of Students Tested	% Met or Exceeded Standard ELA	Rank	District	# of Students Tested	% Met or Exceeded Standard Math	Rank
Temecula	14,724	61%	1	Temecula	14,746	48%	1
Murrieta	11,614	57%	2	Murrieta	11,644	42%	2
Corona-Norco	27,782	53%	3	Corona-Norco	28,161	36%	3
menifee	6,070	48%	4	Menifee	6,082	32%	4
Desert Sands	15,066	44%	5	Riverside	21,898	32%	5
Riverside	21,875	43%	6	Beaumont	4,740	28%	6
Perris Union High	3,694	42%	7	Desert Sands	15,135	28%	7
River Springs	**2,926**	**42%**	**8**	**River Springs**	**2,921**	**28%**	**8**
Beaumont	4,728	41%	9	Alvord	10,410	25%	9
Val Verde	10,635	38%	10	Nuview Union	1,187	25%	10
Nuview Union	1,176	37%	11	Val Verde	10,670	24%	11
Alvord	10,261	35%	12	Lake Elsinore	11,427	23%	12
Lake Elsinore	11,427	35%	13	Hemet	11,235	21%	13
Hemet	11,235	33%	14	Romoland	2,284	21%	14
Palm Springs	12,234	32%	15	Banning	2,266	20%	15
Romoland	2,281	31%	16	Jurupa	10,394	20%	16
Moreno Valley	18,060	29%	17	Palm Springs	12,272	20%	17
Perris Elementary	3,402	29%	18	Perris Elementary	3,461	20%	18
San Jacinto	4,751	29%	19	Perris Union High	3,681	19%	19
Jurupa	10,379	28%	20	Moreno Valley	18,109	17%	20
Banning	2,276	27%	21	San Jacinto	4,853	17%	21
Palo Verde	1,617	20%	22	Palo Verde	1,620	16%	22
Coachella	10,120	18%	23	Coachella	10,166	11%	23
Riverside County	222,152	41%	N/A	Riverside County	223,145	28%	N/A
State	3,151,300	44%	N/A	State	3,166,994	33%	N/A

Data Source: CAASPP Smarter Balanced Mathematics and English Language Arts Test Results (Data Quest)

CAHSEE Results

The chart below indicates the percentage of RSCS 10th grade students that passed CAHSEE within subgroups, as well as the comparison of those percentages with the State.

RSCS vs State: CAHSEE Passing Rate						
	2012-13		2013-14		2014-15	
	RSCS	State	RSCS	State	RSCS	State
Overall (ELA)	87%	83%	85%	83%	87%	85%
Overall (Math)	82%	84%	80%	85%	85%	85%
SWD (ELA)	69%	40%	58%	39%	54%	43%
SWD (Math)	57%	42%	36%	42%	43%	43%
SED (ELA)	84%	77%	78%	77%	85%	79%
SED (Math)	76%	78%	77%	80%	81%	79%

*ELs were not included as a significant subgroup due to the low number of ELs

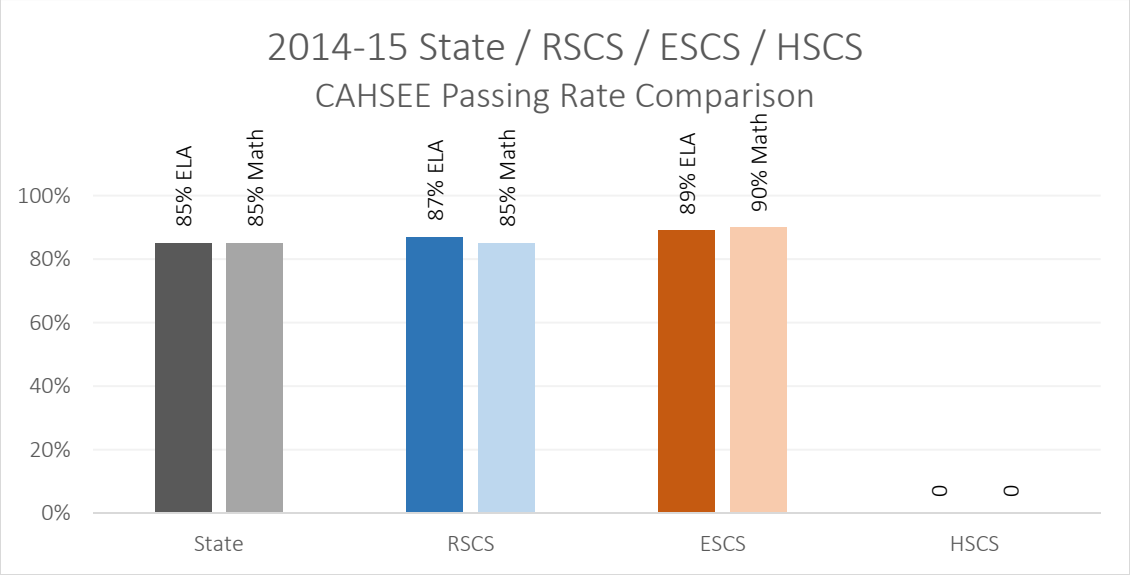
Data source: CAHSEE Results for Mathematics and English-Language Arts by Program (Combined) for Grade 10 (Data Quest)

ESCS CAHSEE Passing Rate

ESCS tested 26 students and had no results for significant subgroups due to low number of participants.

HSCS CAHSEE Passing Rate

Harbor tested 3 students and had no results for significant subgroups due to low number of participants.



Data source: CAHSEE Results for Mathematics and English-Language Arts by Program (Combined) for Grade 10 (Data Quest)

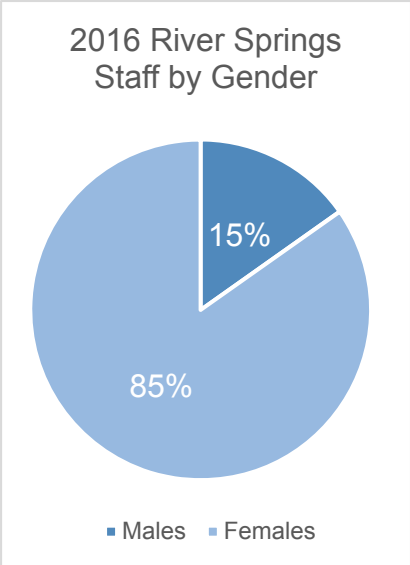
*HSCS: Data Quest does not report pass rates for less than 10 students.

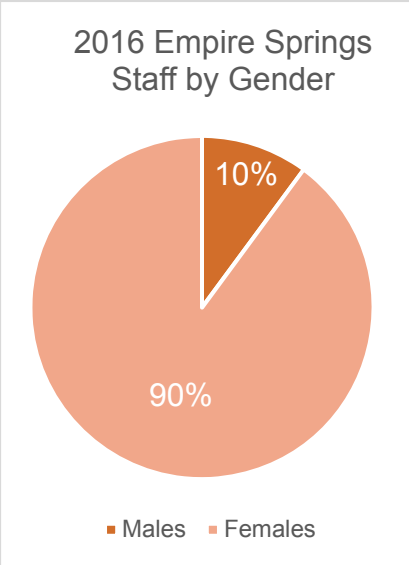
Staff Profile

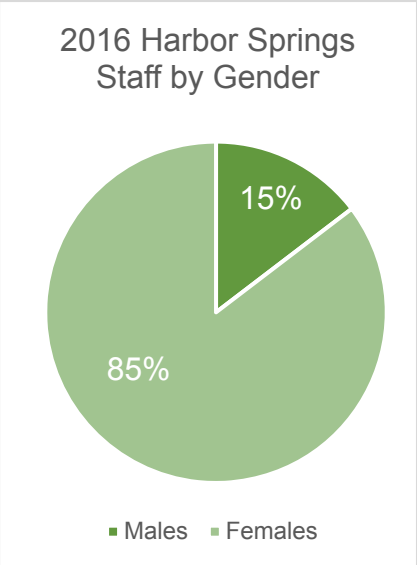
SCS employs a variety of highly trained staff. The SCS Human Resources Department manages services for nearly 900 employees. Services include payroll, benefits, credentialing, safety, hiring, staff conflict resolution, as well as staff development planning, implementation, and tracking.

Employment rates for certificated and classified staff vary based on the educational programs each school offers. Because Empire Springs only offers home-based programs at this time, there is little need for clerical support.

	River		Empire		Harbor	
	# employees	%	# employees	%	# employees	%
Classified staff	272	38.3%	5	5.6%	16	19.5%
Certificated staff	439	61.8%	84	94.4%	66	80.5%
Total staff	710	100%	89	100%	82	100%

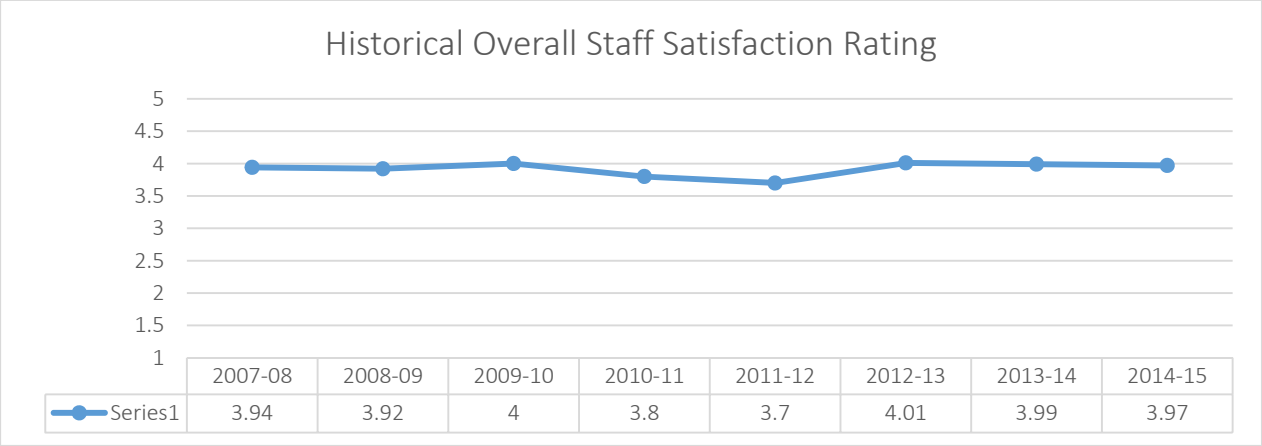






2014-15 Employee Satisfaction Survey

Our 8th annual Springs Employee Satisfaction Survey was conducted in early June 2015. The survey is given annually to all Springs employees via an all-staff email. Overall, the average satisfaction score for all questions was 3.97 out of a possible 5.0. This represents a very slight decrease from an average of 3.99 in 2014.



The 6 highest rated questions were:

Ranking	Question	Satisfaction Rating
1	My co-workers and I work well together	4.64
2	My supervisor treats me with dignity and respect	4.34
3	I'm proud to work for SCS	4.34
4	My supervisor treats me fairly	4.27
5	SCS makes good use of my skills and abilities	4.27
6	Overall, I would say I'm satisfied working for SCS	4.21

The 6 lowest rated questions were:

Ranking	Question	Satisfaction Rating
1	I feel satisfied with my pay	3.10
2	The demands of my job are reasonable	3.43
3	I'm happy with my benefits package	3.44
4	SCS provides me with the resources to do my job well	3.69
5	At SCS, I'm recognized for my accomplishments	3.71
6	SCS offers me the necessary training to excel at my job	3.77

Staff Comments

Based on the survey results and comments, employees report to be satisfied in their employment with Springs Charter Schools. Survey results have been very similar year to year with relatively the same questions getting the highest satisfaction rates and the same questions getting the lowest satisfaction rates. As has been the case every year, comments were mainly positive. Many people described their love for their jobs, their co-workers, their supervisors, and the school. There were many positive comments about individual supervisors and much praise for co-workers.

While overall results were good, school leadership plans to determine ways to address patterns. The most common negative comments centered on feeling overwhelmed and/or overworked. Other negative

comments focused on a perceived lack of resources and supplies. There were also comments about employees needing more training and recognition.

Questions concerning pay and benefits elicited specific concerns. A number of people expressed that pay in general is perceived to compare unfavorably to other districts and for the workload required. Benefit concerns were expressed due to a recent change in brokers, which caused potential out-of-pocket increases for 19% of employees, but was in the long term best interest of the school and all staff.

At the December 2015 classified staff meeting, the HR Department leadership addressed the lowest rated items directly and asked for feedback from the 170 classified attendees. The same process will occur with teaching and leadership staff in the spring of 2016 in order to support ongoing improvement efforts.

Student Support Services

Student Support Services

Springs Charter Schools employs a wide variety of professional staff who provide student support services to students, families, and staff. Student support services are data driven and focus on all aspect of student achievement within the non-classroom based educational setting.

Special Education Services

The purpose of the Special Education Department is to identify and provide services to students who meet federal and state criteria as a student with a disability. Staff is committed to providing a caring community that empowers students to become active members of the school and community, based on their individual strengths and abilities. Parent involvement is considered essential in meeting the diverse academic, emotional, and social needs of each student. Special Education staff seeks to integrate general and special education services with staff working together to promote successful and positive futures for all students. In order to maintain consistent services for all Springs Charter Schools students, Special Education services for all three schools are supported by the Riverside County SELPA.

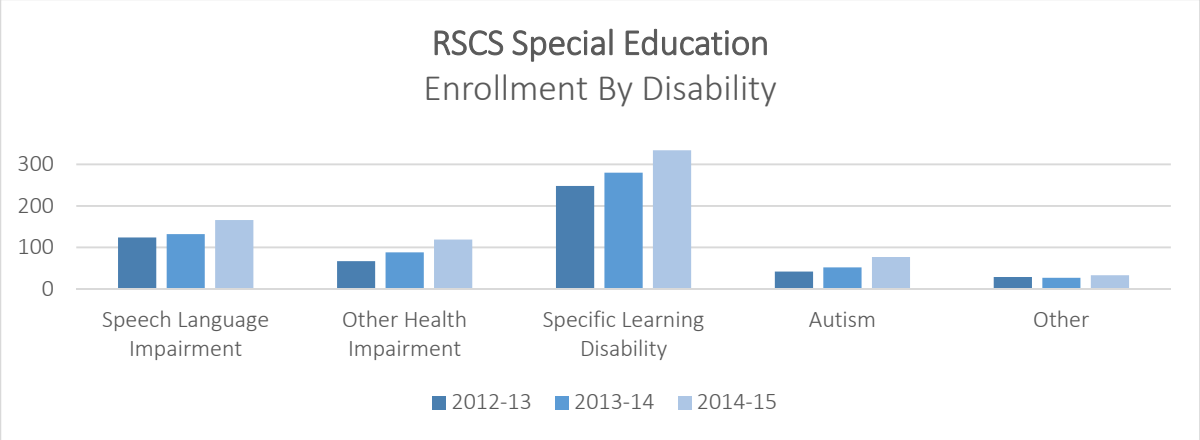
All three schools provide a full continuum of programs in the least restrictive environment for students identified as requiring Special Education and related services including specialized academic instruction (SAI), speech and language therapy, occupational therapy, etc. Students qualify under the criteria set forth by both the federal and the California statutes.

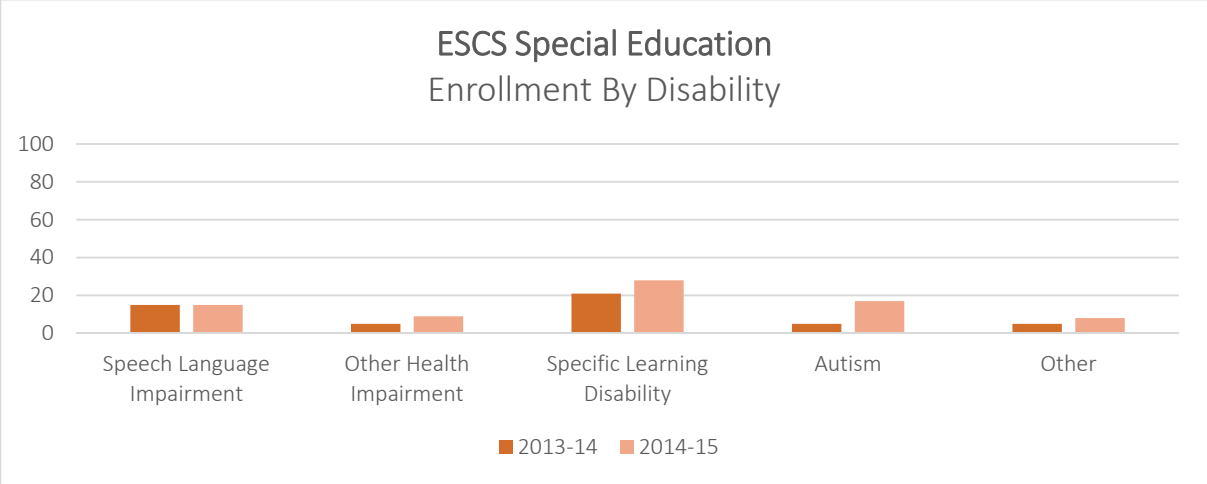
The Special Education Department is currently managed by one Special Education Director and overseen by the Assistant Superintendent of Pupil Services. Departmental Leadership includes one lead school psychologist, one lead speech-language pathologist, one program coordinator, and three program specialists. The network employs 28 full-time SAI case managers and 4 full-time SLP speech case managers. Additional service providers include four full-time and one part-time school psychologists, one occupational therapist, one certified occupational therapist assistant, three SLP assistants, and one school nurse. Administrative support staff for the department include one administrative assistant and two compliance technicians. Twelve instructional aides also support case managers in academies and local Springs resource centers.

The department is currently focused on providing staff development in all areas related to instruction, curriculum, and objective measurement of student achievement as well as increased student-teacher and teacher-parent communication.

Students are referred for Special Education services primarily through the RTI process. However, in compliance with current laws, parents and other community members may refer directly to the department any student suspected of having a disability that is impacting that student's learning. All three schools participate in the Riverside County SELPA activities related to Child Find.

During the past three years, the school has experienced an increase in its special education population, which now constitutes approximately 11% of total student enrollment, network-wide. The most common disability classifications for SCS students are: speech language impairment (SLI), other health impairment (OHI), specific learning disability (SLD), and autism (AUT). Other disabilities include: intellectual disability (ID), hard of hearing (HH), deaf, visual impairment (VI), emotional disturbance (ED), orthopedic impairment (OI), deaf-blindness (DB), multiple disability (MD), and traumatic brain injury (TBI).





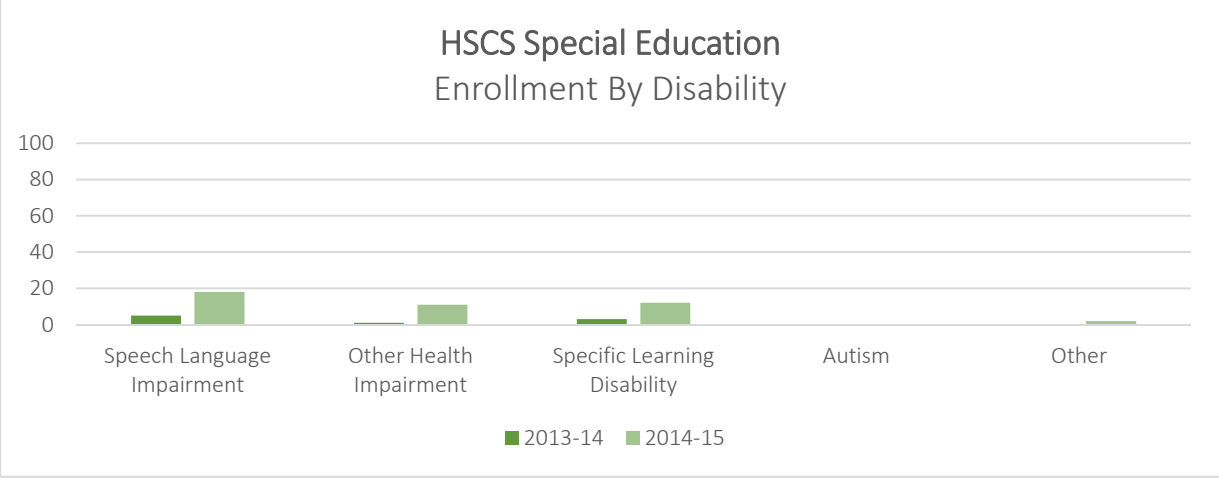


Figure: Historical Special Education Enrollment (CASEMIS data as of July 1 each year)

Special Education Student Enrollment, By Disability

	ID	HH	Deaf	SLI	VI	ED	OI	OHI	SLD	DB	MD	AUT	TBI	Total
2012-13	6	5	0	124	2	6	8	67	248	0	0	42	2	510
2013-14	4	7	0	132	1	6	6	88	280	0	0	52	3	579
2014-15	4	7	0	166	2	11	6	119	334	0	2	77	1	729

Data Source: River Springs CASEMIS data as of July 1 each year

	ID	HH	Deaf	SLI	VI	ED	OI	OHI	SLD	DB	MD	AUT	TBI	Total
2013-14	1	0	0	15	1	1	2	5	21	0	0	5	0	51
2014-15	1	0	0	15	1	1	4	9	28	1	0	17	0	77

Data Source: Empire Springs CASEMIS data as of July 1 each year

	ID	HH	Deaf	SLI	VI	ED	OI	OHI	SLD	DB	MD	AUT	TBI	Total
2013-14	0	0	0	5	0	0	0	1	3	0	0	0	0	9
2014-15	0	0	0	18	0	0	0	11	12	0	0	0	2	43

Data Source: Harbor Springs CASEMIS data as of July 1 each year

Special Education Student Enrollment, By Grade Level

	KN	1	2	3	4	5	6	7	8	9	10	11	12	Other (12+)	Total
2012-13	22	26	34	45	50	47	60	59	53	45	29	23	17	0	510
2013-14	36	36	27	50	55	52	53	72	65	39	39	31	24	0	579
2014-15	42	49	42	58	77	66	78	55	69	64	47	45	37	0	729

Data Source: River Springs CASEMIS data as of July 1 each year

	KN	1	2	3	4	5	6	7	8	9	10	11	12	Other (12+)	Total
2013-14	2	2	5	5	8	7	10	4	5	2	1	0	0	0	51
2014-15	1	4	3	9	6	12	12	12	7	5	3	3	0	0	77

Data Source: Empire Springs CASEMIS data as of July 1 each year

	KN	1	2	3	4	5	6	7	8	9	10	11	12	Other (12+)	Total
2013-14	2	2	1	0	1	0	0	1	1	0	0	1	0	0	9
2014-15	8	3	2	5	7	5	6	2	3	1	0	0	1	0	43

Data Source: Harbor Springs CASEMIS data as of July 1 each year

Special Education Enrollment Percentage

	Special Education Enrollment	Total RSCS Enrollment	% of school population
2010-11	400	4782	8.4%
2011-12	506	5384	9.4%
2012-13	510	5548	9.2%
2013-14	579	5229	11.1%
2014-15	729	5333	13.7%

Data Source: River Springs CASEMIS data as of July 1 each year

	Special Education Enrollment	Total ESCS Enrollment	% of school population
2013-14	51	645	7.9%
2014-15	77	737	10.4%

Data Source: Empire Springs CASEMIS data as of July 1 each year

	Special Education Enrollment	Total HSCS Enrollment	% of school population
2013-14	9	200	4.5%
2014-15	43	465	9.2%

Data Source: Harbor Springs CASEMIS data as of July 1 each year

Guidance and Counseling Services

School counselors provide academic, social, emotional, and behavioral support for all students. Each student is assigned to a school counselor. The network employs a director of Guidance, 5.5 credentialed school counselors, two guidance technicians, and one transcript technician to serve all three schools. An addition 1.5 school counselors are employed in the Intake Department to assist new families with the new student enrollment process, program selection, and high school course advisement.

The Guidance Department also facilitates concurrent and dual enrollment with community colleges, work and entertainment permits, and 504 Plans.

Section 504 Plans

The schools have a designated 504 Coordinator, who ensures federal and state compliance as well as ongoing staff training. Over the past three years, the percentage of students with active 504 plans has been fairly consistent with over-all student enrollment growth.

RSCS	# Active 504 plans	Enrollment %
2011-12	78	1.5%
2012-13	91	1.6%
2013-14	125	2.4%
2014-15	106	2.0%

ESCS	# Active 504 plans	Enrollment %
2013-14	16	2.5%
2014-15	13	1.7%

HSCS	# Active 504 plans	Enrollment %
2013-14	1	0.5%
2014-15	3	0.6%

Data Source: Support Services Report, OASIS

Response to Intervention (RTI)

SCS uses evidence and research based curricular, instructional, environmental, and student performance strategies to address the needs of all learners. All students are considered at the Tier 1 level of support using personalized learning. Project Based Learning (PBL), Universal Design Learning (UDL) and other approaches are used to develop a personalized learning path for every student. Students not responding to Tier 1 are identified using "at risk" indicators within the Multi-Tiered Systems of Support (MTSS). Springs established a systemic RTI process utilizing entire systems of initiatives, supports, and resources. RTI and program PLCs provide a collaborative process to systematically address the needs of all learners, using data-based decision making to increase intensity of interventions and provide support for all learners, including gifted and higher achievers.

The data-based decision making process allows staff to identify students based on test results and other formal and informal assessments. Regularly scheduled staff meetings (called data days) are held to collaborate, discuss and document goals, and evaluate interventions and results of progress for all students. Individual Tier 2 meetings are held for students who need more targeted and intensive academic and or behavior Intervention. Tier 2 meetings involve the parent, program director, the student's teacher of record or ES, the student (if appropriate), and support staff specialists as needed.

The school has a staff RTI Handbook and provides ongoing staff development. Each site has a RTI/MTSS Coordinator to ensure systemic implementation of our MTSS process. Professional Development trainings are focused on implementation of the MTSS process with fidelity. Recent trainings focused on aligning the entire system of initiatives, supports, and resources to develop a strategic plan to establish MTSS with full implementation in three years.

RTI and Multi-Tiered Systems of Support

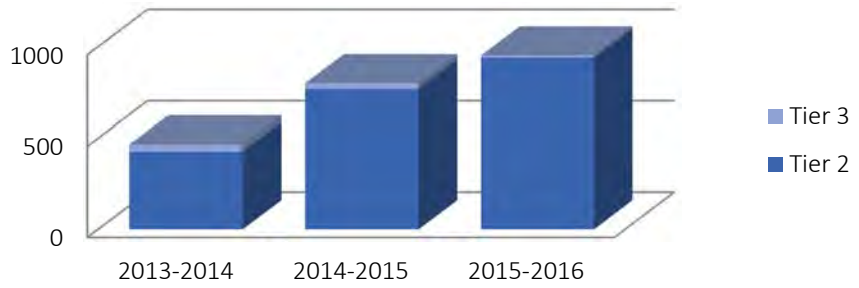
River Springs is in its ninth year of implementation of the RTI process, and the first year of aligning the MTSS. Students are identified after careful analysis of state testing results, i-Ready Diagnostic, OARS Milestones, other assessment measures, and criteria indicating a student is "at risk."

MTSS is a proactive approach: intervene early, measure growth to ensure effectiveness for all learners. Tiers are fluid; students can move between the tiers throughout the year. Students move up tiers when assessments indicate they are not responding to the intervention level. Students move down tiers as they respond to the intervention and close achievement gaps. The schools are able to address many student skill gaps through personalized learning (Tier 1).

RTI Academic data

The Chart below indicates that the school has had a steady number of Tier 2 students over the past three years.

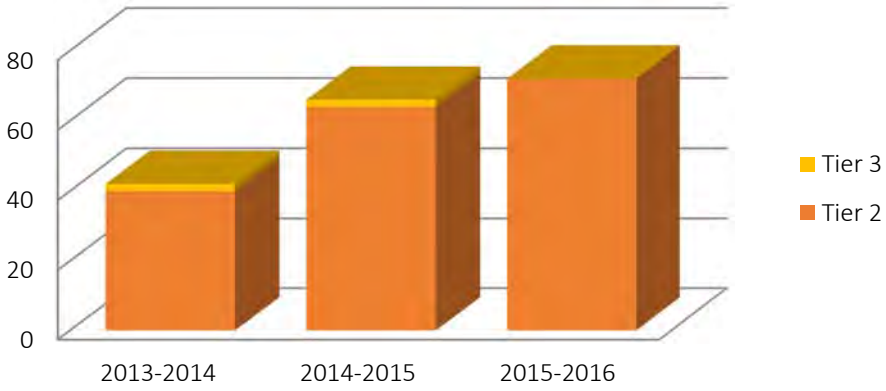
River Springs RTI
Tier 2 & 3



	2013-2014	2014-2015	2015-2016
Tier 2	427	768	940
Tier 3	39	32	12

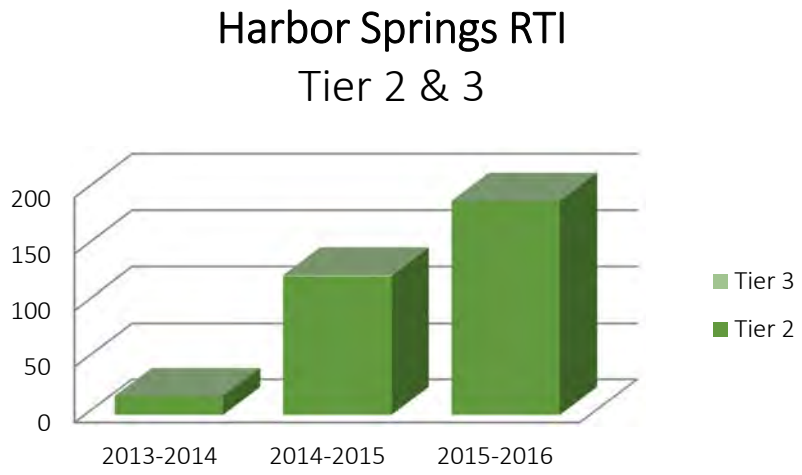
Data Source: RTI Info Report in OASIS

Empire Springs RTI
Tier 2 & 3



	2013-2014	2014-2015	2015-2016
Tier 2	40	64	72
Tier 3	2	2	0

Data Source: RTI Info Report in OASIS



	2013-2014	2014-2015	2015-2016
Tier 2	17	123	190
Tier 3	0	1	0

Data Source: RTI Info Report in OASIS

RTI Identification of Students

RTI Coordinators are instructed to monitor students who are not responding to Tier 1 interventions as evidenced by multiple measures that include the following:

- i-Ready
- Students <1 below grade level
- OARS Milestone 3 scoring in strategic
- Dibels
- San Diego Quick
- State Test Results

Other risk factor that may indicate a need for intervention:

- Multiple areas of concern – including low academic performance in math, ELA, and/or behavior concerns
- Student has deficiencies in adequate progress or attendance (documented in OASIS)
- Student has a previous or "exited" IEP
- High School student is "at risk" of not graduating or has very low grades and/or units earned (transcript review)
- Teacher concerns based on student work and professional observation
- Parent concerns about student low performance
- Students whose parent(s) have not received a high school diploma or are identified for the free or reduced lunch program
- English Learners who have not scored at the proficient level on CELDT and state assessment in ELA for two years
- Students on a 504 for academic concerns
- Other risk factors including; environmental change, traumatic event, and other outside factors affecting student achievement

Exit Criteria for students involved in Tier 2/3 intervention support:

- Student met goal(s) and is responding to the intervention plan with evidence of progress using assessment measures
- Student moved to Tier 3 and qualified for an IEP

RTI and Grade Level Retention/Promotion

California Education Code requires that school staff identify students who are being considered for grade level retention and/or promotion as early as possible in order that assessments and instructional interventions can be attempted and measured for success. Parent and/or staff recommendations for retention or promotion of students in grades 1-8 must be targeted for intervention within the RTI process. The MTSS will address the individual needs of students whether the student is high achieving, attempting an early graduation, or working well below grade level. Springs' students are expected to be identified for possible retention/promotion by the end of December. Grade level placement for high school students is based on both a minimal unit completion and grade level benchmark courses attempted. Grade level placement is based on a transcript review according to the guidelines described in the SCS High School Handbook, updated by the Guidance Department annually.

Student Health Services

Student Health Screenings

Springs Charter Schools began offering schoolwide student vision and hearing screening in the 2014-15 school year. A total of 24 screening events were held, serving 416 students. The chart below shows the information per charter school. In 2015-16 the process was revised, and scoliosis screening was added for 7th grade girls and 8th grade boys.

# Students screened for Vision and Hearing	# River	# Empire	# Harbor
2014-15	337	35	44

Site Medication Administration & Emergency Medical Response

Starting in the 2013-14 school year, the school nurse developed a set of Emergency Medical Training protocols. The training highlights medical response in the occurrence of student diabetes, anaphylaxis, asthma, and seizure episodes. The comprehensive training was offered in the fall and spring for all interested site staff. At minimum, each site had three trained staff on campus: the principal, site facilitator, and one additional employee who volunteered to be trained. Larger sites elected to train up to ten staff members in order to better respond to the needs of their students. In the fall of 2015, concussion and medication administration trainings were added to the agenda. Staff trainings are renewed and revised annually and will continue each fall.

On-site student medication administration is overseen by the school nurse and managed daily by the site facilitators. Medication administration Board policies and procedures are in line with CDE recommendations in California Code of Regulations Title V, Article 4.1. Staff procedure forms have been adapted from the San Diego County Office of Education.

California Physical Fitness Test (PFT)

River, Empire, and Harbor Springs Charter Schools assess students in grades five, seven, and nine using the California Physical Fitness Test (PFT). Each student in these grade levels is tested to determine whether the student scored within the Healthy Fitness Zone (HFZ) for each assessment area. Data charts below show the HFZ rates of each school in comparison to their county and the State, by grade level.

River Springs vs. County vs. State Grade 5											
Physical Fitness Area	Total Tested	# Students in HFZ	% Students in HFZ	% Students in Needs Improvement	% in High Risk	% Students in HFZ	% Students in Needs Improvement	% in High Risk	% Students in HFZ	% Students in Needs Improvement	% in High Risk
	River Springs Charter School					Riverside County			California		
Aerobic Capacity	394	170	43.1	38.3	18.6	62.6	30.6	6.8	63.5	29.9	6.6
Body Composition	394	279	70.8	16.0	13.2	58.9	19.6	21.5	59.7	19.4	20.9
Abdominal Strength	394	311	78.9	21.1	N/A	72.8	27.2	N/A	73.9	26.1	N/A
Trunk Extension Strength	394	345	87.6	12.4	N/A	86.9	13.1	N/A	85.0	15.0	N/A
Upper Body Strength	394	297	75.4	24.6	N/A	65.2	34.8	N/A	65.4	34.6	N/A
Flexibility	394	303	76.9	23.1	N/A	73.9	26.1	N/A	72.5	27.5	N/A

River Springs vs. County vs. State Grade 7											
Physical Fitness Area	Total Tested	# Students in HFZ	% Students in HFZ	% Students in Needs Improvement	% in High Risk	% Students in HFZ	% Students in Needs Improvement	% in High Risk	% Students in HFZ	% Students in Needs Improvement	% in High Risk
	River Springs Charter School					Riverside County			California		
Aerobic Capacity	366	188	51.4	23.8	24.8	61.6	27.8	10.6	65.4	24.6	10.0
Body Composition	366	251	68.6	18.0	13.4	60.0	19.7	20.3	61.5	19.4	19.4
Abdominal Strength	366	304	83.1	16.9	N/A	81.9	18.1	N/A	81.5	18.5	N/A
Trunk Extension Strength	366	323	88.3	11.7	N/A	88.3	11.7	N/A	87.6	12.4	N/A
Upper Body Strength	366	245	66.9	33.1	N/A	67.6	32.4	N/A	67.9	32.1	N/A
Flexibility	366	296	80.9	19.1	N/A	80.7	19.3	N/A	80.3	19.7	N/A

River Springs vs. County vs. State Grade 9											
Physical Fitness Area	Total Tested	# Students in HFZ	% Students in HFZ	% Students in Needs Improvement	% in High Risk	% Students in HFZ	% Students in Needs Improvement	% in High Risk	% Students in HFZ	% Students in Needs Improvement	% in High Risk
	River Springs Charter School					Riverside County			California		
Aerobic Capacity	209	36	17.2	19.1	63.7	61.9	24.7	13.4	63.8	23.5	12.7
Body Composition	209	121	57.9	19.6	22.5	62.6	18.7	18.7	64.0	18.8	17.2
Abdominal Strength	209	160	76.6	23.4	N/A	86.8	13.2	N/A	85.4	14.6	N/A
Trunk Extension Strength	209	177	84.7	15.3	N/A	91.0	9.0	N/A	90.6	9.4	N/A
Upper Body Strength	209	139	66.5	33.5	N/A	75.5	24.5	N/A	74.1	25.9	N/A
Flexibility	209	163	78.0	22.0	N/A	81.0	19.0	N/A	84.8	15.2	N/A

Data Source: 2014-15 California Physical Fitness Report - Summary of Results (Data Quest)

Empire Springs vs. County vs. State Grade 5											
Physical Fitness Area	Total Tested	# Students in HFZ	% Students in HFZ	% Students in Needs Improvement	% in High Risk	% Students in HFZ	% Students in Needs Improvement	% in High Risk	% Students in HFZ	% Students in Needs Improvement	% in High Risk
	Empire Springs Charter School					San Bernardino County			California		
Aerobic Capacity	54	42	77.8	14.8	7.4	57.5	36.5	6.0	63.5	29.9	6.6
Body Composition	54	47	87.0	9.3	3.7	58.0	19.2	22.8	59.7	19.4	20.9
Abdominal Strength	54	44	81.5	18.5	N/A	75.4	24.6	N/A	73.9	26.1	N/A
Trunk Extension Strength	54	46	85.2	14.8	N/A	87.0	13.0	N/A	85.0	15.0	N/A
Upper Body Strength	54	45	83.3	16.7	N/A	66.3	33.7	N/A	65.4	34.6	N/A
Flexibility	54	44	81.5	18.5	N/A	70.5	29.5	N/A	72.5	27.5	N/A

Empire Springs vs. County vs. State Grade 7											
Physical Fitness Area	Total Tested	# Students in HFZ	% Students in HFZ	% Students in Needs Improvement	% in High Risk	% Students in HFZ	% Students in Needs Improvement	% in High Risk	% Students in HFZ	% Students in Needs Improvement	% in High Risk
	Empire Springs Charter School					San Bernardino County			California		
Aerobic Capacity	50	26	52.0	34.0	14.0	63.8	23.5	12.7	65.4	24.6	10.0
Body Composition	50	40	80.0	12.0	8.0	64.0	18.8	17.2	61.5	19.4	19.4
Abdominal Strength	50	39	78.0	22.0	N/A	85.4	14.6	N/A	81.5	18.5	N/A
Trunk Extension Strength	50	45	90.0	10.0	N/A	90.6	9.4	N/A	87.6	12.4	N/A
Upper Body Strength	50	40	80.0	20.0	N/A	74.1	25.9	N/A	67.9	32.1	N/A
Flexibility	50	45	90.0	10.0	N/A	84.8	15.2	N/A	80.3	19.7	N/A

Empire Springs vs. County vs. State Grade 9											
Physical Fitness Area	Total Tested	# Students in HFZ	% Students in HFZ	% Students in Needs Improvement	% in High Risk	% Students in HFZ	% Students in Needs Improvement	% in High Risk	% Students in HFZ	% Students in Needs Improvement	% in High Risk
	Empire Springs Charter School					San Bernardino County			California		
Aerobic Capacity	14	5	35.7	21.4	42.9	55.2	29.2	15.6	63.8	23.5	12.7
Body Composition	14	12	85.7	14.3	0.0	61.5	19.6	18.9	64.0	18.8	17.2
Abdominal Strength	14	12	85.7	14.3	N/A	87.8	12.2	N/A	85.4	14.6	N/A
Trunk Extension Strength	14	14	100.0	0.0	N/A	93.4	6.6	N/A	90.6	9.4	N/A
Upper Body Strength	14	11	78.6	21.4	N/A	75.8	24.2	N/A	74.1	25.9	N/A
Flexibility	14	12	85.7	14.3	N/A	82.6	17.4	N/A	84.8	15.2	N/A

Data Source: 2014-15 California Physical Fitness Report - Summary of Results (Data Quest)

Harbor Springs vs. County vs. State Grade 5											
Physical Fitness Area	Total Tested	# Students in HFZ	% Students in HFZ	% Students in Needs Improvement	% in High Risk	% Students in HFZ	% Students in Needs Improvement	% in High Risk	% Students in HFZ	% Students in Needs Improvement	% in High Risk
	Harbor Springs Charter School					San Diego County			California		
Aerobic Capacity	53	34	64.2	15.1	20.7	67.6	26.6	5.8	63.5	29.9	6.6
Body Composition	53	39	73.6	11.3	15.1	64.3	17.7	18.0	59.7	19.4	20.9
Abdominal Strength	53	38	71.7	28.3	N/A	75.5	24.5	N/A	73.9	26.1	N/A
Trunk Extension Strength	53	47	88.7	11.3	N/A	83.6	16.4	N/A	85.0	15.0	N/A
Upper Body Strength	53	29	54.7	45.3	N/A	65.5	34.5	N/A	65.4	34.6	N/A
Flexibility	53	40	75.5	24.5	N/A	73.4	26.6	N/A	72.5	27.5	N/A

Harbor Springs vs. County vs. State Grade 7											
Physical Fitness Area	Total Tested	# Students in HFZ	% Students in HFZ	% Students in Needs Improvement	% in High Risk	% Students in HFZ	% Students in Needs Improvement	% in High Risk	% Students in HFZ	% Students in Needs Improvement	% in High Risk
	Harbor Springs Charter School					San Diego County			California		
Aerobic Capacity	45	25	55.6	37.8	6.6	70.0	21.5	8.5	65.4	24.6	10.0
Body Composition	45	32	71.8	17.8	11.1	65.2	17.7	17.1	61.5	19.4	19.4
Abdominal Strength	45	38	84.4	15.6	N/A	84.2	15.8	N/A	81.5	18.5	N/A
Trunk Extension Strength	45	44	97.8	2.2	N/A	91.2	8.8	N/A	87.6	12.4	N/A
Upper Body Strength	45	36	80.0	20.0	N/A	70.1	29.9	N/A	67.9	32.1	N/A
Flexibility	45	35	77.8	22.2	N/A	83.0	17.0	N/A	80.3	19.7	N/A

Harbor Springs vs. County vs. State Grade 9											
Physical Fitness Area	Total Tested	# Students in HFZ	% Students in HFZ	% Students in Needs Improvement	% in High Risk	% Students in HFZ	% Students in Needs Improvement	% in High Risk	% Students in HFZ	% Students in Needs Improvement	% in High Risk
	Harbor Springs Charter School					San Diego County			California		
Aerobic Capacity	4	**	**	**	**	73.6	16.9	9.5	63.8	23.5	12.7
Body Composition	4	**	**	**	**	68.3	19.9	14.8	64.0	18.8	17.2
Abdominal Strength	4	**	**	**	N/A	86.3	13.7	N/A	85.4	14.6	N/A
Trunk Extension Strength	4	**	**	**	N/A	94.6	5.4	N/A	90.6	9.4	N/A
Upper Body Strength	4	**	**	**	N/A	75.7	24.3	N/A	74.1	25.9	N/A
Flexibility	4	**	**	**	N/A	91.4	8.6	N/A	84.8	15.2	N/A

Data Source: 2014-15 California Physical Fitness Report - Summary of Results (Data Quest)

K-8 Overview

In 2005, RSCS defined a synthesized list of academic standards (Key Skills) for each core content area in grades K-12. For K-8, Key Skills checklists and report cards were created to simplify progress tracking. These Key Skills were developed by department members using the California State Frameworks, California Standards, and California Blue Prints and align with the ESLRs.

Considering student population, shifts in pedagogy, and trends in education help ensure that all students meet rigorous and relevant requirements. Key Skills are used as a reference to guide the process. An online course management system has been developed to support students at home as well as those in academies. Readiness ability is determined through pre-assessment and student interest surveys to see what subject matter sparks students' interests. If a student is performing above grade level, their program is accelerated or enrichment is provided by the school, depending upon their abilities and interests. Online tools are used to pre-assess students and customize learning to the level that each student needs. Math online tools include ST Math, Ten Marks, and ALEKS. Online literacy tools included RAZ kids, Discovery Education, Reading A-Z, Brain Pop, Lexia, and Reading Plus.

In 2011, the school piloted a more targeted and personalized program for learning Key Skills. This program took the top 10 skills of each course (as identified by the CST Blueprints) and turned them into student-friendly "I CAN!" statements. Students are given a checklist with these standards, and they keep track of their own mastery through a variety of resources, including the website and our course management systems, Moodle and Canvas. Common assessments created by each academic department are used by the student to self-assess his/her mastery of Key Skills. Once the student determines that he/she is ready for it, the Mastery Quiz for the "I CAN!" is administered through OARS/INSPECT to track student mastery. When ESCS and HSCS opened in 2013, they adopted the same I CAN process.

Springs Charter Schools are parent choice schools where staff and parents collaborate to create an individualized learning plan for each student. Plans may be at, above, or below grade level for each subject depending on student need. All students are challenged and held to high expectations regarding achieving academic standards and student learner outcomes. K-8 Homeschool families are provided with the Key Skills and I CANs that correlate to their grade level or course. At each subsequent learning plan meeting, students, parents, and ESs collaborate to assess student progress and design a learning plan that targets specific areas of student learning and aligns with the school's Student Learner Outcomes. The expected level of rigor is communicated to the parents and students through assessment, review of work, reflection, modification, and pacing.

High School Overview

High school students in RSCS, ESCS, and HSCS have access to rigorous, standards-based curriculum as well as a wide range of opportunities to explore real world applications, including UC Regents approved a-g courses that meet University of California and California State University freshmen admissions requirements and Career and Technical Education (CTE) pathways.

Students are offered a wide range of opportunities for real world learning. All high school programs provide opportunities for career exploration and pre-technical training. Students are encouraged to participate in our internship program, which matches student interests with career opportunities. Real world or "authentic" opportunities involve job shadowing, work experiences, and apprenticeships. All programs host field trips that take learning outside of the classroom and invite students to investigate the world around them.

Academy students are provided with the opportunity to participate in a variety of classroom projects to demonstrate that students can think, reason, and problem solve individually or in groups. Literature discussions are completed in groups to analyze texts using the student's prior knowledge. Bloom's Taxonomy questions are used to analyze students' levels of comprehension and reasoning. Student work reflects a strong use of materials and resources beyond the textbook. By linking our students to the real world, we strive to create meaningful learning experiences.

Articulation agreements between Springs Charter Schools and local community colleges are ongoing. Some CTE courses are articulated with community colleges, and students may receive college units upon completion. The school continues to seek additional articulation agreements for newly emerging CTE pathway courses.

High school students are encouraged to enroll in undergraduate and CTE courses at local community colleges through both the concurrent enrollment and dual enrollment processes.

Springs Charter Schools offer students resources to prepare for post-graduation goals, including school website resources, classroom presentations, school counselor workshops, and conferences for parents and students. The Counseling & Support section of the website provides information and resources in regards to college events, scholarships, college fairs, testing, AP exams, and academic planning. All staff are provided with a copy of the annual SCS High School Handbook, which provides resources and school procedures for advising high school students.

School counselors are available to meet students and families on a regular basis in their local areas. Guidance Department staff reviews all student schedules twice a year and tracks student progress through yearly review of each student's individual academic plan.

For high school students who choose to complete their course work outside of the academy realm, Springs offers Homeschool and Keys high school. Both of these programs are supported by highly qualified, credentialed single-subject specialists. For the 2015-16 school year this includes: one full time and one part time ELA specialist, one full time math specialist, one full time science specialist, one full

time foreign language specialists, two part time social studies specialists, one part time visual arts specialist, and one part time math/science specialist.

These single-subject specialists support our Keys and Homeschool students in many ways. The specialists acclimate the students to the tools used in each course. In addition specialists have weekly contact with the students via on-line discussions, which allow the specialists to correct any student misperceptions. Specialists also conduct monthly on-line seminars where they share information pertinent to student success as well as answer specific student questions. Specialists create and grade six Key Assignments per year (three per semester) per course. Key Assignments address skills critical to student mastery of content and ensure consistency for course content. Specialists give students specific feedback on each of the assignments submitted.

Our programs are successful in preparing students for vocational, community college, state college, and university transitions after high school.

High School Profile

High School Graduation Requirements are board-adopted by each Springs Charter School. Graduation requirements are posted in the annual update of the staff SCS High School andbook and posted on the school's public website for student, parent, and staff reference. Graduation requirements are aligned to the CDE regulations and UC/CSU minimum eligibility expectations.

	Springs Diploma Requirements	CSU / UC Minimum Eligibility for Freshman Admissions*
Language Arts	40	40
World History	10	10
United States History	10	10
Economics	5	5
American Government	5	5
Mathematics***	30	30
Physical/Earth Science	10 w/lab	10-20 w/lab
Biological/Life Science	10 w/lab	10-20 w/lab
Foreign Language, CTE, or Visual/Performing Art**	10	n/a
Foreign Language**	n/a	20
Visual/Performing Art**	n/a	10
Special Interests	50	See counselor
Physical Education	20	n/a
Health	5	n/a
Life Skills Electives	25	n/a
Total Units	230	230 or higher
	Required state exams	SAT or ACT

**CSU/UC requirements listed reflect the minimum expectations. Students are encouraged to exceed unit expectations for entrance to more competitive colleges.*
***The Visual Performing Art and/or Foreign Language must be a one-year course (10 units of the same course).*
****Math requirement includes at least one year of algebra content.*

Four-Year Academic Planning

The school counselors play an integral part of helping students develop their four-year academic plans. All students are assigned a school counselor. Counselors are assigned based on the student's program/region. A total of 5.5 counselors support and serve Springs students.

All high school students are advised to meet with a school counselor for yearly transcript and academic reviews of their advisement plan. It is preferred that parents, students, and teachers be present at the yearly review; however, it is not required. The advisement functions of the counselor are detailed below.

Counseling Advisement Functions:

- Develop general four year academic plans for all SCS programs (based on program master schedule)
- Develop individualized four year academic plans for all high school students and select core courses
- Provide staff development and training to all high school staff, teachers, and directors
- Collaborate with all program directors/principals on course advisement issues and scheduling
- Provide advisement for ongoing development of the student's four year academic plan
- Complete and approve High school course enrollment and individual schedule changes in OASIS

Student academic advisement is calculated using an advisement worksheet. Counselor-developed advisement sheets are intended to be reviewed yearly with the student for ongoing academic evaluation and planning; thus ensuring progress towards graduation requirements and post-graduation goals. The advisement sheet is designed for transcript analysis upon enrollment as well as for use in providing clear communication and expectations between staff, parents, and students.

University of California Regents Approved "a-g" courses

World History	Algebra I
World History by Design (UCCI)	Algebra II
Honors World History	Geometry
United States History	Integrated Math 2
AP United States History (Scout)	Math 1
Economics	Math 2
American Government	Math 90/96
AP Government and Politics United States (Scout)	Pre-Calculus
English I	Calculus
English II	Probability and Statistics
Honors English II	Biology
English III	AP Biology
English IV	Chemistry
AP English Language and Composition	Environmental Science
AP English Literature and Composition	Earth Science
Expository Reading and Writing	Anatomy and Physiology

Physics
French I
French II
Spanish I
Spanish II
Spanish III
Visual Arts I
Visual Arts II
Band I
Introduction to Photography
Speech and Rhetoric
CTE Marketing and Advertising

College & Career Readiness

Springs Charter Schools offer multiple programs and resources to support college and career readiness. In recent years, high school policies and procedures were revised to update high school graduation requirements and increase the expectation of course rigor. The course enrollment process has been formalized to ensure that students build a robust high school transcript, giving them access to and preparation for a variety of post-graduation opportunities. In addition, CTE and internship courses are now required for academy students, and new staff positions have been created to support the Career and Internship Technical Education (CITE) program.

Graduates are considered college-ready when they demonstrate readiness to enroll in college courses at the non-remedial level. Students will be determined ELA and/or math exempt by these means, as defined by Cal State University (CSU):

- Score "Standard Exceeded: Ready for CSU or participating CCC college-level coursework" in English and/or math on the CAASPP's Early Assessment Program (EAP) test
- ACT English score of 22+ / ACT math score of 23+
- SAT critical reasoning score of 500+ / SAT math score of 550+
- Completed a transferable college English and/or math class with a grade of "C" or better
- Score a 3+ on the AP exam for English Literature & Composition or English Language & Composition (ELA exempt) and/or Calculus AB, Calculus BC, or Statistics (math exempt)

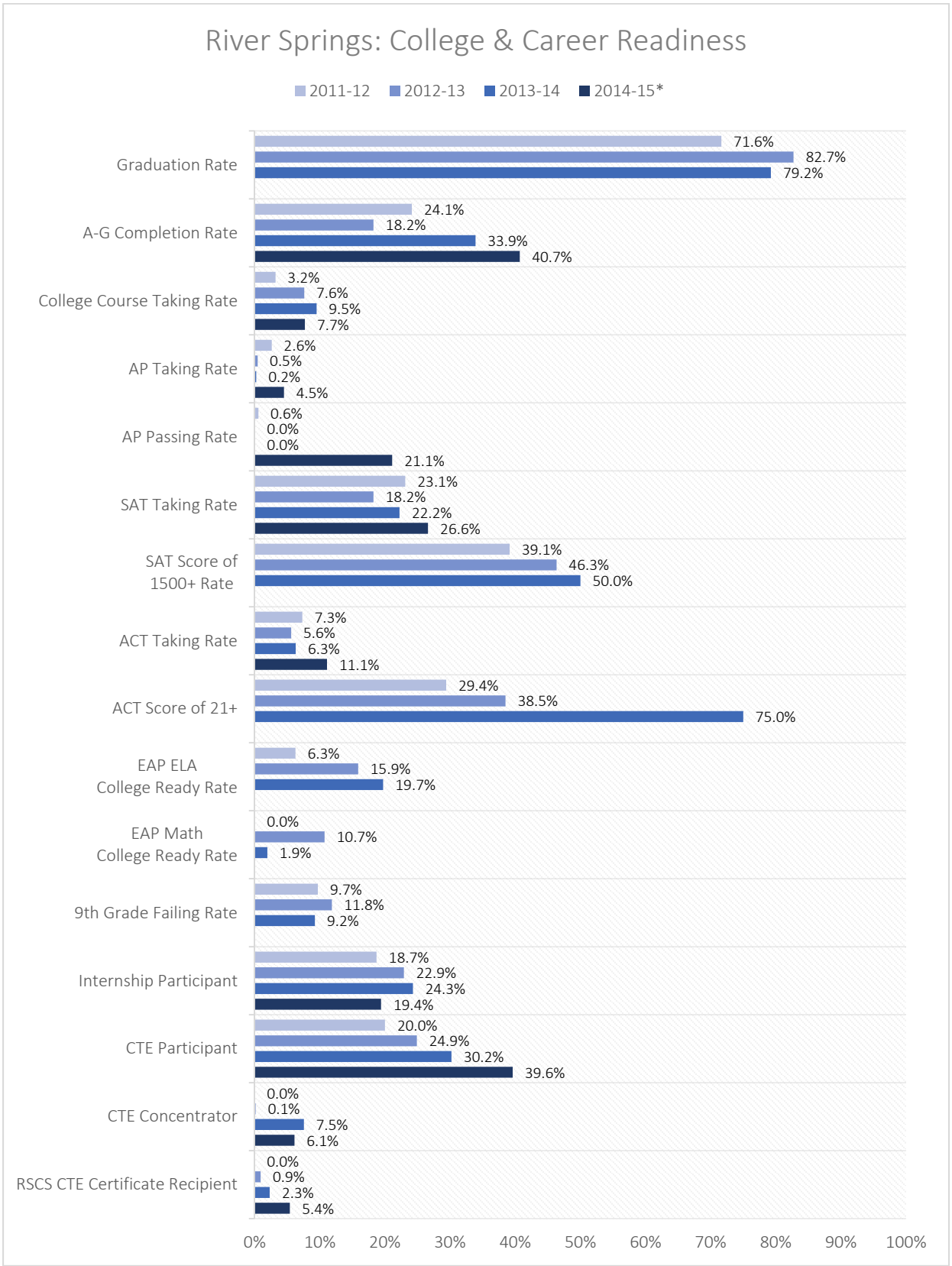
Graduates are considered career-ready when they have the academic and interpersonal knowledge, skills, and behaviors to enter and succeed in a specific career field. Springs Charter Schools promote career readiness through the CITE program.

Participation Rates

Enrollment percentages in this report are calculated based on the grade level enrollment chart that is at the beginning of this chapter, which aligns with the California Basic Educational Data System (CBEDS) annual data collection (the first Wednesday of October).

Readiness Indicators

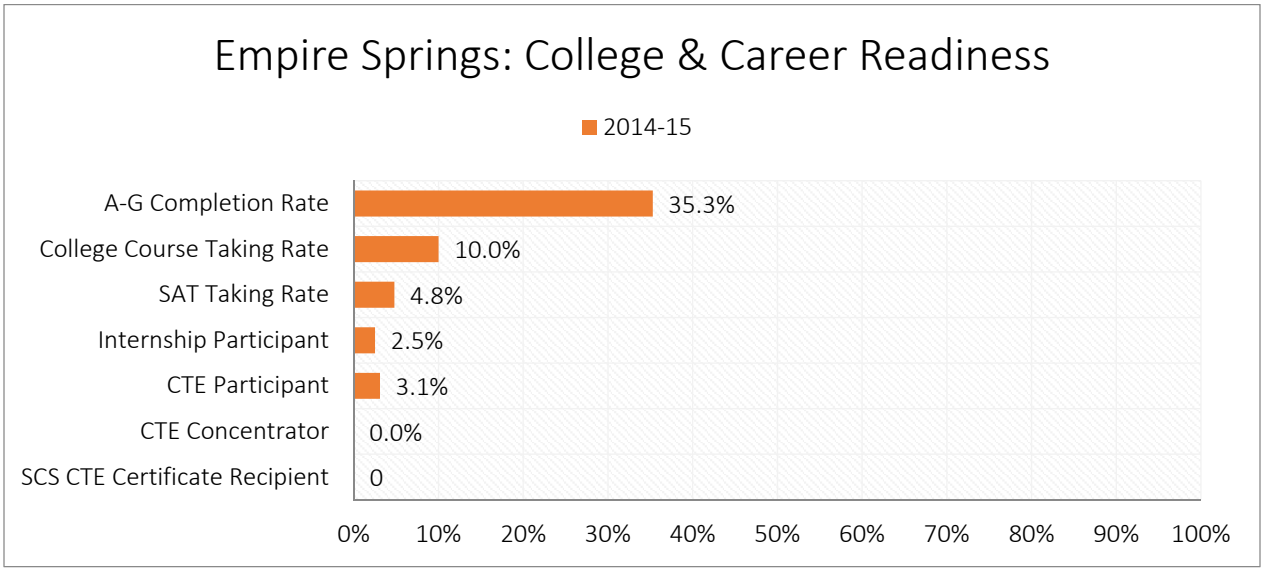
The following bar graph reflect important measures of college and career readiness over a three or four year span. Data for the 2014-15 school year is not yet available for some fields. Specific student-count data for each area follows in the correlating charts.



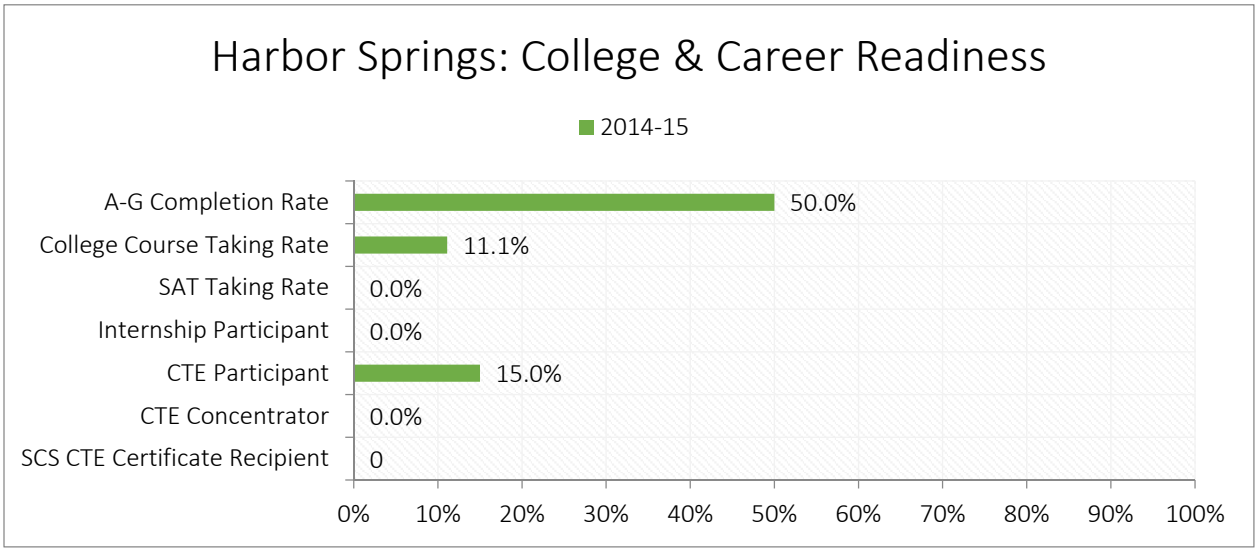
*Some data fields are not yet available for 2014-15.

Individual data sources are listed in each of the following sections.

The following baseline data has been collected for Empire Springs and Harbor Springs college and career readiness markers.



Individual data sources are listed in each of the following sections.



Individual data sources are listed in each of the following sections.

CDE Cohort Graduation rate is the percent of students who met all SCS graduation requirements in four years or less to receive a high school diploma. Official cohort graduation data is only available through the CDE's Data Quest system. Data for the 2014-15 school year, which is the first graduation year for ESCS and HSCS, is not yet available through Data Quest. When the information is available, the official graduation rates will be used as baseline data. Below is the historical CDE cohort graduation data for RSCS along with preliminary graduation data for 2014-15 for all three schools.

River Springs Cohort Graduation Rate			
School Year	Cohort Students	Cohort Graduates	%
2013-14	212	168	**79.2**
2012-13	243	201	**82.7**
2011-12	282	202	**71.6**

Data Source: Graduate Cohort Outcome Summary (Data Quest)

Non-Cohort Graduate Data below is based on school counselor verification of 2014-15 graduates. 214 seniors completed the 2014-15 school year with Springs Charter Schools. Of those seniors, 5 seniors registered to re-enroll for the 2015-16 school year.

Students Completed Senior Year	# River	# Empire	# Harbor
January 2015 Graduates	6	3	6
June 2015 Graduates	178	13	0
Re-enrolling for 2015-16	4	1	0
Non-Graduates	3	0	6
TOTAL	191	17	6

Data Source: Senior Grad Check Google Doc – verified by counselors (Guidance Department)

"a-g" completion rate is the percent of graduates who have successfully completed the minimum course requirements for entry into the California university systems. Official "a-g" completion data is only available through the CDE's Data Quest system.

River Springs "a-g" Completion Rate			
School Year	Total Graduates	"a-g" Completers	%
2014-15	*184**	*75**	***40.7****
2013-14	180	61	**33.9**
2012-13	225	41	**18.2**
2011-12	199	48	**24.1**
2010-11	223	19	**8.5**

Data Source: Data Quest http://data1.cde.ca.gov/dataquest/

*2014-15 Data Projections based on counselor graduation survey; Data Quest is not yet available

Data for the 2014-15 school year, which is the first graduation year for ESCS and HSCS, is not yet available through Data Quest. The table below is the projected "a-g" completion rate based on counselor transcript analysis of all 2014-15 graduates.

Empire Springs "a-g" Completion Rate			
School Year	Total Graduates	A-G Completers	%
2014-15	*17*	*6*	***35.3%***

Data Source: Counselor Grad Check Google Doc; Data Quest is not yet available

Harbor Springs "a-g" Completion Rate			
School Year	Total Graduates	A-G Completers	%
2014-15	*6*	*3*	***50%***

Data Source: Counselor Grad Check Google Doc; Data Quest is not yet available

College Course Completion Rate is the percent of students who completed one or more semester courses through a California community college within dual or concurrent enrollment (grades 11-12).

College course completion data is tracked by the transcripts received from colleges after a student has completed a course and received a passing grade and units. Transcripts are submitted to the Guidance Department to be integrated into the student's high school transcript.

It is possible that some students have completed concurrent enrollment courses that are not reflected in this data. This could be because as some colleges do not enforce counselor approval for enrolling in a college course. In addition, some students may choose to not release their transcript to Springs after they have completed the college course.

River Springs - # of College Courses Completed (by course count)			
School Year	Dual Enrollment	Concurrent Enrollment	Total
2014-15	67	40	107
2013-14	67	64	131
2012-13	42	40	82
2011-12	N/A	52	52

Data Source: Guidance College Course Completion Google Doc (Guidance Department)

College Course Completion Rate (# students who completed courses - not # courses completed)		
School Year	# Students who completed College Course	%
2014-15	33	**7.7%**
2013-14	42	**9.5%**
2012-13	33	**7.6%**
2011-12	17	**3.2%**

Data Source: Guidance College Course Completion Google Doc (Guidance Department)

Empire Springs - # of College Courses Completed (by course count)			
School Year	Dual Enrollment	Concurrent Enrollment	Total
2014-15	4	7	11
2013-14	0	1	1

Data Source: Guidance College Course Completion Google Doc (Guidance Department)

College Course Completion Rate (by student count) (# students who completed courses - not # courses completed)		
School Year	# Students who completed College Course	%
2014-15	4	**10.0%**
2013-14	1	**50.0%**

Data Source: Guidance College Course Completion Google Doc (Guidance Department)

Harbor Springs - # of College Courses Completed (by course count)			
School Year	Dual Enrollment	Concurrent Enrollment	Total
2014-15	0	5	5
2013-14	0	1	1

Data Source: Guidance College Course Completion Google Doc (Guidance Department)

College Course Completion Rate (by student count) (# students who completed courses - not # courses completed)		
School Year	# Students who completed College Course	%
2014-15	1	**11.1%**
2013-14	1	**33.3%**

Data Source: Guidance College Course Completion Google Doc (Guidance Department)

AP taking rate is the percent of students who have taken an Advanced Placement (AP) course and the subsequent AP exam in order to receive college credit (grades 11-12).
AP exam passing rate is the percent of students taking the exams who passed the AP exam with a sufficient score to receive college credit (grades 11-12).

River Springs - AP Participation and Passing Rates							
School Year	Total 11/12th Grade Students	# Students taking one or more AP course	% AP students	# Students taking one or more AP courses plus exam	% AP taking rate	# Students who PASSED one or more AP courses & exams	% AP passing rate
2014-15	427	37	8.67%	19	**4.5%**	4	**21.1%**
2013-14	442	1	<1%	1	**<1%**	0	**0.0%**
2012-13	437	10	2.29%	2	**0.56%**	0	**0.0%**
2011-12	535	18	3.36%	14	**2.6%**	3	**21.4%**

AP Taking Data Source: OASIS course enrollment report + AP exam registration Google Doc (Guidance)
AP Passing Data Source: College Board AP Score Roster Report

Empire Springs - AP Participation			
School Year	# Students taking AP course	# Students taking AP courses + exam	# Students who PASSED one or more AP courses & exams
2014-15	0	0	0

AP Taking Data Source: OASIS course enrollment report + AP exam registration Google Doc (Guidance)
AP Passing Data Source: College Board AP Score Roster Report

Harbor Springs - AP Participation			
School Year	# Students taking AP course	# Students taking AP courses + exam	# Students who PASSED one or more AP courses & exams
2014-15	0	0	0

AP Taking Data Source: OASIS course enrollment report + AP exam registration Google Doc (Guidance)
AP Passing Data Source: College Board AP Score Roster Report

SAT taking rate is the percent of students who have taken the SAT as a requirement for college admissions (grade 12).
SAT score 1500+ is the percent of students who passed the SAT with a score of 1500 or above, which is considered "college ready" in the California university systems .

When reviewing SAT and ACT participation data, it is important to note that when students register for the SAT and/or ACT exams, the student self-reports their school and school code. It is possible that more ESCS and HSCS students did take the 2014-15 SAT and/or ACT and either used the River Springs school code or marked that they were homeschooled (which does not require a school code). In either situation, the student would not be accounted for on the score report below.

River Springs - SAT Participation Rates								
Year	Total Enrollment Grade 12	Grade 12 Number Tested	SAT Participation Rate	Critical Reading Average	Math Average	Writing Average	Total >= 1,500 Number	Score 1,500 Rate
2014-15	199	53	**26.6%**	489	458	478	*	*
2013-14	191	68	**35.6%**	500	471	484	33	**48.5%**
2012-13	233	41	**17.6%**	522	496	490	23	**56.1%**
2011-12	232	46	**19.8%**	518	483	489	25	**54.3%**

2013-14 Data Source: SAT Participation (Data Quest)
2014-15 Data Source: SAT College Bound Seniors Report from College Board
*Data indicator not provided by College Board

Empire Springs - SAT Participation			
School Year	Grade 12 Enrollment	Number Tested	Percent Tested
2014-15	21	1	**4.8%**
2013-14	0	N/A	**N/A**

2013-14 Data Source: SAT Participation (Data Quest)
2014-15 Data Source: SAT College Bound Seniors Report from College Board

Harbor Springs - SAT Participation			
School Year	Grade 12 Enrollment	Number Tested	Percent Tested
2014-15	6	0	**0.0%**
2013-14	0	N/A	**N/A**

2013-14 Data Source: SAT Participation (Data Quest)
2014-15 Data Source: SAT College Bound Seniors Report from College Board

ACT taking rate is the percent of students who have taken the ACT as a requirement for college admission (grades 12).
ACT score 21+ is the number of students who scored 21 points or more on the composite score (grade 12).

River Springs - ACT Participation Rates									
Year	Grade 12 enrollment	Number Tested (Grade 12)	ACT Participation Rate	Reading Average	English Average	Math Average	Science Average	Score >= 21	Score >= 21 Percent
2014-15	199	22	**11.1%**	22	22	21	22	*	*
2013-14	191	12	**6.3%**	24	26	23	22	9	**75.0%**
2012-13	233	13	**5.6%**	21	20	21	21	5	**38.5%**
2011-12	232	17	**7.3%**	20	20	19	19	5	**29.4%**

Data Source (2013-14 and prior): http://data1.cde.ca.gov/dataquest/
Data Source (2014-15): ACT College Readiness Report from ACT
*Data indicator not provided by College Board

Empire Springs - ACT Participation			
School Year	Grade 12 Enrollment	Number Tested	Percent Tested
2014-15	21	0	**0.0%**
2013-14	0	N/A	**N/A**

2013-14 Data Source: ACT Participation (Data Quest)
2014-15 Data Source: ACT College Readiness Report from ACT

Harbor Springs - ACT Participation			
School Year	Grade 12 Enrollment	Number Tested	Percent Tested
2014-15	6	0	**0.0%**
2013-14	0	N/A	**N/A**

2013-14 Data Source: ACT Participation (Data Quest)
2014-15 Data Source: ACT College Readiness Report from ACT

Early Assessment Program (EAP) college ready rate in English Language Arts (ELA) or mathematics is the percent of students who passed the EAP exam and are prepared to begin college-level courses without remediation. EAP conditional status means that the student demonstrated basic readiness for college level coursework in mathematics or ELA; however, completing a senior-year EAP readiness course in the subject area of deficiency can validate the conditional status.

2014-15 EAP results have not yet been released. When the score information is available, ESCS and HSCS "college ready" results will be used as baseline data.

EAP - English					
School Year	Students Tested	College Ready	%	College Ready - Conditional	%
2013-14	137	27	19.7%	24	17.5%
2012-13	107	17	15.9%	13	12.1%
2011-12	144	9	6.3%	16	11.1%

EAP – Math					
School Year	Students Tested	College Ready	%	College Ready - Conditional	%
2013-14	103	2	1.9%	17	16.5%
2012-13	56	6	10.7%	12	21.4%
2011-12	62	0	0.0%	16	25.8%

2011-12 Data Source: http://eap2012.ets.org/ViewReport.asp
2012-13 Data Source: http://eap2013.ets.org/ViewReport.asp
2013-14 Data Source: http://eap2014.ets.org/ViewReport.asp
2014-15 Results not yet released

FAFSA Completion

The data included in the chart below reflects the number of submitted and completed FAFSA applications among first-time filing applicants not older than 18 who will have received their high school diploma by the start of the school year to which they are applying for aid. For each high school, the number of submitted and completed applications is reported for the current application cycle (2015-2016) and the same time period last year for the previous application cycle (2014-2015).

Studentaid.ed.gov has not specificied why "River Springs Charter" and "River Springs Charter School" are counted separately, but staff suspect that this is due to the way students self-report the school on their application. Even though Empire and Harbor Springs Charter Schools had graduates appying to FAFSA in 2015-16 and 2014-15, Studentaid.ed.gov did not have the schools listed on their public data files.

2015-16 FAFSA Submissions by High School Applications processed through November 20 of the first year of each 18-month cycle				
			Through November 20, 2015	
Name	City	State	Applications Submitted	Applications Complete
River Springs Charter	Temecula	CA	76	69
River Springs Charter School	Riverside	CA	<5	<5

Data Source: FAFSA Completion by High School (Studentaid.ed.gov) pulled 12/17/2015

2014-15 FAFSA Submissions by High School

Applications processed through November 20 of the first year of each 18-month cycle

		Through Nov 20, 2014		Through June 2014		Through Dec 2014	
Name	City	Applications Submitted	Applications Complete	Applications Submitted	Applications Complete	Applications Submitted	Applications Complete
River Springs Charter	Temecula	82	78	65	61	85	80
River Springs Charter School	Riverside	6	5	<5	<5	6	5

Data Source: FAFSA Completion by High School (Studentaid.ed.gov) pulled 12/17/2015

Internship Participant Rate is the percentage of students who complete at least one internship course (grade 9-12) within the given school year.

Internship Participation		
	# Students taking Internship Course	Internship Participant Rate
2014-15	231	**19.4%**
2013-14	247	**24.3%**
2012-13	213	**22.9%**
2011-12	174	**18.7%**

Data Source: OASIS Course Enrollment Report

Internship Participation		
	# Students taking Internship Course	Internship Participant Rate
2014-15	1	**2.5%**
2013-14	N/A	**N/A**

Data Source: OASIS Course Enrollment Report

Internship Participation		
	# Students taking Internship Course	Internship Participant Rate
2014-15	0	**0%**
2013-14	N/A	**N/A**

Data Source: OASIS Course Enrollment Report

CTE Program Participation

A CTE career pathway is a coherent sequence of rigorous academic and technical courses that allows students to apply academics and develop technical skills in a curricular area. Career pathways prepare students for successful completion of state academic and technical standards and more advanced postsecondary course work related to the career in which they are interested.

CTE Participant Rate is the percent of students who complete at least one CTE course addressing specific academic, technical, and interpersonal knowledge/skills to enter and succeed in a career (grades 9-12).

CTE Concentrator Rate (per CDE guidelines) is the percent of students who enrolled in the second half of a CTE sequence with a specific career focus that could lead to employment or further post-secondary training/coursework in a career field (grades 10-12).

CTE Completer Rate (per CDE guidelines) is the percent of students who completed an established career course sequence (pathway), including a capstone, within a specific pathway. No students are yet completers. *CTE Completer Guidelines can be found on the CDE website.*

SCS CTE Certificate Recipient (per SB 540 guidelines) is the percent of students who were awarded certificates for meeting SCS CTE criteria. SB 540 guidelines can be found at http://leginfo.legislature.ca.gov.

CTE Program Participation						
	# CTE Participants	% CTE Participants	# CTE Concentrators	% CTE Concentrators	# RSCS Certificates	% RSCS Certificates
2014-15	471	**39.6%**	41	**6.1%**	23	**5.4%**
2013-14	307	**30.2%**	50	**7.5%**	10	**2.3%**
2012-13	231	**24.9%**	1	**0.1%**	4	**0.9%**
2011-12	186	**20.0%**	0	**0.0%**	0	**0.0%**

CTE Program Participation						
	# CTE Participants	% CTE Participants	# CTE Concentrators	% CTE Concentrators	# ESCS Certificates	% ESCS Certificates
2014-15	3	**3.1%**	0	**0**	0	**0%**
2013-14	0	**0%**	0	**0**	0	**0%**

CTE Program Participation						
	# CTE Participants	% CTE Participants	# CTE Concentrators	% CTE Concentrators	# HSCS Certificates	% HSCS Certificates
2014-15	3	**15.0%**	0	**0**	0	**0%**
2013-14	0	**0%**	1	**33.3%**	0	**0%**

Internship / CTE Particpcator Data Source: OASIS Course Enrollment Report
CTE Consentrator & Completer Data Source: CALPADS

Student Discipline Data

School staff has adopted positive behavior support programs that clearly define student behavior expectations and school climate. Due to the smaller, more intimate size of our student centers, behavior incidences are low. No expulsions have occurred in River, Harbor, or Empire Springs Charter Schools. In addition, Empire Springs has no suspensions reported since students enrolled in that charter are exclusively in homeschool or online programs. Below are the charts for River Springs and Harbor Springs suspension data.

Student Suspensions by Program 2014-15

Below are the 2014-15 data reports for suspension incidents. Suspensions are documented by incident, regardless of the length. Schoolwide leadership continually examine the process of disciplinary action in order to ensure consistent expectations and procedures in all programs.

River Springs Charter	Grade Level													
Program	**KN**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Total**
Home school		3			1									**4**
Keys High School										5	1	1		**7**
Corona Student Center				3				3						**6**
FAPA									1		3	1	1	**6**
Hemet Student Center		10	1	1		6		4	5	3				**30**
Indio Palm Academy														**0**
iShine Student Center								1						**1**
Lake Elsinore Academy							1	1	1					**3**
Magnolia Student Center		1				1			1	2	1	3	1	**10**
Murrieta Student Center									1					**1**
Riverside Student Center		2			1	2		2	4					**11**
Temecula Student Center			1					4	1	1	1	1		**9**
Total		**16**	**2**	**4**	**2**	**9**	**1**	**15**	**14**	**11**	**6**	**6**	**2**	**88**

Harbor Springs Charter	Grade Level													
Program	**KN**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Total**
Keys										1				**1**
La Fuente Academy														
OC Student Center							1	2						**3**
Otay Ranch Academy for Arts					1			1						**2**
Total					**1**		**1**	**3**		**1**				**6**

Data Source: Disciplinary Information Report, OASIS (as of 11/16/15)

Student Suspensions by Offense 2014-15

River Springs Charter School	Length of Suspension (# Days)					
Offenses	**1**	**2**	**3**	**4**	**5+**	**Total**
Possession, Sale, Furnishing a Firearm						
Possession of a Knife or Dangerous Object	1	1	1			**3**
Possession of Controlled Substance						
Possession, Use, or Sale, of a Controlled Substance			1			**1**
Possession or Use of Tobacco Products	4					**4**
Committing or attempting to commit battery	6	1	4			**11**
Commit or attempt to commit sexual assault					1	**1**
Engaged in sexual harassment	3	2	3			**8**
Caused Physical Injury	5	1				**6**
Caused, Attempted, or Threatened Physical Injury	12	9	2			**23**
Aided or Abetted Physical Injury						
Used Force or Violence	4	1	2			**7**
Harassment or Intimidation			1			
Harassment, Intimidation of a Witness						
Obscene Acts, Profanity, and Vulgarity	6					**6**
Disruption, Defiance	8	2	1			**11**
Property Damage	1	2				**3**
Bullying			1			**1**
Property Theft	1		1			**2**
Other						
Total # of offenses	**51**	**19**	**17**	**0**	**1**	**88**

Harbor Springs Charter School	Length of Suspension (# Days)					
Offenses	**1**	**2**	**3**	**4**	**5+**	**Total**
Possession, Sale, Furnishing a Firearm						
Possession of an imitation firearm	1					**1**
Possession of a Knife or Dangerous Object					1	**1**
Possession of Controlled Substance						
Possession, Use, or Sale, of a Controlled Substance						
Possession or Use of Tobacco Products						
Sexual Battery						
Caused Physical Injury	1					**1**
Caused, Attempted, or Threatened Physical Injury		1				**1**
Aided or Abetted Physical Injury						
Used Force or Violence						
Harassment or Intimidation						
Harassment, Intimidation of a Witness						
Obscene Acts, Profanity, and Vulgarity	1		1			**2**
Disruption, Defiance						
Property Damage						
Bullying						
Property Theft						
Other						
Total # of incidents	**3**	**1**	**1**	**0**	**1**	**6**

Data Source: Disciplinary Information Report, OASIS (as of 11/16/15)

Parent & Student Satisfaction Survey Results

Parent Satisfaction Survey

During the self-study process, Springs Charter Schools disseminated a parent satisfaction survey via email to all programs. Parents were asked to complete one survey per family. The survey assessed parent satisfaction in the areas of: curriculum, educational program, teaching staff, learning activities, technology, and school communication.

808 parents responded with the following feedback. All comments have been reviewed, and themes are noted for each section. Comment themes are representative of the most mentioned areas of strength and areas for growth within the schools.

Curriculum	Strongly Agree	Agree	Unsure	Disagree
The school provides my student(s) with a high quality curriculum that results in academic growth.	55.3%	34.0%	7.9%	2.7%
The curriculum is appropriately challenging	51.5%	36.4%	9.2%	3.0%
The material is engaging for my student.	51.6%	38.0%	6.8%	3.6%
The standards being taught are appropriate for each grade level	52.8%	33.9%	10.3%	3.0%
Combined average	**88.4%**		**8.5%**	**3.1%**

Curriculum Comments

- Curriculum is appropriately challenging and engaging for students.
- Teachers, staff, academics, safety of students is excellent
- Curriculum is relevant, hands on, and project based
- Learning is fun, challenging, engaging, and students are excited to attend school
- There are sufficient resources, individualized instruction, flexibility, and use of technology throughout
- Parents are unsure about how to support their students as the school implements new state standards, and grade level expectations.
- Parents and new students report that it takes some time to acclimate to the school culture, philosophy, options and choices, and home-study expectations.

Educational Program	Strongly Agree	Agree	Unsure	Disagree
I am satisfied with the program that my student is attending.	58.0%	29.8%	8.5%	3.6%
The Student Center days/times are convenient	53.1%	32.2%	9.5%	5.2%
The program offers sufficient electives/enrichment.	45.8%	32.9%	14.5%	6.8%
The program stays true to its mission	52.4%	33.7%	11.9%	2.1%
Home-study assignments can be personalized	52.5%	31.7%	12.7%	3.1%
Combined average	**84.4%**		**11.4%**	**4.2%**

Program Comments

- Parents are satisfied with the program(s) that their children attend.
- Students are motivated to learn.
- Instruction is relevant, hands on, project based, fun, rigorous, flexible, and focused on student's academic success.
- There are sufficient elective options, support for struggling students, and opportunities for high achieving students to attend community college, CTE and internships courses.
- Homeschool parents are satisfied with curriculum support through I CAN checklists, curriculum guides, enrichment options, and curriculum support from the ES.
- Common Core adoption and implementation interferes with some parent's educational philosophy.
- There is too much testing (iReady, OARS and State).
- Parents would like home-study assignments to be more personalized and supported with additional resources.

Teachers	Strongly Agree	Agree	Unsure	Disagree
The teacher(s) do a good job of supporting my student(s)	67.7%	26.1%	4.8%	1.4%
The teacher is available to speak with me	70.8%	25.0%	3.3%	0.9%
The teacher gives my student feedback in a timely manner	65.1%	25.0%	7.3%	2.6%
Home-study assignments are well organized	59.9%	29.1%	8.7%	2.4%
The teacher cares about my student	72.2%	21.7%	5.3%	0.9%
Combined average	**92.5%**		**5.9%**	**1.6%**

Teacher Comments

- Parents overwhelmingly responded that teachers are supportive to students and parents, available, caring, and committed to education, dedicated, approachable, knowledgeable, professional, respectful, and creative.
- Teachers keep parents informed on student progress, modify and individualize support for students, motivate students to learn, and encourage student independence.
- School to home feedback and communication on student progress is inconsistent from program to program. (ie: Jupiter Grades, email, report cards, Google docs, etc).

Learning Activities	Strongly Agree	Agree	Unsure	Disagree
The school offers a variety of learning activities for my student(s) to participate in	49.9%	35.1%	10.6%	4.3%
The school offers field trips and events	48.5%	36.9%	9.5%	5.1%
The classroom uses centers and hands-on labs	47.2%	31.4%	18.7%	2.7%
Students have access to appropriate support and/or tutoring	47.2%	30.7%	18.2%	4.0%
The school offers a variety of internships and CTE courses (high school only)	27.1%	15.0%	56.4%	1.5%
Combined average	**73.8%**		**22.7%**	**3.5%**

Activities Comments

- The TK-8th grade programs offer a variety of learning activities, including field trips, hands-on labs, tutoring, enrichment classes for Homeschool students, Lego league, Science Fair, History Day, SPREE events, Spelling Bee, elective classes, Talent Show, and Writing Extravaganza.
- The 9-12th grade programs offer a variety of learning options including internships, CTE pathway classes, community college classes through dual and concurrent enrollment, online core and elective courses, Renaissance Real World Academies, and Murrieta and Orange County learning centers.
- Academy parents would like to see more awards ceremonies, such as student of the month, before and after school programs for working parents, and additional outdoor time for physical activity, PE classes, and play.
- Not all learning activities are available to all students (depending on of the program the student is enrolled in) due to distance from home to student center.

Technology	Strongly Agree	Agree	Unsure	Disagree
The school provides adequate technology tools that improve our student(s) learning experience	49.8%	35.1%	12.6%	2.5%
My student uses a Chromebook and/or computer regularly	53.6%	31.7%	9.7%	5.1%
My child knows how to navigate Moodle and/or Canvas	40.3%	25.2%	21.4%	13.0%
My child knows how to search on the Internet	56.7%	30.9%	5.2%	7.2%
My child uses iReady	53.2%	26.5%	14.2%	6.1%
Combined average	**80.6%**		**12.6%**	**6.8%**

Technology Comments

- Moodle is easily accessed by the elementary student's parents.
- Computer based programs help the student to learn a variety of programs and gain confidence in use of technology as an educational tool.
- Technology is well balanced throughout the curriculum.
- Canvas and Moodle courses can be confusing for students to navigate and submit assignments.
- Some parents of elementary age students want to limit computer screen time for their students, in support of hands-on, paper and pencil, and social skills development.

Communication	Strongly Agree	Agree	Unsure	Disagree
I feel comfortable discussing my student's progress with his/her teacher	73.0%	21.8%	4.0%	1.2%
My program's principal/director is available to address my concerns	50.1%	29.5%	17.8%	2.6%
Administrative staff (at the Temecula office) is available to address my concerns	45.5%	28.2%	24.0%	2.2%
Combined average	**82.7%**		**15.3%**	**2.0%**

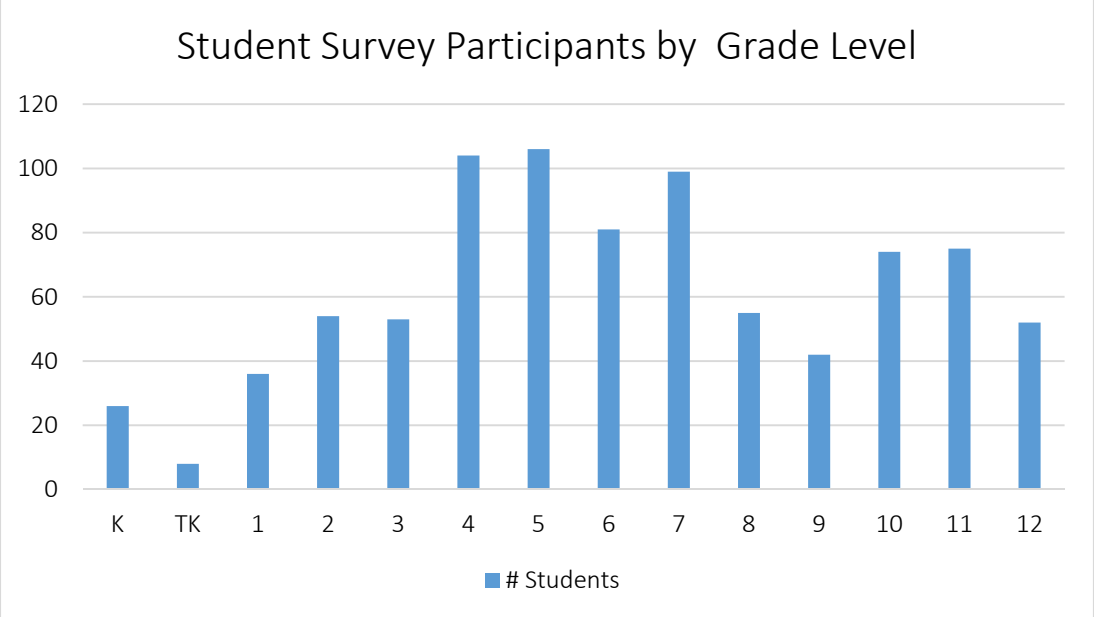
Communication Comments

- Administrators, teachers and staff are accessible to parents through email, phone, Moodle, and in person at the student centers.
- Staff communication is prompt, professional, open, helpful, and respectful.
- Parents benefit from the summer curriculum conference and program-based parent workshops.
- New families find that it takes time to acclimate to the school's culture and online system of communication with teachers.

Student Satisfaction Survey

During the self-study process, Springs Charter Schools disseminated a student satisfaction survey via email to all programs. Families were asked to complete one survey per age-appropriate student.

865 students responded with the following feedback. All comments have been reviewed, and themes are noted below. Comment themes are representative of the most mentioned areas of strength and areas for growth within the schools.



Student Perception survey:

	Strongly Agree	Agree	Unsure	Disagree
I am learning new things at school	50.4%	44.4%	4.0%	1.2%
I like the program that I am attending	56.0%	32.1%	8.2%	3.7%
My teacher(s) take time to help me when I need it	57.3%	34.6%	6.6%	1.5%
I am able to work on activities that are interesting to me	47.1%	40.2%	10.2%	2.5%
I am able to use computers and the internet in school	65.5%	25.9%	4.9%	3.7%
Combined average	**90.7%**		**6.8%**	**2.5%**

What I like most about my schools is [comment box].

- Opportunity to meet and make friends
- Small school setting
- Technology use for most assignments, Chromebooks, and online learning options
- Teachers take their time to help students, are amazing at teaching, fun, create a close knit atmosphere (like family), are accessible, kind, care about student's success, and listen to student's ideas
- Learning new things, creativity, unique
- Opportunity to attend CTE classes (Medical, Engineering, Aviation, Intro to Business, Internship)
- Personalized learning that is formed around the student's abilities
- Being taught by my mom at home
- My ES keeps me on track and focused, is nice, supportive, takes time to inspire, and is always there when students need help
- Variety of classes and learning options
- Able to go at their own pace, individualized instruction
- Independent learning helps prepare students for college
- Field trips, learning center classes, and opportunities to join clubs
- Hands-on projects, art, and PE
- Some students indicated that they would like more options to participate in clubs, electives, lockers, after school activities, sports teams, and ASB.
- Some students indicated that they would like more playground space and equipment.

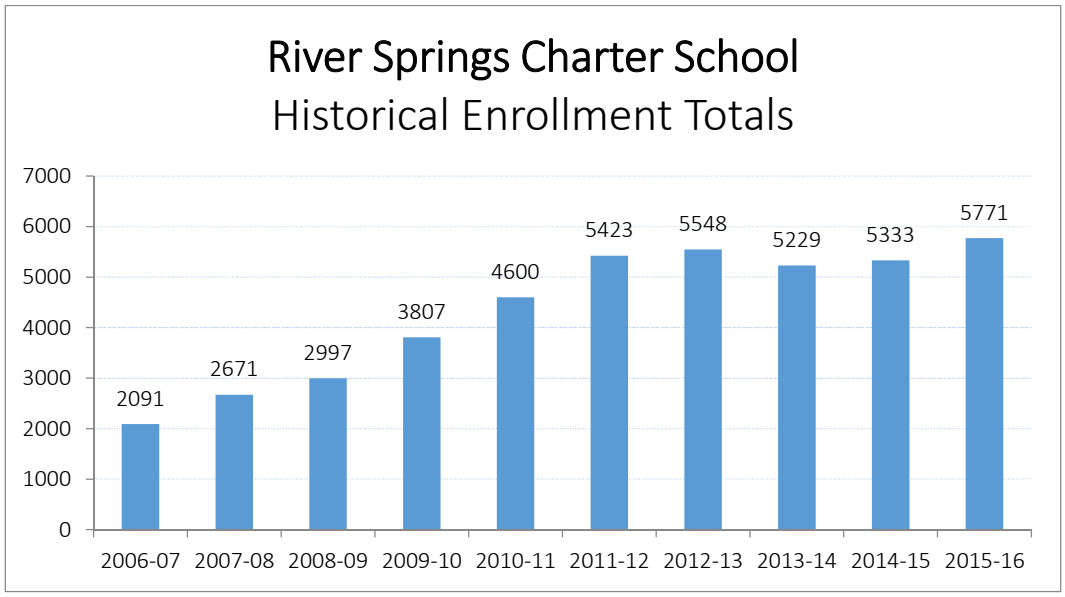
Chapter 2

Progress Report

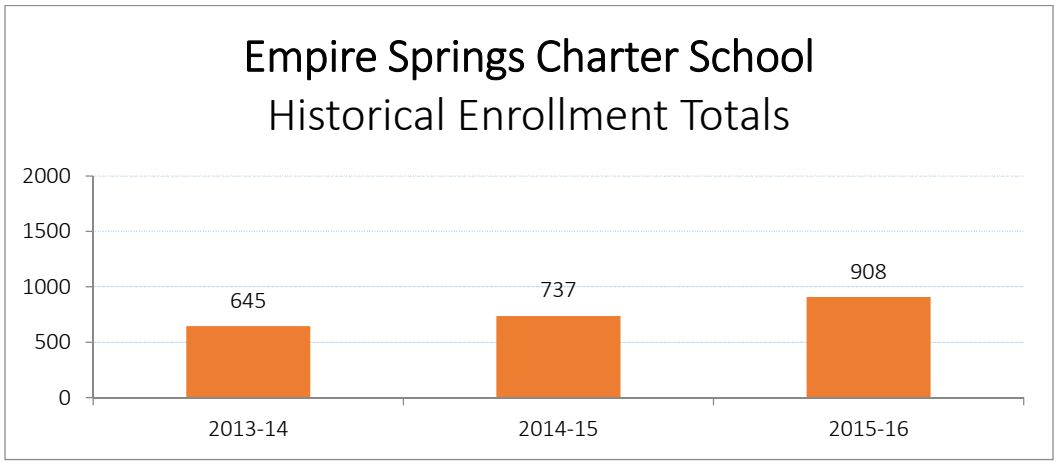
Chapter II: Progress Report

WASC template: Summarize progress on each section of the current schoolwide action plan(s) that incorporated all schools critical areas for follow up from the last full self-study and all intervening visits. Comment on the original critical areas for follow up not in the current plan.

Springs Charter Schools (SCS) is a non-profit network of three non-classroom based charter schools that serves TK-12th grade students. In 2012 the River Springs Charter School administration developed a growth plan to address increasing enrollment of students outside of Riverside County. The plan included opening additional charter schools that would provide local governance and services to students. Harbor Springs and Empire Springs Charter Schools opened in fall 2013.



Data Source: Total Enrollment History (Data Quest)
2015-16 Data not yet available on Data Quest / Total was pulled from Daily Enrollment Total Report in OASIS



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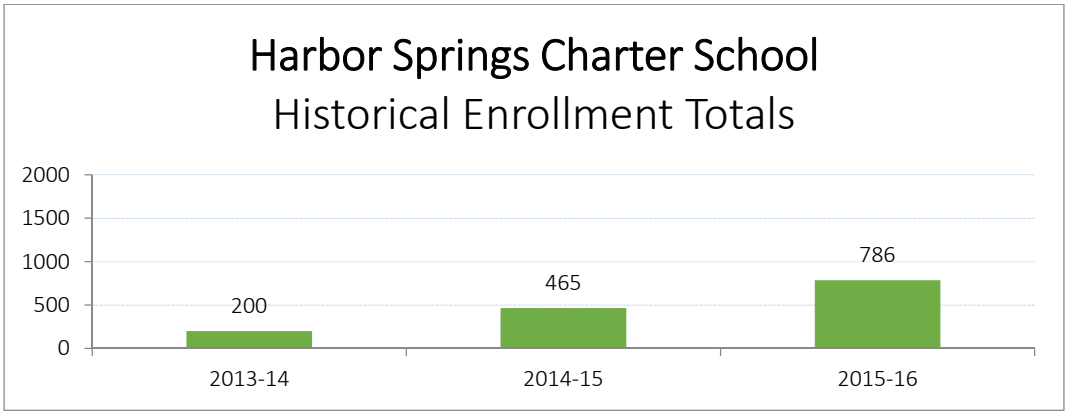


Data Source: Total Enrollment History (Data Quest)
2015-16 Data not yet available on Data Quest / Total was pulled from Daily Enrollment Total Report in OASIS

Student Enrollment by Districts of Residence

The chart below shows enrollment by the top seven districts. Approximately 77% of RSCS students live within the borders of the following seven districts.

Enrollment data by district of residence indicated that our largest clusters of enrollment are in those areas where River Springs operates a student center. The one exception is Menifee, which is centrally located to several Springs student centers.

Approximately 77% of RSCS students live within the borders of the following seven districts:

District of Residence	Total # RSCS Students	% of K-12 Enrollment
Temecula Valley Unified	1022	18%
Hemet Unified	858	15%
Riverside Unified	775	13%
Murrieta Valley Unified	628	11%
Lake Elsinore Unified	493	9%
Corona-Norco Unified	426	7%
Menifee Union Elementary	234	4%

Data Source: Residency Info Report, OASIS (as of CBEDs 10/7/15)

Approximately 33% of ESCS students live within the borders of the following seven districts:

District of Residence	Total # ESCS Students	% of K-12 Enrollment
Redlands Unified	60	7%
Chino Valley Unified	55	6%
Rim of the World Unified	48	5%
San Bernardino City Unified	44	5%
Saddleback Valley Unified	32	4%
Capistrano Unified	31	3%
Morongo Unified	28	3%

Data Source: Residency Info Report, OASIS (as of CBEDs 10/7/15)

Approximately 73% of HSCS students live within the borders of the following seven districts:

District of Residence	Total # HSCS Students	% of K-12 Enrollment
Chula Vista Elementary	254	32%
Sweetwater Union High	81	10%
Santa Ana Unified	71	9%
Vista Unified	68	9%
Fallbrook Union Elementary	36	5%
Oceanside Unified	33	4%
San Diego Unified	31	4%

Data Source: Residency Info Report, OASIS (as of CBEDs 10/7/15)

In 2010, the RSCS Board, administrative leadership, and staff established the WASC Action Plan, which includes six major goals. Each goal addresses a specific area within the school's mission and vision. The six goals are listed below. Each goal included a set of tasks that were reviewed, revised, and presented to each board yearly. When ESCS and HSCS opened in 2013, their initial accreditations also aligned to the existing RSCS Action Plan.

Goal 1: Personalized Learning - Accessibility and use of student assessment data is used to drive instruction and to develop a personalized learning plan for all students.

Goal 2: Parent Choice - School staff will increase resources to support parent engagement in their student's educational program.

Goal 3: Empowerment - School staff will develop a Staff Development Plan to support new staff, math instruction, and Homeschool parents.

Goal 4 - Community as the Classroom - School staff will expand community as the classroom opportunities to include internships, CTE Education classes, and parent support groups in all academy programs.

Goal 5 - Independence - School staff will develop and implement staff and parent trainings about teaching and learning methods, student goal setting, and integration of student learning styles as part of the personalized learning plan process.

Goal 6 - Ongoing Improvement - School staff will review and revise accountability processes to ensure adequate progress for all students, including orientation programs to new staff and parents and increased interventions through Response to Intervention.

Schoolwide Initiatives

Springs Charter Schools (SCS) have made significant progress on the 2010 WASC Action Plan through the implementation of several schoolwide initiatives. Each of the initiatives below were developed based on a review and analysis of schoolwide data. Most of the initiatives address all six of the school's WASC goals.

I. Schoolwide Strategic Planning

In addition to the expansion into three charters, the school has experienced significant growth since the 2013 WASC midterm visit. Enrollment has grown from about 5,500 students in River Springs to over 7,400 students within the network. As a result, the school has increased from eleven student centers to eighteen (fourteen in River, three in Harbor, and one in Empire). School administration has established enrollment procedures and reasonable enrollment caps for programs to be filled to capacity. There are over 500 students who are on the Program Pending list waiting for availability in their preferred Springs program.

II. Standardized Assessment

Since the 2013 WASC midterm visit, the California Department of Education has been in the process of revamping the state assessment program to align to newly adopted state standards.

API Growth

API has been suspended for the 2013-14 and 2014-15 school years. 2013-14 was a gap year for standardized testing results, and data for 2015 can be referenced in the CAASPP charts. Significant sub-groups include ethnicities white, Hispanic, and two or more races, as well as students with disabilities (SWD), socio-economically disadvantaged (SED), and English Learners (EL).

CAASPP

No state test scores were given for the 2013-14 school year as the CAASPP was a pilot test. In the 2014-15 school year, the Smarter Balanced (SBAC) test became operational, replacing the CST (STAR) test in English Language Arts (ELA) and math. The SBAC is a computer-based test for Common Core standards and college and career readiness. The SBAC is under the CAASPP test umbrella, which also includes science CST/CMA/CAPA and The California Alternate Assessment (CAA).

In addition, the SBAC is scored using 4 proficiency levels (Exceeded Standard, Met Standard, Nearly Met Standard, and Did Not Meet Standard) and is based on the College and Career Readiness Standard, not grade level proficiency. The 2014-15 scores are meant to serve as baseline scores during the transition to Common Core and CAASPP testing.

III. Professional Learning Communities (PLC) and Program Review Process

Springs Charter Schools continue to focus on the use of data driven decision making at all levels of school planning and instruction. Since 2010, the Instructional Support and Assessment Departments have developed a systemized process of data collection, analysis, and reporting. Benchmark assessments have been established in ELA and math for all grade levels. Students complete three benchmarks annually per subject. Benchmark assessment data is disseminated to all teachers schoolwide and analyzed to drive personalized learning. The following initiatives were implemented to improve the data driven decision making process:

- Hired a new Director of Instructional Support and integrated single-subject specialists to focus on implementing projects in response to analysis of assessment data (2010)
- Created Staff development for all instructional staff focused on data analysis and instructional refinement (2011)
- Calendared PLC Data Days on school's master calendar (2011)
- Launched Math Path program to add additional support and targeted instruction for students performing below grade level in mathematics (2011)
- Implemented OARS / INSPECT to warehouse all student achievement data and to administer and store milestone exams and mastery quizzes (2012)
- Assigned all teachers access to their student's data results through both OASIS (student information system) and OARS (data assessment warehouse) (2012)
- Required internal school benchmarks and mastery quizzes in all core courses (2012)
- Developed K-8th grade level content expectations in alignment with California State Standards (I CAN program) (2013)
- Refined high school core courses around California Course Content Standards (2013)

Program Reviews: Starting in 2010, school principals and program directors create a yearly program report update to senior staff and the boards. Each site and program leader develops a data rich report that provides a review and analysis of ongoing program improvement in the areas of:

- School culture
- Student achievement
- Progress on local and schoolwide goals and initiatives
- Areas of strengths and growth
- SMART Goals
- Stakeholder involvement

PLCs and program reviews address all six goal areas of the WASC Action Plan, are aligned to the school's mission and vision, and reflect the unique school culture of each program.

IV. Math Improvement Focus Group / Math Path

In 2010, River Springs Charter School was in AYP Program Improvement. As a result, the school established a Math Focus Group to analyze student achievement data in the area of mathematics and to develop a plan to address areas for growth. Since 2010, school staff have implemented the following initiatives:

- Established mathematics scope and sequence charts for all math strands covering grades K-7 (2011)
- Created common assessments for core courses according to the expertise of the single-subject specialists (2012)
- Developed K-8 mastery quizzes (2012)
- Implemented high school final exams (INSPECT) and 3 benchmark quizzes (2012)
- Developed I CAN mastery quizzes for parents to pretest their student to determine proficiency and then teach based on proficiency (2012)
- Developed Catch Up Planner for math (2012)
- Developed Math Path Curriculum for grades 3-8 (2012)
- Implemented I CAN math courses at learning centers (2012)
- Created Math Path Workshops for parents (2012)
- Revised and implemented Math Path (2013)
- Hired math aides for small group instruction (2014)

- Implemented new Common Core high school math sequence with shadow courses for additional student support (2014)
- Implemented Spring into Math (Math 7) and K-8 boxed curriculum sets that are aligned to Common Core (2014)
- Revised Math Path with Common Core curriculum (2014)
- Developed daily instructional videos for Spring Into Math 6 and 7 (2015)

Math Path Initiatives address all six goal areas of the WASC Action Plan and are aligned to the school's mission and vision.

V. Curriculum & Instruction - Ongoing Improvement

School leadership has increased its focus on developing and implementing rigorous curriculum that is designed for the independent study student and can be personalized to address each student's unique areas of interest. Since 2010, school staff have implemented these schoolwide initiatives in the area of curriculum and instructional development:

- Developed Math Workshop for academy teachers, homeschool ESs, and parents (2011)
- Developed and presented new instructional strategies at all PLC meetings (2011)
- Collected prospective data from staff, parents, and students (2011)
- Expanded CTE courses and integrated career exploration options (2011)
- Trained on Power Tools - cycle (2012)
- Reviewed and revised adequate progress process, board approval, and updated Student Agreement with clear academic expectations (2012)
- Tracked Power Tool usage as part of AIMM walkthrough (2012)
- Offered Internships at all Renaissance Real World Academy sites (2012)
- Offered Dual Enrollment for high school students, contracted with MSJC and AccuPlacer Assessment through Guidance Department (2012)
- Established Writing Workshop for academy teachers (2013)
- Developed RTI Pyramid of Interventions for students in the Inadequate Progress Process (2013)
- Expanded Power Tools to include Common Core strategies (2013)
- Improved accessibility and transparency schoolwide for Student Achievement Data stored in OARS data warehouse (2013)
- Developed 6th grade integrated humanities (2013), expanded to 7th (2014)
- Implemented 9th grade Integrated Course Curriculum (2013), expanded to 10th grade (2014)
- Expanded UC approved a-g course offerings (2014)
- Expanded CTE articulated courses (2014)
- Revised K-8 boxed sets for Common Core into integrated and thematic units (2015)

Curriculum and instructional initiatives address all six goal areas of the WASC Action Plan, are aligned to the school's mission and vision, and reflect the school's focus on college and career readiness.

VI. Professional Development Plan

Since the 2010 WASC Visit, school leadership has implemented a structured staff development plan. The plan includes Core Training for new employees, expanded orientation for new teachers, teaching strategies, data driven instruction, and ongoing student improvement processes for teaching independent learners through the personalized learning model of instruction.

Core Training: Since 2010, the Human Resources Department has conducted new employee training. The focus of the training is to provide an orientation to our charter school program, culture, mission

and vision, and history. Core Training is a five day staff development program that involves all departments within the school.

Yearly Staff Development: All yearly staff development events are included on the school's master calendar. Staff development initiatives have included the following:

- Expanded orientation program for new academy teachers (2011)
- Created an articulated staff development plan for administrative support staff (2011)
- Developed Personalized Learning Certificate group (2012)
- Offered opportunities for annual development for staff (homeschool and academy) including training for best practices and personalized learning (e.g. CCSS implementation, Personalized Learning Faire/Teacher Expo) (2012)
- Developed CERT, CPR, Emergency Medical Response Training for academy staff (2012)
- Offered Special Education Training at monthly ES meetings (2013)
- Trained all staff on strategies for working with students with IEPs (2013)
- Trained all new staff on enrollment, special education, and FERPA compliance (2015)
- Trained all Special Education staff on compliance and effective instructional practices (2015)
- Piloted the Boys Town training to two sites (2015)
- Trained all administrators/designees in effective and compliant IEP facilitation (2015)
- Organized monthly PLCs for all Special Education staff in case management and best practice (2015)
- Offered Teacher Leadership Pathways for Homeschool, Keys and Venture teachers (2015)

Alternative Governance Structure and Academic Instructional Monitors and Mentors (AIMM)

As a response to RSCS Program Improvement Year 5 status, RSCS established the AIMM program as an arm of the Alternative Governance Structure in 2011. The program is intended to ensure progress towards schoolwide goals. Since the 2013 WASC visit, the AIMM program, has been expanded to Harbor Spring and Empire Springs. The AIMM Handbook, rubrics, and process are evaluated and updated by school leadership based on survey data received from all stakeholders.

Since the implementation of the AIMM program, school leadership has seen evidence of a stronger emphasis on setting and tracking SMART goals and increased opportunities for feedback with all stakeholders. This has been evidence by: Program Review Reports, staff meeting agendas, town hall meetings, inclusion of parents, students, and classified staff on the AIMM teams.

The AIMM rubrics have been modified each year, therefore it has been a challenge to track and compare data. As a result, a goal of the AIMM leadership team is to develop a new rubric that can be adopted to create a consistent and comparable data collection.

Professional development initiatives address all six goal areas of the WASC Action Plan, are aligned to the school's mission and vision, and reflect the school's focus on school climate, safety, compliance, and developing a highly skilled staff.

The school's Professional Development Plan addresses all six goal areas of the WASC Action Plan, is aligned to the school's mission and vision, and reflects the school's focus on student achievement and college and career readiness.

VII. Support for Homeschool Families

In 2010, the WASC visiting committee identified a critical area of need for Homeschool parents to receive their students' assessment data and that a process be put in place for the parent and Education Specialist to review and revise the student Learning Plans to reflect new areas for instructional focus. The following

initiatives were put in place to support Homeschool parents in the process of developing a rigorous academic program based on objective data analysis and in collaboration with teachers.

- Modified Homeschool student Learning Plans to include Lexile scores and student goal setting (2011)
- Developed writing workshop for Homeschool ESs and parents (2011)
- Expanded and improved Homeschool Parent Orientation (2011)
- Developed Learning styles training for parents and Homeschool staff (2012)
- Implement annual Writing Extravaganza event for Homeschool (2012)
- Disseminated surveys for parents and students about teaching and learning methods (2013)
- Established independent learning strategies for staff, parents, and students (2013)
- Used Lexile reading scores more effectively involving parents and students (2013)
- Created I LOVE DATA online data report archive (2013)
- Developed a process between case manager, ES, and parent to collaborate on the development of Learning Plan and curriculum choices for Homeschool students with IEPs (2013)
- Implemented Homeschool Prep for new Homeschool parents (2013)
- Established Learning Plan audit process (2013)
- Offered Parent CSI Training (2015)

The school's supports for Homeschool families address the WASC 2013 Visiting Committee's area of critical need, including all six goal areas of the WASC Action Plan and is aligned to the school's mission and vision.

VIII. EL Population

The schools have an ELD Master Plan that is monitored by the ELD Committee and includes information about student CELDT testing results, reclassification, and support for EL students. All staff who work with EL students are CLAD or BCLAD certified. Staff development and instruction support are data driven based on student achievement data. Parents and community participation in all EL programs is facilitated through twice yearly DELEC meetings.

The Director of Assessment and two English Learner coordinators review student achievement data, provide staff development, and work collaboratively with the Instructional Support Department and teachers to use CELDT scores, along with other measures, to develop lesson plans and curriculum for EL intensive instruction that is aligned to state standards. EL student progress is monitored through the RTI process.

The schools have implemented the following:

- Pyramid of interventions for EL students (2011)
- Developed first ELSSA Plan (2012)
- 30 minute teaching blocks at Palm (2012)
- Created I CAN statements for EL development (2012)

The school's support for EL Students and parent involvement addresses all six goal areas of the WASC Action Plan and is aligned to the school's mission and vision.

IX. Increase Technology Support for Low Income Students

As the state has moved to a computer-based assessment process, and curriculum continues to be aligned to the 21st century skills, SCS has been able to maintain effective computer to student ratios. The following initiatives have been implemented in an effort to ensure that all students in the school have adequate access to technology.

From the annual Action Plan Board Reports…..

- Distributed HP Minis to all Keys students (2010) and switched to Chromebooks (2014)
- Established 1:1 computers for FAPA students (2011)
- Expanded laptop resources to ensure schoolwide technology ratio of 1:4 (2012)

Currently all Homeschool students in grades 3-12 are issued a Chromebook. Qualifying students without internet access in the home are issued a WiFi.

The school's increase in technology support for low income students addresses all six goal areas of the WASC Action Plan and is aligned to the school's mission and vision.

Follow-up Process

Springs Charter Schools has embraced the WASC self-study process as an integral process for ongoing improvement. The Superintendent updates the three governing boards on schoolwide progress in addressing the WASC Action Plan goals during each regularly scheduled meeting. Each year, The WASC leadership team meets to review the Action Plan, report yearly progress on goals, and make revisions that reflect changes in school demographics and state wide mandates. A yearly WASC Action Plan report is presented to the three governing boards in fall of each school year.

The schools each have strong and diverse governing boards who embrace their primary role of improving student achievement and ensuring fiscally sound organization as their top priority. Top level school leadership has remained consistent since 2007. There have been some changes over the past several years in program leadership, with the majority of the school's principals and program directors serving in their capacity for three or more years.

Expected Student Learner Outcomes (est. 2009)
During the 2009-10 self-study process, River Springs staff and stakeholders developed a set of expected schoolwide learner outcomes (ESLRs) that depicted an integrated and student centered educational focus. The outcomes were aligned to the mission and vision of the school and were developed with stakeholder involvement. Harbor and Empire Springs adopted these ESLRs as part of their initial accreditation process.

Transition to Student Learner Outcomes (est. 2015)
Throughout the term of accreditation, it became clear that parents, students, and staff were aware of the expected student learner outcomes, but there was some disconnection with the theory, practice, and measurability of each area. During the 2015-16 self-study process, administrative leadership began the process of revising previous ESLRs to the new Student Learner Outcomes (SLO) and to clarify expectations that would allow for measurability of each outcome.

Because network-wide staff, students, and parents were already highly familiar with the school's grade level specific I CAN statements, administrative leadership decided to align the SLOs to create an acronym for I CAN: Independent Learner, Capable Communicator, Analytical Thinker, Noteworthy Citizen.

Stakeholder Involvement

The new Student Learner Outcomes I CAN acronym was presented to the schoolwide leadership, academy teachers, Homeschool teachers, and administrative support staff during the fall home group meetings. At each meeting, groups worked collaboratively to provide feedback and help define the SLO area, make suggestions of measurability (with existing or available data markers), and explain what each SLO area would indicate for graduates.

Independent Learner: Self Reflective learners who understands how they learn and how to utilize a variety of skills and resources to obtain their intimate goals.

Capable Communicator: Communicators who can read, write, speak and listen effectively for a variety of purposes and audiences.

Analytic Thinker: Effective problem solvers who understand and employ logic and scientific method, and who look at issues from multiple perspectives.

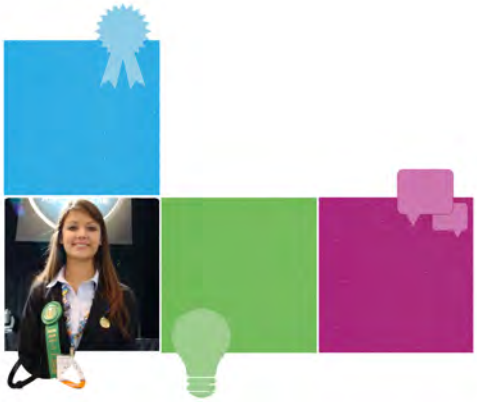
Noteworthy Citizen: Individuals who understand the value of their many roles within the community and who use their skills and knowledge to participate and positively impact the world around them.

Progress on Critical Areas of Follow-up

Critical Areas for Follow-up: The two critical areas for follow up from the 2010 WASC Visiting Committee were embedded into the schoolwide Action Plan. These areas were:

1. Instructional Cycle: RSCS must institutionalize a data driven culture where teachers and parents of homeschooled students regularly and consistently work collaboratively with disaggregated data to plan and deliver instruction. The cycle would be based on a process where teachers use scores from one assessment to plan the next so that the process in ongoing.

2. Professional Development: RSCS must develop a professional development plan that focuses on the deep implementation of a limited number of powerful instructional strategies. The plan must include a process for evaluating the implementation and impact of the techniques over time (e.g., classroom observations to determine usage and effectiveness).



Chapter 3

Student & Community Profile

Overall Summary from Analysis of Profile Data & Progress

Chapter III: Overall Summary from Analysis of Profile Data & Progress

WASC Template: Provide an overall summary from the analysis of the profile data

- Based on past progress and current data, explain the implications of the data with respect to student performance
- Select two to three critical learner needs based on the data, noting the correlated schoolwide learner outcomes
- List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study.

Over the past six years, our school has undergone five significant transformations.

1. **A data-driven culture has been cultivated within all of SCS programs, including a systemic PLC process.**

Six full years of achievement data have been collected since the 2010 River Springs Focus on Learning report. The data shows increases each year in almost every area and every subgroup. In addition to state-mandated achievement data, the school has collected norm-referenced diagnostic data three times each year, with four years of Scantron Performance Series data and, most recently, two years of i-Ready data. Initial analysis shows a strong correlation between CAASPP proficiency and i-Ready proficiency. Four years ago, the school also obtained a data-warehousing program that allows us to see each student's progress in a pictoral and comprehensive way. This program, OARS, includes a test bank for benchmark assessment of all common core standards, as well as Next Generation Science Standards.

All students and parents have become accustomed to regular benchmark assessments, which has been a significant culture shift for the school. The idea is reinforced to parents and students that the regular collection of test data helps to personalize a mastery-learning program of study for each child. Assessment is a key component of mastery-learning, and mastery-learning is the cornerstone of personalized learning.

It is clear that although the schools collect a great deal of data and store it in easy-to-access data management tools with "touch of a button" reports, not all teachers are regularly using this data in their day-to-day instruction. Consistency of tools and process will help increase teachers comfort and use of this data. In addition, training on how to personalize instruction using data will also be implemented and supported.

2. **Achievement has increased in both ELA and Mathematics for all subgroups by focusing instruction in those subject areas.**

In 2010, Springs recognized a downward mathematics trend for students. Not only were students significantly weaker in math than in ELA, they also lost ground with every year they remained enrolled. This contrasted sharply with ELA results, which were the opposite. In general, for every year a student remains enrolled with SCS, their ELA proficiency improves.

Math received the primary focus based on this distressing information. Math trainings were implemented for teachers and parents. Multi-faceted curriculum packages for grades K-8 called "Math Path" were created and supported. Mathematics aides were employed at student centers, and teachers

were trained on small-group mathematics instruction. ST Math was purchased and implemented for all students in grades K-6th as well as struggling 7th and 8th graders.

These initiatives proved to be beneficial as mathematics scores increased across all programs and subgroups. However, the transition to CCSS has caused some delays in overall progress.

Although the majority of the focus has been on mathematics, ELA results have remained strong in most areas. The ELA rigor of the CCSS requires significant focus into this area over the next few years, in addition to continued mathematics focus.

3. All grade levels have transitioned to Common Core State Standards.

The CCSS required a major change in the I CAN standards, curriculum and pacing, and overall approach to instruction. The staff spent several years in training for all aspects of the CCSS. Since there are not many CCSS adopted curricula available yet, teachers are working hard to modify their existing curricula to ensure that the new standards are taught and mastered at high levels.

Year one data for the CAASPP indicates that while results are similar to the State and counties, the proficiency rates are lower than typical scores Springs had with the 1997 California Standards STAR results. In addition, the data indicates that some programs and subgroups need intensive focus in certain areas.

4. Several schoolwide initiatives were implemented that centered around empowering students, including the I CAN standards mastery program and the Power Tools independent learning strategies.

The I CAN program, launched four years ago, ensured that all students and parents are aware of ELA and math "power" standards and pacing guidelines. The incentives were designed to appeal to students and get them excited about making progress in their skills development at their own pace and levels. Bracelets are awarded to students when they master five standards. T-Shirts and medals are awarded as they advance further. Two celebration assemblies are provided to showcase student achievements. This process has helped to institutionalize the data collection process and imbed standards mastery into each year's program, regardless of the curriculum used.

Power Tools were rolled-out in 2010 to help students become independent learners. These tools are fifteen literacy strategies that can be used to learn any subject area, and include "Think Pair Share," "SQ3R," and "Graphic Organizers." These strategies have been taught on a cycle to every grade level with the goal of ensuring that all students internalize these strategies to help their independent learning for years to come.

5. Parents are empowered and trained, moving from mathematics processes in the early years to critical thinking skills and depth of knowledge.

SCS has provided numerous parent trainings each year, including the annual back-to-school training conference (Pechanga), SPREE events, parent certification program, and other schoolwide events. In addition, all homeschool parents receive a one-on-one inservice training at their regular learning plan meeting each month. Starting in 2015-16, the school instituted a CCSS-ready program designed to help parents move each discussion to a higher rigor by teaching critical thinking skills explicitly.

Critical Learner Needs

Critical needs that were identified after a thorough review of data and progress are:

1. Develop mathematics curriculum and training support for CCSS
2. Develop critical thinking skills for reading and writing
3. Increase college-ready indicators for all high school students
4. Increase data collection on mastery learning and Power Tools usage to address I CAN student learner outcome area for Independent Learner

Home & Focus Group Questions

- How do we imbed increased rigor into the many varieties of curricula our parents choose?
- How do we ensure that parents/teachers understand the new standards?
- What factors lead to our ongoing improvement in ELA?

Chapter 4

Self-Study Findings

Chapter IV: Self-Study Findings

Category A: Organization:

Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Springs Charter Schools is a network of non-classroom based schools that share the same mission, vision, and educational programs. River Springs, Harbor Springs, and Empire Springs are mission driven around the belief of parent choice where the community is the classroom. The mission is to foster the innate curiosity of our students, empower parents, and promote optimum learning by collaboratively developing a personalized learning program for each student. The schools have established the mission statement and vision to reflect the demographics in which they operate. New program decisions are aligned to reflect the unique needs of the various communities. The overall community profile is reviewed annually to determine or update the goals for the LCAP. Data is gathered each year on participating families relative to their economic status through the school's enrollment process.

The school has an adopted set of graduate learner outcomes (GLO), formally called student learner outcomes (SLO). Although the SLOs are well publicized, they have not been the driving force of the educational program. In Fall 2015 school leadership and staff adopted a new set of graduate learner outcomes that are succinct, aligned with current schoolwide curriculum and instruction, and are the driving force of the new WASC Action Plan.

The schools have implemented a user friendly set of academic standards for each grade level that is aligned to new California State Standards. All teaching staff and parents are provided with a copy of the I CAN Standards for use in lesson planning and tracking student mastery by standard.

The school maintains a comprehensive website that provides parents with information about all program options, educational philosophies, and enrichment opportunities that the school provides. Parents are encouraged through marketing materials and the website to contact the schools' Parent Support staff who provide information, support, academy site tours, and additional resources for parents during the enrollment process.

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the LCAP.

The governance structure of Springs Charter Schools consists of three separate governing boards for River Springs, Empire Springs and Harbor Springs, respectively. Each school is its own 501(c)(3) organization with its own distinct and separate Board of Directors. Each board consists of a minimum of five (5) and maximum of seven (7) members, each of whom are members of one of the following two groups: parents or community members. Board members must reside in a county served by Springs Charter Schools.

The Boards of Directors are governed by their own by-laws and board policies for the purpose of fulfilling their duties and obligations to their respective school. Regularly scheduled meetings are held a minimum of seven times per year, in compliance with each school's charter, the Ralph M. Brown Act, and charter school law. School board meeting notices and agendas are posted on the schools' website as well as publicly posted at the schools' administrative offices. Parent and community involvement is encouraged and supported. The Springs website includes a board page with information about how to get involved in the boards.

The three boards exercise final authority on all matters, including the implementation of each school's respective mission and vision, major educational and operational policies, budgets and fiscal affairs, selection of the superintendent, procurement of facilities, and academic achievement. The superintendent maintains the authority and responsibility of managing day-to-day operations.

There is a high level of connection between the board's policies and the network-wide improvement plans with the school's vision, mission and schoolwide learner outcomes. In every instance, board decisions are made with the graduate learner outcomes first and foremost. The superintendent provides WASC Action Plan updates during each board meeting. Board members receive annual comprehensive reports on WASC Action Plan progress and revisions. The board is actively involved in the development and adoption of the LCAP. Board reports and presentations are aligned to the school's mission and vision.

The board policy speaks to interaction and boundaries. Board members are clearly aware of their role, and it is evident in their actions. There is a board adopted Uniform Complaint Procedure, which identifies four areas that qualify as a board-complaint: 1) Discrimination/Harassment, 2) Violation of Federal Law, 3) Charging for a free education, 4) Non-Compliance with LCFF. A complaint form is available on the website, and would also be provided at the request of someone filing a complaint. Complaints of other natures, including individual and personnel issues, are directed internally through the appropriate department. When an official Uniform Complaint has been filed, the item will be placed on the board agenda for consideration.

All board meetings are open to the public, and a public session is provided at every meeting for anyone to address the board on any topic. Public comment periods are generally used for introductions of interested community members or celebration of student and staff accomplishments.

Springs board members are active participants in school and charter discussions and events and promote the school's mission, vision, and graduate learner outcomes through informal and formal participation.

- New board members attend an orientation in which they are versed in the core values of Springs Charter Schools, based on the mission and vision statements.
- Board members are invited to and regularly attend student recognition events, graduations, ceremonies, celebrations, program grand openings, and other school events where mission, vision, and graduate learner outcomes are evident and parents, staff, and students are actively engaged in mission and vision driven activities.
- Springs board members participate annually in charter conferences in order to stay current with charter school movement issues and to experience the wide variety of innovative education from other charter schools. Most charter school conferences include a series of sessions for board members to network and gain further knowledge of governance best practices.

A3. Leadership: Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

The leadership structure of Springs Charter Schools is highly effective, with clearly defined areas of decision making authority and responsibility. Leadership teams, whose structures are defined on the schools organizational chart, include: Senior Cabinet, Coordinating Council, Academy Principals, Homeschool Directors, and Administrative Departments. Leadership teams analyze data and revise programs and services accordingly. Leadership meeting agendas and minutes reflect a schoolwide focus on continuous school improvement to ensure that all students are learning at their highest potential and that programs, processes, and policies are aligned to the mission, vision, and graduate learner outcomes within a non-classroom based learning environment. These teams maintain communication with stakeholders and solicit feedback through surveys, formal meetings, and informal conversations with parents during monthly meetings and school events in order to ensure that student needs are in the forefront of the decision-making processes. Because our parents are truly partners in schooling their children, parents and teachers regularly collaborate using assessment results to personalize learning.

Leadership staff and teachers review and discuss data trends identified in standardized test scores, demographic data, iReady, survey results, and other student data. The data findings may lead to

implementing policy, establishing new programs, seeking more data, or providing additional resources for teachers and students. Before changes are implemented, the leadership staff revisits the mission to ensure that the decision is aligned with purpose.

Ongoing program improvement is monitored through a variety of methods to ensure consistency throughout the network.

- The superintendent annually presents the "state of the school" at the August board and staff meetings.
- Yearly superintendent schoolwide goals are data driven and align with the WASC Action Plan, LCAP goals, mission and vision of the schools, and graduate learner outcomes.
- School leadership, including each board, are actively involved in the analysis of schoolwide data and the development of the LCAP and WASC Action Plan yearly revisions.
- Principals and program directors develop a yearly program review report that is presented to administration and each respective board. Each program review includes program demographics, assessment results, program improvements, SMART Goals, and areas for ongoing improvement.
- AIMM, a peer review and monitoring process for academy classrooms, is designed to ensure consistency in the implementation of the mission, vision, and graduate learner outcomes throughout the school.
- Professional Learning Communities (PLC) consistently analyze student achievement data and revise learning strategies to address identified areas of student need.
- Student Learning Plans are aligned to the mission, vision, and graduate learner outcomes, and are data driven.

The leadership staff regularly reviews the existing processes and data trends to ensure that optimal student learning is occurring.

- Senior Cabinet meetings are held bi-monthly to allow the superintendent and assistant superintendents opportunities to discuss school needs and strategies for addressing school wide improvement.
- Coordinating Council meetings are held monthly to facilitate schoolwide discussion and planning across departments. Coordinating Council represents all of schoolwide leadership staff. Topics of discussion include student safety, assessment updates, schoolwide initiatives and planning, best practices, department and program updates, and news regarding the charters and boards.
- Assistant superintendents meet frequently with program leadership, both informally and formally. Formal meetings include the following leadership: principals, Homeschool directors, single-subject specialist, RTI coordinator, Guidance, Special Education, and other administrative departments (Human Resources, Education, Business, IT/Facilities).
- Principals and Homeschool Directors meet with teachers and staff during regularly scheduled meetings including: Education Specialist meetings, academy staff meetings, and PLC meetings.
- Additional schoolwide meetings are scheduled yearly on the school master calendar, including: supervisor training, leadership staff meetings, and classified/support staff meetings.

The superintendent ensures ongoing and effective school wide communication through a variety of venues. Electronic communication methods include the school's Internal News Bulletin (INB), emails, and HR "all staff" notification systems. Ongoing communication with parents includes the school newsletter, parent/student handbook, Daily Refreshment Emails, website, and Facebook. There is a schoolwide master calendar that informs staff, parents, and students of school wide events and activities.

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Governing Boards and administrative staff employ a highly qualified and effective person for each open position in order to ensure the highest level of student achievement and efficiency in school operations. The superintendent or designee recruits qualified candidates primarily through Edjoin.org. There are job descriptions and a position control system in place to ensure equitable opportunity and comparable compensation for all staff. Each applicant to the school is vetted through Human Resources prior to being contacted by the hiring supervisor. In consult with the HR staff, hiring supervisors conduct interviews, contact references, and make hiring decisions based on the needs of each department.

The Human Resources Department reviews and revises the school's Position Control process to ensure that salaries and compensation are comparable to other school districts. Administration regularly reviews the re-balancing of staff and resources as well as investigates comparable compensation of neighboring districts. Each board annually discusses and approves the Salary Schedules and Position Control System as presented by the Assistant Superintendent of Personnel. Further, the Human Resources Department works with school leadership staff to ensure adequate staffing for all of the programs. This year the Human Resources Department has hired an outside consultant to complete a compensation study for all three charters. This contract has been approved by each board.

The HR department is organized and has internal systems in place to ensure legal compliance and consistent communication to school employees.

- The assistant superintendent of HR or designee works closely with each governing board to ensure that there are policies in place that address all legal compliance issues.
- There are board policies that outline the relationship between Board and staff, as well as related party staff members.
- Job descriptions define responsibilities and supervisory structure for all employees.
- All employees are required to review the Employee Handbook yearly, as well as complete four mandated trainings that address safety, blood borne pathogens processes, sexual harassment prevention and reporting, and child abuse and mandated reporting.
- Annual Employee Satisfaction Survey and longitudinal data reporting.

The board approved school calendar includes 10 staff development days per school year, which include the annual staff meeting in August, two days prior to the start of school, and five days interspersed throughout the schoolyear. Additional staff development days are scheduled as needed and staff are paid hourly to attend. Two examples are: Core training for all new employees and Personalized Learning Institute.

- Human Resources staff conducts yearly supervisor trainings and ensures that all supervisors receive the Supervisor Handbook.
- Human Resources department conducts staff development and training at least two times a year for all classified staff.
- All staff receives training within the first months of employment. Training includes an overview of the school's mission, vision, and graduate learner outcomes, internal job functions, and schoolwide compliance issues.
- All teachers that teach and/or develop online curriculum and instruction attend professional development and training in order to remain current with online learning best practices. The school also has an Academic Technology Specialist to troubleshoot, create processes/ procedures and support the online learning classes.
- CTI (Center for Teacher Innovation) is a district-provided program for teachers who need to clear their credential status and also assists in on-going high-quality professional development.
- Springs staff and board members are encouraged to attend job related conferences including the APLUS+ conference for non-classroom based charter schools and the California Association of Charter School's conference.
- All staff is offered additional online training with over 140 online training videos. A Certificate of completion is awarded to staff when individual trainings are complete. Training completion is monitored by Human Resources staff.
- Site safety meetings include monthly staff development and training, as well as certification and training in CERT, CPR and emergency procedures.
- Springs offers Teacher Career Pathways where professional development opportunities are offered to staff members. These pathways set clear, high standards for instructional excellence. They provide frequent training and feedback to help teachers learn and grow. The Teacher Career Pathways is a 4 stage System; 1) Emerging Teachers, 2) Distinguished Teachers, 3) Lead Teachers, and 4) Master Teachers.
- Each summer, the Personalized Learning Institute offers teachers the opportunity to develop personalized learning pedagogy.
- Educational Specialists who are new to homeschool teaching are assigned a mentor.

Performance evaluations are an ongoing process and the school encourages employees and their supervisors to communicate frequently. The performance evaluation process provides an objective, consistent, and fair way to measure employee effectiveness, identify areas needing improvement, and to review goal accomplishments and progress.

- All staff receives an employee performance evaluation 90 days after their hire date and annually. Evaluations are conducted between the employee and their immediate supervisor.
- Conducted in late spring each year, the annual performance review directly addresses

individual performance and the employee's ability to have met his or her job requirements. It may also include future goals for increased effectiveness or improvement. A self- assessment portion is included allowing employees to express their perception of their performance during the evaluation period. This document is retained in the personnel file.

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college and career readiness standards and the schoolwide learner outcomes.

Budgets are developed each year in alignment with the schools' vision, mission, and student achievement of the schoolwide learner outcomes. Materials, supplies, and staffing are prioritized to ensure adequate support to address student learning needs. Special Education resources are received from the Riverside County SELPA and are utilized to support the needs of students with disabilities in accordance with all required fiscal guidelines.

School leadership staff participates in ongoing and collaborative budget analysis and discussions. All budget considerations are aligned to the school's mission and vision, LCAP and state priorities, school-wide learner outcomes, student achievement results, and new California State standards (common core, college and career readiness, and grant goals) as applicable. Budget decisions are based on ensuring that there is personalized learning in all programs across all three charters. More specifically, staffing costs (certificated, classified, and benefits) ensure that student and school needs are met. Staffing costs include student-to-teacher ratio, instructional aide support, highly-qualified teachers, and proper administrative support. LCAP goals offer up to three separate training opportunities for parents relating to each goal.

Materials and Equipment are allocated based on the school's mission, LCAP goals, program needs, and state guidelines. Since we do not participate in textbook adoption, each program is tasked with ensuring all students have adequate, up-to-date materials for all students. Principals and program directors must also ensure that staff development is properly budgeted to meet their specific program needs. Other areas include office supplies and technology which is allocated based on student need, program goals, and LCAP. One example would be that the charters ensure that each classroom be equipped with at least 12 Chromebooks and each homeschool student in grades 3-12 is issued a Chromebook for school use. Some programs may choose to allocate more resources toward technology.

Each Principal/Director and Assistant Superintendent meet with the Assistant Superintendent of Business and Administrative Operations and Superintendent each spring to discuss their budget for the following year. At the meeting the budget is discussed thoroughly and initial action plans are developed. After all meetings commence, the Assistant Superintendent of Business and Administrative Operations and Superintendent discuss school-wide budget needs and the Superintendent decides which expenditures will be kept. Once all of the budgets are solidified, the school's entire budget is formulated for Board discussion. Each May the Assistant Superintendent of Business and

Administrative Operations has an informational agenda item for each Board based on these meetings and obtains Board feedback on overall allocations.

Each June the Board is presented with a final budget for discussion and approval. Once approved, the budget is sent to each charter school's authorizer and each program/department. Recent budget decisions have included: alignment with LCAP/state and local priorities, adequate technology, textbooks, and materials, additional support where student achievement is lacking (e.g.: math aides), Title I/II/III goals per SSDP, SSC, DELAC, and EL Master Plan, restricted guidelines (e.g.: lottery, Special Education, Perkins IV/CTE), College and Career Readiness (e.g.: CTE, internships, a-g), Highly-qualified teachers, and administrative support.

All of the charter schools have a highly qualified, expansive business department which handles all requirements regarding the annual budget, annual audit, and business/accounting practices.
The business department develops the initial budget as described above. Along with monthly maintenance for internal use, the department also completes all SACS and other reports for First Interim, Second Interim, and Unaudited Actuals. Each of these reports are combined with authorizer-specific requirements and sent to them based on agreed upon deadlines. Each charter is separately audited by an external auditing firm. Student records audits are completed each summer with financial audits done each fall. Each charter's audit is thoroughly reviewed by our internal CPA, external CFO, Controllers, and Assistant Superintendent. The audit firm's preliminary reports are sent to each board in early December for discussion/approval. Once finalized the audit reports and working papers (as needed) are sent to the authorizer, county, and then to the state.

The Business and Administrative Operations Department uses best practices throughout all processes. Based on FCMAT, CASBO, SSC and other state agencies, the business department has policies, processes, and handbooks for each function. There are also segregation of duties throughout the department to ensure there is no mishandling of instructional funds.

There is a correlation on both the SSDP and LCAP to ensure proper resources are allocated to achieve graduate learner outcomes. Both documents are aligned to student achievement outcomes.

Springs utilizes OPS to manage schoolwide instructional and equipment purchases. OPS is used schoolwide, and specifically to track Home School purchases of approved curriculum and instructional materials. At the end of the school year the materials are returned. Springs families also have access to a curriculum warehouse where families may borrow used materials.

Chromebooks are issued to all 3-12th grade homeschool students. The IT department fully supports homeschool families with issues regarding their Chromebooks.

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting)

The school regularly reviews its long range plans through ongoing review of the LCAP and WASC Action Plan with support from all departments. The school allocates resources through collaborative budget meetings based on school/program need, school vision and mission, and graduate learner outcomes. All resource allocation decisions are made with the principal/director and assistant superintendent and approved by the local board. Expenditures and resources are also based on federal and state grant program guidelines including, but not limited to, LCAP goals, Title I, Title II, Title III, Perkins IV, restricted lottery, Education Protection Account, Special Education, and the like.

The budget created is based on long-range planning as Multi-year Projections are developed 3 times per year (initial budget, first interim, and second interim). The long-range plan of the charter, and its resources, also follow the charter document itself. Multi-year Projections are the long-range financial plan; plans are approved by the school's governing board and sent to the authorizer, the county, and the state. The charter follows all guidelines and best practices as set forth by the following:

- Charter document
- California School Accounting Manual (all schools use strict SACS format)
- Annual external audit
- Auditor requirements and recommendations
- MOUs with Authorizers
- MOUs between the schools
- FCMAT communication and workshops
- CASBO communication and workshops
- School Services of California communication and workshops
- County office (Riverside, San Diego and San Bernardino) communication, workshops, and requirements
- Segregation of duties across all levels
- Board policies
- Chief Financial Officer (consultant) recommendations and assistance
- Internal handbooks and practices delineating accounting best practices
- Internal experience (CBO, Director of Business, Director of Regulated Operations, Controllers, etc.)

Business staff updates each charter's operating budget monthly. The school also has complete personnel practices in place including a Position Control System, Personnel Action Form, and Stipend Action Form. Once initial budgets are set any request to delineate the budget must be approved by both the immediate supervisor and Assistant Superintendent of Business and Administrative Operations. The Superintendent makes the final decision when the decision is in question or involves leadership personnel. Any and all new/changes in positions are changed monthly in the budget; therefore, keeping the budgets up-to-date each month. The budgets are then reported to the board at

each regularly scheduled board meeting and in accordance with state deadlines. The board approves all expenditures via a Warrant List, at each public meeting. For larger expenses the boards have a contracts policy in place. An expenditure over $10,000 must be board-ratified and anything exceeding $50,000 must be pre-approved by the board prior to entering into the contract. The board is provided with an executive summary that explains the rationale for the expenditure and the full contract as a part of their board packet.

The board is informed during each budget presentation of projected annual reserves both in dollars and percent of net expenditures. Board members are thorough in their readings/analysis and often ask questions of staff. The annual external audit is thorough, covering all business and attendance practices. The audited financial statements follow all state guidelines including approval by the local board, submission to the authorizer, and sent to the county and state.

All stakeholders are involved in future planning, especially when developing/maintaining the LCAP document. Other long-range capital needs are developed by Senior Cabinet and presented to the board for discussion in open session. Senior Cabinet members discuss long-range planning and schoolwide initiatives. Authorizers are also involved in long-range planning via multi-year projection submissions. Changes to the charter document must be submitted in advance to the charter school's authorizer and approved in public session.

Long-range capital needs have been extremely important in the case of River Springs as the charter just closed a $29 million 30-year bond. The board, staff, legal and financial consultants, and the authorizer were extremely involved in this process.

The public and appropriate governmental entities about the financial needs of the organization are reported in the following ways:

- Audited Financial Statement
- Budget updates to the Boards
- First Interim Budget
- Second Interim Budget
- Unaudited actuals
- Preliminary Budget
- Education Protection Account board-approved budgets on website
- Title I in SSDP and through consolidated application
- Title II through consolidated application
- Title III through SSDP and consolidated application
- Perkins IV through grant documentation
- Public charter schools grant program through grant documentation (Empire and Harbor only)
- LCAP document through previously explained process
- Lottery restricted through financial system reporting
- Special Education reporting through financial system and SELPA mandated reports

All reports will be reported in at least one of the following ways (depending upon mandated processes):

- Posted on website
- Board approved
- Sent to authorizer/county/state (as applicable)
- Reported on Consolidated Application
- Reported through grant mandated, public reporting

All three charter schools have adequate reserve funds in order to sufficiently address the schoolwide learner outcomes and critical needs of students. As of the First Interim Reporting in December 2015 the charters have the following reserves:

Charter	Reserves ($)	Reserves (%)
River Springs	$10,730,432	20.78%
Harbor Springs	$1,013,523	15.79%
Empire Springs	$1,702,304	22.02%

A7. Resources Criterion [Charter Schools only]

The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards.

Each charter school has separate board policies regarding fiscal operations. The business staff, including the assistant superintendent, directors, and controllers, meet weekly to ensure consistent and segregated practices across the schools. Policies are reviewed and revised as necessary and discussed with the board.

There is ongoing communication with each charter school authorizer that ensures that the business processes have adequate oversight and ongoing feedback. There are internal auditing systems in place to ensure compliance prior to issuing warrants (checks). Over the past four years, there have been zero audit findings or management letters to any charter. Business staff strives for continual improvement and attends various workshops and conferences in order to stay informed of current initiatives and information from state entities.

Each charter school follows all generally accepted accounting principles. All schools use the California School Accounting Manual and SACS reporting. Further, the schools must also complete additional paperwork as required by the authorizer or county. An external auditor is secured each spring with the student records/attendance audit completed each summer and the financial audit completed each fall. By December 15th of each year, the boards receive the audit report and discusses prior to approval. This audit report is then given to the authorizer, county, and state for review. All policies and procedures are reviewed and revised annually.

Business administrators are highly qualified and provide ongoing supervision of staff and department

functions. There is complete segregation of duties to ensure that no one person can complete a transaction in any financial system. Accountability measurements include:

- New vendors or vendor changes are done through the Vendor Relations Department who report to the director of operations.
- Any Accounts Payable data entry is double-checked for accuracy by the assistant controller
- Only controllers, the director of business, or the assistant superintendent can approve checks on behalf of the schools. None of these individuals enter payables.
- No Accounts Payable clerk can go beyond entering an invoice to make a claim. They also cannot change vendor information (including names and addresses).
- Along with the assistant controller reviewing invoices, a sample review is also completed by the controllers or director of business on a regular basis.
- Each Accounts Payable clerk is assigned specific duties within the system.
- When checks arrive, they are double checked against the invoice by the administrative assistant or a clerk in the business office. Accounts Payable does not check their own work and it ensures that any irregularities could be caught.
- All Accounts Payable staff are overseen by a director. The controllers are supervised by a director. The assistant superintendent supervises the directors.
- Checks are written by a controller but signed by the director or assistant superintendent only.
- If there were any irregularities or questions within the business department, proper protocols would be followed to investigate. Although this has never occurred our director of business is also a certified fraud investigator and her expertise would be used, if needed.

Each of the schools follow a strict protocol for financial practices. Specifically,

- There are only five persons who are able to sign contracts, per board policy. All contracts over $10,000 must be ratified by the board in public session. All contracts over $50,000 require board approval prior to execution.
- Controllers write checks and only the director or assistant superintendent can sign them.
- Instructional Funds are released through an electronic process which is done by our purchasing coordinator when indicated by the Assistant Superintendent. If additional instructional funds are needed for a student it must be approved, in writing, by a homeschool director, and dropped by the purchasing coordinator.
- Payroll information is completed in the Human Resources Department; not the business department. However, the business department approves and views payroll information. The Human Resources Department has best practices and segregation of duties in place to ensure proper accounting and strict confidentiality.
- Bank reconciliations are done by an Accounts Payable technician, not the controller who inputs the deposits into the system. All deposits are unsealed and counted by two different staff members, but deposit transactions are entered into the financial system by the controller. The department's administrative assistant actually takes the deposits to the bank. There are five people involved in every deposit.
- The credit card policy is board-approved and strictly followed.

Category A: Evidence

- Leadership meeting agendas and minutes
- AIMM Handbook and Rubric
- Annual curriculum conference
- Audited financial statements
- Board bylaws, policies, agendas, meeting minutes
- Board calendar of events
- Budget reports
- Charter documents (River, Harbor, Empire)
- College and Career Readiness Report (2015)
- Staff development training materials
- Fiscal reports to the boards
- High School Handbook
- I CAN Folders (Math and ELA)
- I CAN Graduate Learner Outcomes
- INB (Internal News Bulletin)
- LCAP
- Master calendar
- Organizational chart
- Parent Certification documents
- I CAN Parent/Student Magazine (Handbook)
- Payroll Handbooks
- Individualized Learning Plans
- Personalize Learning Summer Training agenda
- PLC agendas and meeting minutes
- Position Control System
- Program reviews
- RTI Handbook
- Safe Schools Online Training
- Emergency plans
- OARS, i-Ready, and CAASP reports
- Springs Employee Handbook
- SSDP Plan
- Superintendent update to the boards
- Supervisor Handbook
- Teacher Pathways document
- Uniform Complaint Policy
- Warrant Lists
- WASC Action Plan progress updates to the boards (2010-2015)
- WASC Parent Survey Report (2015)
- Website

ACS WASC Category A. Organization:
Vision and Purpose, Governance, Leadership, Staff, and Resources:
Summary, Strengths, and Growth Needs

Summary: The category of organization in the areas of governance, leadership, staff, resources and vision/purpose are strong at Springs Charter School. As the school has grown significantly since our last WASC visit it is apparent that the organization has implemented processes and procedures to ensure the school is functioning at a high level. At all levels of governance and leadership there is evidence that school programs, processes, and goals are aligned to the mission, vision, and graduate learner outcomes. The school has effective processes in place that focus on the retention of staff as a key element in ensuring high levels of student achievement. These processes ensure that highly qualified staff are hired and are provided with ongoing staff development and training. Fiscal and business practices are well established and in compliance with state, local, and other best practices, and are monitored and audited effectively. The schools organization, vision, governance, leadership and staff, and allocation of resources are consistently aligned to the mission, vision, graduate learner outcomes, and long term plans for ongoing school improvement and student achievement.

The focus group identified two areas of growth for Category A:

1. School staff need to ensure that the Graduate Learner Outcomes (GLOs) are measurable and aligned to all areas of student achievement.
2. There is a need for a comprehensive salary study to determine if school staff compensation is comparable to peers in other school districts.

The school has begun to address both areas of growth. The new GLOs have be determined through a collaborate process that included all leadership, including the superintendent and board members. GLOs are embedded into the new WASC Action Plan in order to ensure that each outcome is aligned to the ongoing school improvement process and is measurable. All Governing Boards have approved the contract that will allow for an independent study of comparable salaries throughout the industry. Once completed study results will be presented to each board and the superintendent to determine an action plan to revise the Position Control system as needed.

Prioritize the strengths and areas for growth for Category A.

Category A: Areas of Strength

1. The transition to three charter school boards is complete and ensures consistency in support of the same mission, vision, and graduate learner outcomes.
2. Leadership structure is clearly developed and articulated.
3. New LCAP reporting is well developed, and all leadership is involved in its creation.
4. Highly qualified staff and effective professional development opportunities are in place.
5. Fiscal processes and accountability are highly effective and sustainable.

Category A: Areas of Growth

1. Graduate learner outcomes (formally SLOs) are well publicized and known, but are not consistently used as the driving force of educational decision making.
2. The Human Resources Department has identified the need for a comprehensive salary structure review to ensure comparable salaries that will support the retention of highly qualified teachers and staff.

Chapter IV: Self-Study Findings

Category B: Standards-based Student Learning:
Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college-and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Springs Charter Schools (SCS) offer a rigorous and relevant academic program that is designed around the belief that parent involvement in their student's education is key to student engagement and achievement. The schools have effectively implemented new California State Standards while maintaining parent and student voice and choice within a non-classroom based, personalized learning environment. Administration and staff have established effective processes to ensure that all students are receiving the same high quality education while allowing each program to pursue innovation within the educational process.

SCS administration and staff ensure schoolwide consistency of rigorous and relevant curriculum that is aligned to standards in all core curricular areas. Single-subject specialists research and update schoolwide curriculum choices that can adapt to the personalized learning model of instruction. Curriculum resources are analyzed and revised during monthly Professional Leaning Community (PLC) meetings. Single-subject specialists are continually editing, updating and improving resources that are aligned to I CAN standards in order to support Homeschool families, as well as researching new programs, such as Ten Marks, Reading Plus, and Lexia.

Springs administration and staff have implemented a variety of schoolwide Initiatives to ensure that all students receive a rigorous and relevant education.

- Courses are updated by single-subject specialists on a yearly basis.
- A variety of CTE courses have been added this year - both online and in classroom settings.
- High school students participate in a rigorous "a-g" approved courses.
- Curriculum mapping is a collaborative process that is implemented by single-subject specialists. Each individual teacher has the freedom to deviate/modify curriculum and instruction as required based on student needs and within the guidelines of personalization.
- High school courses are developed by single-subject specialists and delivered through one of our online course management systems. Using a consistent delivery method provides schoolwide congruence between the actual concepts and the skills taught. Each lesson plan is tied to specific I CAN statements that are patterned after an appropriate CA State Standard. The linked videos, readings, questions and activities are also tied to these standards.
- Moodle and Canvas courses at the K-8 level reflect similar ties to the State Standards through the I CAN statements.
- OARS content mastery quizzes are also patterned after these same standards.
- Articulation between River Springs and local colleges and universities is ongoing and evidenced

by “a-g” courses, dual and concurrent enrollment.
- Several CTE courses have articulated agreements with local community colleges.
- The College & Career section of the websites provides information and resources in regards to college events, scholarships, and college fairs, testing, Advanced Placement exams, and academic planning.

Springs Charter Schools are well into the process of implementation and curriculum alignment to Common Core State Standards:

- Administration and staff have defined a synthesized list of Common Core academic standards (I CANs) for each core content area in grades K-12. For K-8, the school provides I CAN portfolio checklists and report cards to make it easy to track progress.
- I CAN Standards were developed by department members using the Common Core Frameworks and California Standards.
- I CAN Standards and high school course descriptions are reviewed and updated annually. Student population, shifts in pedagogy, trends in education, and efforts to ensure our students meet post-graduation goals are considered in annual revisions.
- There is congruence between what is taught, academic standards and Graduate Learner Outcomes. Common assessments, unified curriculum in our site-based programs, portfolios, student samples, and community involvement are all evidence of this congruence.

In addition to providing a rigorous and relevant education to all students, the charter schools strive to stay true to the founding purposes of the charter school movement, which is to allow educators, parents, and students to be innovative within the educational process. Throughout all programs and schools, innovation is encouraged and supported. A few examples include:

- In Homeschool, parents are allowed to select the curriculum they feel is most appropriate for their children and that will result in larger student achievement gains. Homeschool adopted curriculum choice options are currently in the process of being aligned to include more Common Core appropriate options; for example, moving away from the traditional text to curricula that is Common Core Standards focused and adopting Moving Beyond the Page.
- In the academy setting students track their own academic progress through goal setting and personalized choice in meeting those goals and I CAN standards.
- The school has added additional courses to assist our students in specific areas, such as Math Essentials and Math 90/96.
- Parents of Homeschool high school students may develop course descriptions that are subject to approval by department chairs or advisors. Parent-developed courses must include the I CAN Standards that are aligned to Common Core. These requirements help ensure that all students meet rigorous and relevant requirements while allowing parents and students to fully engage in the learning process.
- The 9th and 10th grade integrated curriculum "integrates" English, science, history, health, and art; allowing for more thematic lessons and to show students how these disciplines are related. Throughout the courses, students are selecting topics of interest and working on 2 or 3 disciplines to include English, history, science, and/or art. Embedded videos are used as instruction and enrichment for higher engagement of students.

- Homeschool parents may choose to use one of Springs' developed comprehensive K-8 lesson plans, called boxed sets. Boxed set curriculum is based on Moving Beyond the Page and is available online. Daily lesson plans are geared for parents who want a more traditional curriculum and supported homeschool experience.
- Springs students have multiple opportunities for integration among disciplines. High school is involved in the statewide History Day project that integrates English and history disciplines. Foreign language lessons incorporate cultural history, geography, and math in each course. History classes include life and earth science standards to support geography. Science classes combine language arts and visual arts in projects and ongoing development of literacy skills through tools such as interactive notebooks.
- In our academies, parent and staff collaboration is an important aspect of the personalized learning model. Classroom instruction includes hands-on, project based learning and allows student choice in methods for learning, as well as outcomes that have real world application.
- SCS offer on-line subscriptions for families to use (Discovery Education, Brain Pop, etc.), as supplemental teaching resources, as well as several different online curriculum for students to use (Rosetta Stone, ST math, ALEKS, IXL, etc.). Students also participate in online benchmark and diagnostic assessments such as OARS, i-Ready, I CAN tests, and classroom created assessments and projects.

Homeschool ESs are offered opportunities to work with Department Specialists to develop new curriculum. Specialists are constantly changing, updating, and developing curriculum in online courses (Moodle / Canvas) to ensure all standards are met, and students are learning course required information.

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals.

All students have access to the school's entire program; however, there are geographic challenges for some students to realistically access all programs. More program options are available to students who live near student centers. Online courses are available to all students. Venture online is a program that is 100% Internet-based, and can be accessed for any student in any geographic location. School leadership and staff recognize the challenges of ensuring that all high school students have access to all courses, including CTE, internship, dual enrollment, and Advanced Placement. The schools currently offer online Spanish classes and math tutoring for students who are unable to attend student center classes.

High school students are enrolled in college preparatory courses that are "a-g" approved and graduation requirements are aligned to California State University and University of California freshman admissions requirements. The schools offer a variety of CTE courses, internships, and options for students to complete a career pathway. Several of the schools CTE courses are articulated with local community colleges, and students have the option to receive college units upon completion. In addition, high school students are offered the option to enroll in community college courses through

dual and concurrent enrollment. Springs Charter Schools has an on-going partnership with Mt. San Jacinto College to provide college level course work to high school students via a dual enrollment program. Springs offers other opportunities for earning college credit through established articulation agreements for select CTE classes with Crafton Hills, Mira Costa, and San Bernardino Valley Colleges.

The school's fully staffed Guidance Department is an integral part of ensuring that students have access to all programs, resources, and services, and are enrolled in an appropriate level of courses, as well as courses that assist the student in attaining future goals. School counselors advise parents and students of additional academic resources within the community, including community college and CTE classes for college and career readiness. These procedures and partnerships with guidance support the academic success for all students, including those in our subgroups (i.e.; economically disadvantaged). Guidance Department staff collaborates with teachers and ESs in reviewing course placement, creating and monitoring a four-year plan, and maintenance of all high school transcripts.

All parents and students have access to a variety of learning environments and curriculum to support the individual needs of the student. Each school offers a variety of differing academy options, (ie. Montessori, DaVinci, Renaissance, Quest, etc.), as well as multiple options through Homeschool, Keys, Venture Online, and blended programs of class and home-study. The development of all new programs is determine through careful study of local area demographics, fiscal viability, and are designed to address student learner needs within each community.

Homeschool parents can use a traditional approach, using textbooks, or select online integrated courses. Students are provided many resources in addition to the instructions and rubrics. Homeschool students in grades 3-12 are provided Chromebooks. Income qualifying students are provided MiFis for internet access at home. All students have the option to submit assignments online, or to turn in a paper copy. Each student is assigned a highly qualified teacher as required for independent study schools. Income-eligible students are provided with SES tutoring if needed, or Homeschool students can utilize instructional funds for approved tutoring services.

Regardless of how students are taking their classes, students are required to complete key assignments, take benchmark assessments, and complete proctored final exams each semester in all core high school courses to ensure mastery of the content as well as course rigor. This helps in the evaluation of each student's preparedness to transition to the next level. Students may also be required to take placement tests to determine where they place for English and math levels.

Teachers, parents, and students meet on a regular basis to set learning goals and outcomes for the student. Progress is monitored, and goals are readjusted at individual learning plan meetings.

Springs has an adequate progress process in place to ensure that students are pacing through their courses and completing all assigned work. Students who do not complete more than 70% of assignments within one learning period are placed in the inadequate progress process. Written notification of inadequate progress is sent to the parent, and interventions and supports are put in place to address each student's situation. Progress monitoring is completed by each teacher, principal

or designee, and a multidisciplinary team of specialists, as appropriate. Adequate progress monitoring is imperative when determining each student's ability to be successful in a non-classroom based, independent study program. Adequate progress data and home supports are used to assist the parent in determining the best program and course placement that will support the student. Meetings are held with teachers and parents to best support the students. The strong support from the Guidance Department is essential in program placement and course planning.

School leadership and staff have identified the need to provide additional resources and services to students with IEPs who are placed on an alternative life skills based curriculum. The schools have experienced a growth of enrolled Homeschool students (from 7 in 2014 to 42 in 2015) who are identified through the IEP process as needing an alternative/life skills curriculum, specialized academic instruction, and support in the home setting.

SCS have effective programs in place to monitor and ensure student completion of all graduation requirements. Counselors and guidance staff approve semester course schedules, conduct annual staff training, and maintain accuracy of transcripts. Counselors work closely with Homeschool and academy teachers, advisors, and directors to ensure all resources and processes are effective in assisting students in accomplishing their post-graduation goals.

B3. Preparation for Career and College Criterion

Upon completion of the high school program, students have met all the requirements of graduation and are prepared with success in college, career, and life.

Springs students have access to a rigorous, standards-based curriculum and a wide range of opportunities to explore real world applications, including a range of career and educational options. Students are provided with opportunities for career exploration and pre-technical training through integrated curriculum, CTE classes, career pathways, and internships. High school graduation requirements reflect the schools' mission and vision by aligning with CSU and UC freshmen admissions requirements and including life skills requirements, which are typically met through our Career Internships Technology Education (CITE) courses. All high school courses are rigorous "a-g" approved courses and many of the CTE courses are articulated with local colleges. Students have additional options to take community college courses for college and career readiness through dual and concurrent enrollment

As state testing transitions to using the EAP as one measure of college readiness, school administration and staff have identified the need to develop an EAP Readiness program for students who are not proficient on the EAP assessment in their junior year. Guidance and Instructional Support leadership staff work collaboratively to identify a four year math course sequence that will meet the criteria of EAP Readiness for California State admissions.

Special Education services help support all students with IEPs in meeting graduation requirements. All high school students with IEPs are enrolled in the same course of study as general education students unless the student's IEP dictates otherwise. Special education providers write standards-based goals to

ensure complete access to the general education curriculum. School counselors participate in IEP meetings and carefully explain requirements for graduation, college, and career.

Category B: Evidence

- 9th and 10th grade integrated courses
- High school course descriptions
- Curriculum map for Math 90/96
- Curriculum maps for Math Essentials
- Dual enrollment
- I CAN E-Books
- I CAN Folders
- Inadequate progress letters
- Instructional funds
- Internship enrollment
- i-Ready - Reading and Math
- IXL: standards based math and language arts online program
- Key assignments
- Learning/Reading A-Z: reading books and lessons
- Literature bundles
- Middle school humanities courses
- Milestone assessments
- Mobile science labs
- Personalized Learning Meeting agendas
- Monthly PLC meeting agendas
- Moving Beyond the Page: multidisciplinary curriculum program
- OARS - benchmark testing program in all subject areas - Grades 2-12
- Personalized Learning Cohort
- RTI Handbook
- Dual enrollment
- Schoolwide writing prompts
- Spring into Math: technology based math program
- Springs website
- Subject area focus group meeting agendas – ELA and Math
- Single-subject specialist meeting agendas
- Ten Marks - online standards based and personalized to student level math program

ACS WASC Category B.
Standards-based Student Learning: Curriculum
Summary, Strengths, and Growth Needs

Summary: Springs Charter Schools offer all students access to a high quality, rigorous and relevant educational program that supports personalized learning in a non-classroom based school. Course curriculum is aligned to new California State Standards and is effectively monitored and supported by highly qualified staff. Course development, lesson planning, benchmark mastery exams, key assignments, and final exams are monitored schoolwide by single-subject specialists to ensure consistency of learning and rigor throughout the schools. All students are enrolled in courses that prepare them for the rigors of college and careers. Student learning is relevant and includes project based and hands on learning. Middle and high school students are provided with opportunities to enroll in career exploration and technical skills courses, including internships.

There is a network of support systems in place to ensure that all students are supported with continual monitoring of academic progress. The school's Adequate Progress process is clearly articulated and provides early identification of students who are struggling to complete assignments at the expected level of pacing within the independent study setting. The adequate Progress process and puts interventions and supports in place to correct each situation. The school uses adequate progress data to support parent choice in selecting the best program within the school for each student.

The schools have effective systems in place to support personalized learning for all students. Students and parents participate in each student's education through a variety of systems, including individual student learning plans, student self-tracking of academic progress through the use of the I CAN checklist, and student options to select assignments based on interests.

School administration and staff have identified the need to expand curriculum and instructional support to include more ELA content support and to develop EAP readiness classes that align to California State Universities EAP Readiness criteria.

The focus group identified several areas of growth in Category B:

1) Due to the school's Program Improvement status in the area of mathematics, as well as changes implemented during the state adoption of Common Core Standards, there was a need to commit resources and focus to ensure that the development of ELA curriculum and instructional materials is a priority.
2) There is a need to address the new EAP assessments through curriculum development and the implementation of a senior year EAP readiness program that will ensure that graduates are eligible to enter California's college systems.
3) Students need increased access to CTE and internship opportunities.
4) Additional supports and services need to be developed to address the needs of students who are placed on an alternate curriculum through the IEP process.

School leadership has addressed #1 and #2 in the WASC Action Plan. #3 is currently being addressed through the expansion of CTE online classes. #4 is currently being addressed as a pilot learning center class option.

SCS administration and staff are highly capable of addressing all four areas, considering the systems and resources that are currently in place.

Prioritize the strengths and areas for growth for Category B.

Category B: Areas of Strength

1. Schoolwide course content alignment to new California State Standards
2. College and career readiness support from all departments (Education, Guidance, Curriculum/Instruction, Business, and Human Resources)
3. Learning plans – students are involved in creating their own learning pathways
4. Highly qualified teachers and staff
5. CTE course offering and student access to real world learning
6. Benchmark assessments based on Common Core Standards
7. Diversity of options with accountability structures throughout

Category B: Areas of Growth

1. Expand curriculum and instructional support to ELA, including English Learners and students with disability sub-groups
2. Develop EAP Readiness classes in ELA and Math
3. Increase access for all high school students to CTE, internship, and courses for high achieving students
4. Increase instructional support and services for students who are placed on an alternate curriculum as part of the IEP process

Chapter IV: Self-Study Findings

Category C: Standards-based Student Learning:
Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Springs Charter Schools (SCS) teachers and staff get to know their students well through the Personalized Learning approach. Depending on the program that the student attends, teachers are able to observe students in either the classroom or home setting. This ongoing interaction with each student is essential to the personalized learning process which seeks to engage each student in planning, assessing, and understanding the valuable role of the education process. SCS teachers and education specialists work directly with a "team" that includes both the student and parent, along with additional support staff/specialists, to review student achievement levels and develop an individualized learning plan that ensures both mastery of content standards and high levels of student engagement.

Instruction is delivered through a variety of methods, including online, direct instruction in the classroom setting, home, and community based learning. Parents, students, and teachers work collaboratively on creating personalized learning plans and student goal setting to achieve the academic standards. Each ES spends time with students and parents, analyzes student performance results, and meets monthly opportunities to review student work. These ongoing opportunities allow the ES to provide relevant feedback to students and parents and help students focus on working towards mastery of academic standards. In the academy setting, teachers, student and parents form Individualized Learning Plans based on diagnostic information and performance in the class. Students are given the freedom to direct their learning path through choice, passion, and interest driven projects.

SCS teachers modify lessons and assignments to ensure that each student is appropriately challenged, or the additional assistance required in order to foster academic success, love of learning, mastery of academic standards, and college/career-readiness is in place. SCS students explore and are expected to master required core subjects: language arts, mathematics, science and social studies. Instruction is focused on 1) building a solid foundation in reading, writing and mathematics, 2) developing lifelong learning and analytical skills, and 3) encouraging exploration, critical thinking, and problem-solving.

SCS is committed to helping all students prepare for success after high school. College and career readiness is fostered through a variety of curriculum choices that are aligned to CSU/UC Freshmen admissions, career readiness standards, college articulation agreements, and Graduate Learner Outcomes. Students are able to participate in online seminars with single-subject specialists, onsite courses with larger interactive groups of students, or additional opportunities including local co-op groups, vender classes, or participation in community college courses. Online seminars allow students to participate in group discussions with teachers and peers. Online classes are asynchronous requiring

students and teachers to meet in an online format regularly for individual and small group instruction and teacher/peer interactions. A variety of instructional tools are available for teachers to utilize in creating engaging learning environments.

While many students submit their projects and assignments directly to their teacher, some students submit their work to core content teachers through Canvas or Moodle via upload, and receive online feedback. The single-subject specialists, education specialists, and parents work together to determine the best process for each type of assignment. Assignments include: practice assessments, discussions, portfolio projects, worksheets, drawings, journals, quizzes, constructed responses, unit tests, and semester final exams. Teachers are able to assess the degree of student learning through individual conversations with students, reviewing regularly provided data on assessment outcomes, checking for understanding during class or seminar sessions, and by conducting online assessments through OARS/INSPECT.

All high school students are enrolled in "a-g" courses and provided additional supports to monitor progress. Students with disabilities receive additional accommodations and support to help them to succeed within the non-classroom based, independent study learning environment. Specialized services from highly qualified staff are provided at a student center or virtually.

Single-subject specialists are at the heart of all Springs curriculum development. Specialists write and maintain each of the Springs' courses. High school specialists also grade weekly student discussions, monthly seminars, and 6 Key Assignments per year. The end goal is to ensure student success by creating well-developed and scaffolded independent study along with a wide range of teacher resources to support California State Standards. Single subject specialists design and maintain course curricula that fosters innate curiosity, and are easily adaptable to any number of personalized learning options that might meet each student's needs. By partnering with parents, teachers are able to maximize opportunities for personalization of learning, courses can be created that address the unique needs of students.

English Learner (EL) students receive a variety of text and online instructional options to facilitate their English development. An EL coordinator is assigned to oversee the program, review performance data, and provide coaching and training to teachers on evidenced based pedagogy that is aligned to English Language Development Standards.

A tiered intervention program is in place for students who are not demonstrating adequate progress. Students are identified for Tier II placement and progress monitoring based on multiple criteria and by a multidisciplinary team. Student intervention through the Tier II process includes both academic and behavior supports. Progress is monitored at regularly set intervals and referrals for additional assessments and evaluations for specialized services are made. SCS has a full time Student Intervention Advisor who works with part-time credentialed coordinators from each program. Program based coordinators are assigned to assist teachers with identification, implementation, and measuring student progress and effective intervention supports.

Students enrolled in online instruction are provided with a course syllabus and pacing guide that ensures completion of online assignments in a timely manner. Students enrolled in instruction meet weekly with each course teacher and participate in asynchronous instruction individually and within small group settings. Springs online instructors use effective online programs for online course instruction, including Adobe Connect, Google Hangout, email, Moodle and Canvas course management systems, and Jupiter Grades online grading system. Parents and students have access to the online grading system in order to monitor course pacing and ongoing academic progress. Course pacing is aligned to the school wide benchmark assessment calendar, key assignment schedule, and final exam administration dates.

Students are informed about expectations during instruction and learning plan or goal setting meetings. SCS uses other methods of communicating expectations to students. Student agreements, Course Descriptions, school and program handbooks, as well as other written expectations that are program specific. These documents provide detailed expectations and policies, including attendance requirements, graduation requirements, and grading scales.

K-8 I CANs are foundational, common core-based math and language arts skills written in student friendly language. The I CAN program encourages students to set educational goals and create plans to achieve those goals. These skills and goals are supported by the Homeschool ES or academy teacher. Each student has his/her own I CAN folder that the teacher or ES will use to help set goals with the parent and student. Additionally, each student is given an I CAN Mastery Tracker to record, track and monitor their progress. Students track their progress on an individual tracking form they keep in their folders. They write down the grade they earned on a quiz, and if they didn't pass they write down their next steps toward mastery. Once they have shown they have taken steps to accomplish their goal, they may retake the quiz. At the beginning of each personalized learning path, the standard and the I CAN statement is clearly available. In some classes teachers and students discuss what skills may be needed in order to master the standard and which new skills the students may be learning. Students will then complete a "Personalized Learning Goal" to go with the standard.

There is a variety of online resources and assessments that are used throughout the schools. Moodle and Canvas courses, as well as e-Booklets, have been created to provide information, practice, and assessments for each I CAN skill. Pacing guides are aligned to milestone benchmark tests and the I CANs. iReady provides adaptive diagnostic capabilities, pinpointing performance, measuring growth, and supporting data-driven, differentiated instruction. Instantly available reports from i-Ready Diagnostics detail each student's abilities and areas of need. The information in these reports provide teachers with an action plan for individual and group instruction as well as the tools to deliver that instruction in any style learning environment.

Teachers and staff use a variety of methods to connect with students and to tailor instruction to the individual student. Staff members use a variety of methods to differentiate and personalize instruction for all students. Some of the ways this is demonstrated are:

- Personalized learning plans are created for all Homeschool students. ESs assist families in providing instruction geared to student interest and learning styles.

- Kaleidoscope learning inventories provided to Homeschool families to determine student learning styles and teacher teaching style.
- i-Ready is used throughout the academy programs and is highly recommended for parents to use in Homeschool. Because it is a computer adaptive program, it assists in providing targeted differentiated instruction based on student needs. Because it provides instruction, it also serves as a tool for differentiating in addition to monitoring student growth.
- Academy usage of online math technologies include ST Math for I CAN Math standards based instruction.
- Canvas and Moodle course management systems are used for online coursework and provide students with access to syllabus and lessons as well as allowing for interactive thread responses and uploading course documents/assignments.
- Additional online subscriptions provide Homeschool families with options to enhance personalized learning. Each online learning option is selected to further engage students in the learning experience and to provide additional depth, rigor, and interest in topics being taught.
- ESs provide in-service lessons to Homeschool families that identify online learning options, and resources to complement and enhance instruction and increase use of technology.
- Students are encouraged to complete projects using multimedia options such as video, PowerPoint, and Prezi.
- Utilization of multimedia options are included in student learning/lesson plans.
- OARS milestone assessments are administered online.
- Homeschool students are provided with a Chromebook to assist in developing their computer literacy skills.
- Student curriculum orders are based on a collaborative decision between the ES and the parent and in alignment with each student's indivudual learning plan.
- Students who are behind in math and English are asked to spend more time in those subjects per day to make more than one year of learning progress during the school year.

Students who struggle to meet academic standards are identified with a variety of measures through the RTI process. RTI meetings are conducted with a multi-disciplinary team that includes the parent, teachers, specialists, and the student (if appropriate). Interventions are determined by the team and progress monitoring is established to ensure ongoing and frequent review of student progress. Teachers may also use this data to work with their PLC members to develop additional academic strategies. Data measures include:

- Assignment grades/chapter review grades
- Benchmark assessments
- DIBELS assessment
- Mastery Quiz scores
- i-Ready test results
- Milestone scores
- Annual state assessment results

Teachers follow up with students who need additional support through a variety of intervention

programs and applications. Examples include:

- Raz Kids
- 10 Marks
- Math XL
- Reading Plus

Students are also offered ongoing informal support materials from teachers as needed. Examples include:

- Graphic organizers
- Recommended websites and resources
- Study guides
- Test and quiz corrections
- I CAN mastery quizzes and resources for mastery

All high school math courses use MathXL, which works as an online homework and assessment program that ties to high school math textbooks. This program integrates multimedia tools such as graphs, videos, and animations. It allows for differentiation by allowing teachers to assign different assignments easily, with varying due dates. High School Math teachers use online multimedia tools such as Desmos and Geogebra. Students can use these resources to discover theorems and other mathematical concepts. They can also be used for differentiation by providing concrete examples and challenging students to analyze patterns.

Students using Springs high school course curriculum use technology daily. High school students attend live online seminars via Adobe Connect once a month with core course teachers. Students make and upload videos to Canvas. Online tools are used such as Google Docs, Google Slides, Zaption, Quizlet, and apps to create pamphlets and brochures to submit informational texts. Students communicate regularly with teachers through email, Canvas, or Jupiter Grades. Students take final exams and submit essay responses online to be scored by single-subject specialists.

All Homeschool students in grades 3-12 are given a Chromebook to help assist families in developing their technological awareness and skills. Academy students have access to computers within the classroom setting. This has given students opportunities to become familiar with technology as needed. K-8 students have the opportunity to take computer literacy, enrichment, and core classes at the learning centers. Classes also offer the opportunity to take OARS milestone tests at the learning center. This provides Homeschool students with a classroom based learning and testing environment and enhances their technology skills.

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Springs Charter Schools' teachers effectively use a variety of strategies in the delivery of the curriculum that enhances student engagement, including multimedia and other technology. Teachers have access to the following online programs: i-Ready, ST math, Raz-kids, Starfall, and Xtra for math, Xrea for language arts, Brainpop Jr, and Magic School Bus videos for science and social studies topics. Homeschool boxed set curriculum lesson plans incorporate the use of Reading A-Z, BrainPOP and BrainPOP Jr., Discovery Education videos, etc. into the weekly instructional planning. High school students are assigned Khan Academy, BrainPOP, and Discovery education videos through their Canvas and/or Moodle courses. Online assessments in i-Ready and OARS are used consistently for benchmark assessments, and online i-Ready assignments are used for catch-up planning. I CAN e-Booklets provide support in accessing and mastering the grade level standards.

SCS has high expectations for teachers which have been designed to encourage best practices in non-classroom based, personalized learning curriculum and instructional strategies, including frequent teacher to student interactions that build positive relationships and encourage student achievement and wellbeing. Teachers are expected to return parent phone calls and emails within 24 hours. Timelines for teacher feedback to students from grading is well described, and supervisors can monitor whether this is taking place. Because homeschooling parents are the primary educators for their students, parents receive a wide range of supports, strategies, training opportunities, and resources. SPREE events, math, algebra and writing workshops, the annual curriculum conference, and parent certification courses give varying opportunities for parents to be empowered to teach their children. Students are encouraged to be involved in learning beyond the use of the textbook through the use of community resources, contracted service vendors, weekly field trip opportunities, online support tools, access to community events, and school events (History Day, Math Extravaganza, Mobile Science Lab, student expos, and more).

Students and parents work with their teachers and education specialists to track their grade level mastery through the use of I CAN folders. The mastery of I CAN's for Math and ELA is recorded on I CAN folders (state standards and grade level expectations are emphasized). The I CAN folders also instill a great sense of ownership in the students' ability to track their own learning. Students are able to discuss their learning through the use of the schoolwide Power Tools and should be able to reference these tools along with their grade level I CANs when they discuss their learning path. Communication between the student, parent, and staff is conducted by conference, email, telephone, and the online grading system. Students are required to complete math projects for which there are several method choices. Learning projects are related to the topic being covered in class. Depending on the project, students will be required to make charts, graphs, collect data, and do internet research. Students are encouraged to use online programs as resources and are given rubrics for grading ahead of time so that they clearly understand the expectations for the project. Students are also given time in class and at home to work on ST Math and i-Ready. These online programs can be utilized below, at, or above the

student's grade level so that their personal learning levels are addressed. The pace of these programs is also structured so that the student can move through the syllabus at their preferred speed, ensuring a deeper level of conceptualization.

Within each of the I CAN e-books, there are opportunities for students to use different ways of learning the required information. Students may choose to play an online game, access a video listed in the learning path, visit math websites, or look up information in a textbook. For each activity, students must complete either a note page or reflection form explaining what they have learned and are offered the opportunity to demonstrate mastery by completing an online quiz within OARS. Direct instruction is given to small groups of students for shorter periods of time so that the students are continuously practicing skills through different modalities beyond the textbook. Hands-on activities are offered to deepen learning and are instrumental in increasing student depth of knowledge.

The Homeschool Parent Certification Program was created to provide educational/professional growth opportunities to parents. The courses are designed to help parents build a foundation for homeschooling as they acquire the tools and knowledge to successfully teach their students in the home. Curriculum topics include assessment, learning styles, curriculum selection and educational philosophy. Parents may complete the entire course sequence in a year, or take longer if necessary. The curriculum includes four required core classes: Planning Instruction, Developing Goals and Defining your Homeschool Philosophy, Engaging and Supporting Students in Learning (Learning Styles), and Assessing for Learning. Participants also complete four elective courses, which may include outside conferences or training or other school sponsored events. The course culminates with a parent-developed project such as an essay or presentation that demonstrates application of the learning and program goals. The final project is presented to the ES.

To meet the needs of Homeschool's 3-8th grade population in math, the school provides opportunities for students to attend an I CAN Math class in multiple regions. The teachers in these classes follow a pacing guide that addresses each of the math domains while incorporating meaningful tasks, projects, self-evaluation and opportunities for demonstration of mastery for all standards. Teachers provide the opportunity for students to learn via inquiry and discussion, acting as a coach and facilitator rather than a lecturer. Students self-monitor their progress, using their identified learning strategies to move deeper into each concept.

At the academy level, each student receives a personalized learning path with individual goals based on their current levels and areas of interest. Teachers work as facilitators to guide their students through their personalized learning paths. Direct instruction is held to a minimum amount of time allowing more time in the classroom to be focused on mastery of personal goals and grade level material. In arranging classes this way, the student is able to work at their own pace while attempting mastery. They are also able to practice their skills with activities that reach all of the learning modalities and offer variance in method. It is this practice of teaching that allows for all students to demonstrate growth from their own personal learning level.

In the SCS programs, students have many opportunities to apply their knowledge. Examples are present

throughout the program and across different content areas.

- Teachers and students work together to create Personalized Learning Plans that focus on both the learner's academic needs as well as their passion and interests. By including students in the process of goal creation, they are equally invested in their success.
- Students have the option to practice the appropriate grade level content in e-books. Each e-book has been formulated with a wide variety of practice skills to help the students master each of the grade level content standard areas.
- Students can track their mastery of each standard in their I CAN Folders for math and ELA.
- In the I CAN Math classes, students have the opportunity to choose a learning path based on their identified learning style. Through inquiry activities, students can explore new math concepts by asking questions first, building on prior knowledge and then collaborating with their peers to work toward understanding.
- In history, students work to create passion projects that meet the guidelines/theme for National History Day projects. Making sure to meet required expectations while being given the freedom to explore interests of their own is another example of true knowledge application.
- Students have the opportunity to work individually or collaboratively in both the National History Day and Science Fair competitions.
- Student work samples provide teachers with the necessary data to improve/add to their instruction where they see students struggling. Portfolios, discussion, questions, assessments (quick checks, quizzes, tests), and constant revision of student learner goals allow students to apply their knowledge of the curriculum in a real time, real world way.

As a non-classroom based charter school, the use of technology is necessary in providing instruction that moves beyond the traditional classroom setting. Students utilize technology in order to achieve academic standards at all grade levels. Students submit work generated with various software programs and websites including, but not limited to, the Microsoft Office Suite, Adobe Connect, Google Slides, Power Point, Prezi, Google Spreadsheets, Microsoft Excel, MovieMaker, YouTube, webcams, Moodle, Canvas, Khan Academy, Brain POP, Math XL, ST Math, Reading A-Z and Raz Kids, OARS, and i-Ready, and I CAN e-books. Students utilize multimedia videos embedded in either Moodle or Canvas course management systems. Teachers utilize technology to advance student understanding of the content by embedding videos to extend the lesson. Some teachers create a flipped classroom in which the students frontload information by watching/listening to a video online so that they may then apply that information directly in the classroom. High school students participate in online seminars and hands-on science wet labs. Both the Canvas and MathXL programs provide real-time feedback and grading while providing the opportunity to learn how to input answers electronically. Elementary age students practice mastery of their math standards through the use of online programs (ST Math, I-Ready, I CAN e-books).

SCS has a wealth of instructional resources to provide learning experiences beyond the text-book. Examples are:

- Literature based, thematic, problem based content area units with real world connections (Venture Online)

- Multi-age thematic units: Detective Daring & Going for the Gold (Moodle course)
- 3rd-8th grade literature bundles (fiction book study with content connections) (Moodle course)
- Science performance tasks (Moodle course)
- Multi-age cross curricular Units k-8th Grade (Moodle course)
- Homeschool writing course (Moodle course)
- I CAN e-books (links to 'the best of the web' in mastery learning)
- Discovery Education (online portal for video streaming, lesson plans, units, and library including original source documents, images, speeches, and art pieces.)
- Enchanted Learning
- Brain Pop & Brain Pop Jr.
- ST Math (visual math program in grades kindergarten through Math II)
- I-Ready (ELA and math adaptive diagnostic and instructional curriculum)

SCS offers a variety of opportunities for students to engage in real world activities that connect them to their learning.

- Grades 5-8 students have the opportunity to enroll in First Lego League, offered as a Learning Center workshop at select sites. Along with focusing on robotic games, this program challenges students to address a specific real-world issue or problem, research and design an innovative solution, work collaboratively with others as a team, and present their solution at a tournament. Qualifying teams can participate in additional events and gain continued involvement in real world experiences.
- All grade levels also have access to a variety of field trips designed to enrich the students' learning experience when beginning a unit, culminating a unit, or celebrating a learning achievement. The field trips also allow the student to connect to their learning goals in a real world manner.
- Guest speakers are often invited into the classrooms to present students with relevant information to a multitude of learning goals. They provide hands-on learning experiences necessary to increase the depth of knowledge.

High school students have a variety of options to participate in college and career activities within the school and community.

- In order to gain a real-world connection, students enrolled in our academies participate in our internship program during their 11th and/or 12th grade years. Homeschool high school students are highly encouraged to participate in this program as well. Students gain experience and meaningful learning opportunities by working in their communities and alongside a mentor as they explore their interests. Through the internship program, our high school students learn how to work and succeed according to professional workplace standards in their communities.
- High school students also have the opportunity to participate in our dual enrollment program and concurrent enrollment in order to access local community colleges. These students gain college level experience and are exposed to the rigor of college level coursework while still enrolled in high school.
- High school students who are employed may earn course credit through Work Experience

courses.

- CTE courses are available to high school student throughout the school. All CTE courses are designed for college and career readiness.
- Career pathways are available to student who want to deepen their skill set and knowledge with a specific career area of interest.
- Students who complete several CTE courses within one field and participate in an internship receive a Springs CTE certificate of completion.
- Venture Online Academy students take their classes online, but may also enroll in classes at a Springs student center or community college.
- The flexibility of Venture classes opens a multitude of opportunities to engage students' personal areas of interest, community service, internships, work experiences, or other activities that might be restricted by a traditional school schedule.
- The schools offer high school students options to participate in National Honors Society (NHS), California Scholastic Fellowship (CSF), and beginning in 2015-16, CIF sports. NHS and CSF clubs are led by a Student Club Advisor, meet regularly online, at student centers, and within the community during club service projects. CIF sports is currently offered to students who are enrolled in the Temecula Student Center. Cross country, basketball, and track & field teams have been established. The school hopes to expand CIF sports to other academy students in the future.

Category C: Evidence

- Adobe Connect seminar recordings
- Canvas courses
- ES handbook
- Field trip list
- Homeschool teacher pathways
- HR training course
- I CAN e-booklets
- I CAN folders
- I Can Math canvas course
- i-Ready lesson plan examples
- i-Ready: student profile report
- Jupiter Grades
- Learning center calendars
- Learning Plans in Oasis
- Mastery Tracker
- Mobile science lab
- Parent Certification program
- Personalized learning
- Goal setting plans
- Portfolio sample folders
- Professional Learning Community resources
- Online learning reports
- SCS Power Tools
- SCS textbook-less resource
- SCS website
- Academy PLP growth goals
- UC “a-g” course lists
- CITE course descriptions and flyers
- College and Career Readiness Report (FOL Chapter 1)

ACS WASC Category C.
Standards-based Student Learning: Instruction
Summary, Strengths, and Growth Needs

Summary: Springs Charter School's offer a parent choice school where staff and parents work in collaboration to develop an individualized learning plan for each student. Plans may be at, above, or below grade level for each subject depending on student need. All students are challenged and held to high expectations regarding achieving academic standards. SCS families are provided with the I CAN standards that correlate to their grade level or course and are aligned to Common Core Standards. At each subsequent learning plan meeting, the student learning team collaborates to design a Learning Plan that targets specific areas of student learning and aligns with the I CANs. The expected level of rigor is communicated to the parents and students through consistent review of work, reflection, modification and pacing. Knowledge of standards and expectations for students are clearly communicated to all stakeholders. Curriculum and pacing guides are matched to the appropriate level of course rigor.

Teachers, parents, students, and specialized staff work together to ensure clear communication of academic and schoolwide expectations. I CAN standards and benchmark tests guide the student's personal learning plan. Online learning is used to further develop and support students in the classroom and home settings. Differentiation of instruction is evident within the classroom setting. Instruction is differentiated based on a variety of factors including student learning styles, academic levels of performance, and readiness ability through pre-assessment and I-Ready diagnostic testing. If students are performing either below or above grade level, supplemental or above grade level lesson plans are developed. Online learning programs in math are used to assess student's prior knowledge, customize learning, and measure learning growth and content mastery. As needed, additional supports and interventions are implemented to support student learning.

Whenever possible, teachers integrate hands-on, personalized, and student-driven learning strategies to increase student engagement and enhance the relevancy of the learning process. School administration and teachers continue to seek out professional development in order to successfully provide students a personalized learning experience.

The focus group recognized the need for the school to train parents on how to interpret and use formal and informal assessment to determine instructional focus for the student who is being taught within the home setting. This area is addressed in the WASC Action Plan as administration and staff continue to provide training to parents who oversee the daily instruction for their children. There is an existing emphasis within the school to provide ongoing training and support for parents who choose to homeschool.

Prioritize the strengths and areas for growth for Category C.

Category C: Areas of Strength

1. High-quality teaching and curriculum development by credentialed and well-trained teachers.
2. Teachers teach according to the student's individual learning styles by differentiating instruction and creating personalized learning plans for students. This teaching method is adaptable and flexible.
3. Instructional design provides opportunities for students to engage in new technology and develop 21st century skills.
4. Students have access to a number of supplemental programs, electives, and supports to ensure student academic success.

Category C: Areas of Growth

1. Provide additional parent training on interpretations and use of formal and informal assessments that drive student achievement.

WASC Chapter IV: Self-Study Findings

Category D: Standards-based Student Learning:

Assessment and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Springs uses accepted standardized assessments including CAASPP, CAHSEE, and CELDT, and Common Core based assessment tools such as i-Ready and OARS. An effective process for testing all students, collecting and disaggregating data, and reporting it out to all stakeholders has been established. Development of the Assessment Department improved the quality of trainings as well as the timeliness, relevance, and dissemination methods of reports. Results are disaggregated by program, teacher, demographic subgroup, and/or grade level. Results are communicated and explained to directors, principals, senior staff, teachers, and ESs through training videos, shared resources, staff development, and email. Results are also sent directly to parents via mail along with instructions on interpreting the data.

Academy teachers hold goal setting meetings with parents and students to review results and set personalized goals. ESs review results with parents and students at monthly Learning Plan meetings.

CELDT and ELD data and analysis processes are explained in a detailed master plan, which is posted on the ELD Moodle course and sent to all teachers/ESs who work with identified English Learners. Data Days assure that educators are reviewing student data in order to recognize trends and guide instruction. OARS milestone data is analyzed and disaggregated by grade level and teacher groups at data days. Trainings have been developed on interpreting and using our various reports. Because we only have a single year of data from CAASPP, it is difficult to use this as a tool to analyze trends, strengths, and weaknesses. As we collect data from the coming years, we will be better able to determine how to disaggregate and use this data.

Math and English Language Arts Focus Groups were created in response to assessment data. The focus groups are tasked with developing a plan based on achievement data in order to increase student achievement. The focus groups analyze data and identify critical areas of need. Based on the analysis of data gathered, school administrators and staff have responded in the following ways:

- Updated the math path for high school students to follow the new path of Math 1, Math 2, Math 3
- Implemented shadow courses such as Math Essentials
- Created Spring into Math
- Created integrated courses using Canvas
- Implemented a Math Path for 3rd-8th grade students who are performing below grade level to

use specific curriculum and be supported through the RTI process

- Established the Parent Certification program (2010)
- Created math workshops (2010)
- Developed SPREE program
- Started the Power Tools training cycle (2011)
- Developed the I CAN initiative including folders and online resources

The school uses valid standards-based assessments to accurately measure student progress and growth. At lower grades this progress is typically quantified by standard as 1) not met, 2) in progress, 3) met, or 4) mastered. At the high school level, core courses include common assignments, benchmark quizzes, and final exams. The school also uses I CAN folders and report cards so parents can easily see how their students are progressing. These report cards are hard copy and can follow the student from teacher to teacher.

At the individual level, students progress towards Graduate Learner Outcomes and academic standards, which are monitored through OARS/Milestones, i-Ready, and I CAN Report Cards. School counselors use OASIS reports, CALPADs, and Data Quest to track data and determine targeted areas of student needs. College and career readiness includes EAP pass rates, " a-g" course sequence completion, cohort graduation rate, PSAT/SAT/ACT scores, CTE course enrollment, college course completion, and CTE pathway participation and completion rates. College and career readiness data is reported to the superintendent and school boards annually.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Based on the program goals and standards, Springs has a systematic way of sharing disaggregated assessment data with teachers, which in turn allows teachers to effectively monitor and evaluate student progress. This ongoing process allows teachers and other stakeholders to make informed, instructional decisions through continued network-wide collaboration. Both homeschool and academy teachers utilize data from standardized assessments like the CAHSEE, former STAR assessments, as well as the new CAASPP assessments to determine areas of student achievement/progress and need.

Teachers also utilize a wide variety of formative and summative assessments that report both quantitative and qualitative data in order to determine content or concept mastery, make informed lesson plan revisions, and meet the needs of a diverse student population. For example, teachers use online programs like i-Ready, MathXL, IXL, and ST Math in order to gather baseline data on students to create personalized goal-setting and instructional plans. Teachers also use classroom assignments, tests and quizzes, projects, performance tasks, collaborative learning activities along with personalized-instruction models to obtain more formative data on students. The formative data is then used to

assist teachers in preparing students for the summative and/or standardized assessments. Summative assessments, like quarterly milestone assessments, allow teachers to collect on-going data and analyze trends and patterns. Teachers also rely on student self-assessments, multiple intelligence surveys, and learner profiles to check for understanding and determining areas of need. Through constant data collection and analysis, teachers, students, and parents work together and are able to create schoolwide, classroom, and individual SMART goals.

Springs appropriately utilizes protocols to administer standardized assessments, ensure testing integrity, and maintain consistency among the various Springs programs. Springs employs a full-time testing coordinator who works with staff to ensure that each program is consistent in test administration. Springs provides training and stipends to staff members directly assisting sites/programs during test administration. All stakeholders play an important role in solidifying the process for test administration and maintaining the integrity of the testing process.

Springs provides a multitude of diverse curricula and ways to assess student progress towards optimal learning and personalization. Teachers provide a variety of ways to show content-mastery, which in turn allows students to submit work that not only aligns with curriculum standards, but is of interest to them and can meet their learner profile/style needs. Within the classrooms or homeschool environments, teachers are able to implement strategies like the daily 5 or daily 3, project-based learning, inquiry-based learning, interactive notebooks, field trip activities and assignments, Montessori pedagogies, and more. The coursework provided within these practices allows students to grasp key skills and concepts of the curriculum standards and offers an opportunity to apply it to the world around them.

Through our counseling and testing departments, students also have access to the assessments that help prepare for college and career readiness like Accuplacer, SAT, ACT, PSAT, ASVAB, and other assessments to assist students and parents in making informed decisions about their academic futures.

District-level, single-subject specialists collaborate with teaching staff to align the I CANs and Common Core State Standards in a way that allows for optimal scaffolding, personalization, and cross-curricular alignment. As an extension of this, pacing guides are created for all grades to ensure that standards are being addressed in a systematic way to give students access to grade-level content, key skills, and academic vocabulary. As a result of spending a large amount of time in reorganizing the pacing guides and breaking down the standards, the curriculum-embedded assessments have undergone a tremendous change over the last two years in order to appropriately align with the content-standards being taught to students. The school continues to work on alignment of a variety of curriculum to new California State Standards. The OARS mastery quizzes are a great resource for teachers, parents, and students to assess areas of strength and weakness.

Springs continues to work on providing a variety of curriculum-based assessments to meet the needs of all students, as well as alignment of curriculum to the OARS milestone quizzes. Specifically, Springs is evaluating the data of our sub-groups (SWD and EL) to ensure that curriculum and instruction is effectively addressing the needs of all students. Teachers are reevaluating their instructional process in

an effort to provide students with the tools and resources needed to obtain key skills and concepts and apply them in both their academic environments as well as their real-world experiences.

Based on the WASC Student Survey (2015), students feel that they have a good grasp on the expected level of performance, based on content standards and learner outcomes. Students are becoming more cognizant of how the Common Core and I CAN standards correlate to coursework, and how mastery of these standards will further assist in post-secondary education and career preparation. Additionally, students indicated that they feel they have a fairly good understanding of when they are successfully completing coursework and how that correlates to the expectations of content standards. Most students shared that their teachers have put systems into place for communicating student achievement and growth. Teachers maintain up-to-date gradebooks, utilize I CAN folders, create individual learning plans with goal setting, send progress reports through email, hold parent-teacher or student-teacher conferences, and use positive academic acknowledgement/reinforcement to communicate student achievement and growth.

Springs understands that there is a paradigm shift in the realm of assessing student achievement and has been proactive in the preliminary stages of preparing all stakeholders to analyze data and understand the importance of data-driven decisions. Furthermore, Springs is working to improve the level of understanding for all stakeholders in terms of standardized assessments. Instructional support staff gathers data from a wide-range of sources to share with all stakeholders. The school provides professional development to staff to assist with data disaggregation, reflection upon instructional strategies and interventions, and communication of information to students and parents. Teachers are given opportunities to collaborate on disaggregating statewide and district-level assessments while breaking down the content standards.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college and career readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Springs Charter Schools' administration and staff ensure the ongoing involvement of stakeholders throughout the personalized learning process. Parents and students are involved with staff in the review of individual student data and ongoing revision of learning plans, student goals, and areas of needed support. Teachers, student intervention staff, and single-subject specialists analyze student assessment data through the PLC process and at staff meetings. Leadership staff, superintendent, and board members review assessment data to determine schoolwide achievement trends and areas of need.

Principals work closely with their school community to prepare an annual program review that evaluates all current practices, reviews current and previous year's data, and outlines the site/program's vision along with communicating how the vision is being implemented. Program Review

reports are submitted to senior administration and are shared at board meetings. Data collection, reporting, and analysis is evident throughout schoolwide reports; district, county, and state comparisons are included.

The School Accountability Report Card (SARC) is released to the general public and provides information regarding our programs and progress. The superintendent includes student achievement in her yearly State of the Schools Report and superintendent goals, which are included in her annual performance evaluation. The superintendent's performance evaluation is conducted by three separate board sub-committees, one for each charter school.

SCS have been proactive in evaluating current schoolwide and program-based data and ensuring that adequate resources are allocated through a well-defined budgetary process and in collaboration with each program's leadership staff. There are both schoolwide and program specific staff development opportunities, including attendance at professional conferences. The Education Department and instructional support staff plan teacher PLC meetings that focus on student achievement data analysis, personalized learning, and the process for using data to revise lessons. Through the LCAP process, yearly student achievement goals are determined, monitored, and reported to all stakeholders including each school board. LCAP goals include at least three staff development opportunities for each goal. The school boards also utilizes assessment data to determine policy decision-making and/or changes to current policies.

Category D: Evidence

- Accuplacer / SAT / ACT / PSAT / ASVAB Reports
- Annual Program Reviews
- Assessment (state and district) documentation
- Board meeting agendas
- CAASPP reports
- CANVAS assessments
- Canvas gradebook
- CTE and internship pathways
- Curriculum associates (ELA/Math)
- Data day reports
- ELD Master Plan
- Goal Setting Form
- I CAN Folders
- I CAN report cards
- Interactive notebooks
- I-Ready diagnostic, lessons, and progress monitoring reports
- Jupiter Grade
- LCAP
- Math Path pacing guides: includes mastery quizzes/curriculum-based measures
- Math Path, Math XL, and ST Math reports
- Milestone data from OARS
- Newsletter
- OARS and i-Ready reports for RTI, SPED and EL intervention groups
- Personalized goal-setting and learning plans
- Personalized learning pathways with formative assessments
- School Accountability Report Cards
- Spring Into Math canvas course
- SRA Math, Go Math, and SAXON Math reports
- Student portfolios and work samples
- Website

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability:
Summary, Strengths and Growth Needs

Summary: Springs Charter Schools has effective assessment and accountability processes in place that are aligned to the schools' mission of personalized learning and involve all stakeholders in each student's educational program. There is a system of assessment and accountability in place that is the driving force of the ongoing improvement of the instructional cycle. All stakeholders work together to review and analyze student achievement data as an integral process for addressing increases in student achievement and effective allocation of resources. Implementation of data driven decision making is strong and includes multiple measures and assessment data. All programs use assessments very effectively to personalize instruction. SCS use data management and online grading systems that allow all stakeholders to have immediate access to individual student data. School leadership review disaggregated data by program and sub-group to ensure an accurate evaluation within each program. Schoolwide administration and board members analyze data to ensure that all students are achieving at their highest potential and that resources are allocated towards ongoing school improvement. Springs has built a strong system of supports to help struggling students when assessments indicate that interventions are needed. Through both the RTI and SPED processes, teams collaborate to analyze data and develop a plan to adjust individual learning plans to best meet each student's needs.

The focus group identified three areas of growth. Similar to Category C, the group identified the need for additional support for parents who are providing home instruction to be able to use student achievement data as it correlates to Common Core Standards. The second area of growth addresses the school's need to develop a schoolwide mastery grading process and tracking system to ensure that all students are mastering standards and receiving adequate support. In addition, the focus group identified a need for data collection and targeted interventions to address student behavior. All three of these identified growth have been addressed in the Action Plan and will be implemented through existing processes to ensure that each area is addressed.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based-Student Learning: Assessment and Accountability: Areas of Strength

1. Use of multiple measures to track and gather data on both growth and mastery
2. Easy access to assessment data, including OARS, online data, and CAASP
3. Dedicated assessment staff, who can quickly gather, disaggregate, and disseminate data specific to school and individual program needs
4. Use of assessment data to drive instruction and personalize learning for every student
5. Effective RTI/MTSS processes to address student academic and behavior needs and personalize student interventions and progress monitoring.

Category D: Standards-based-Student Learning: Assessment and Accountability: Areas of Growth

1. Additional training for parents on the use of student achievement data as it correlates to the state standards
2. Standardized mastery grading criterion and tracking systems
3. Data collection, targeted interventions, and staff training to address a tiered behavior intervention process.

Chapter IV: Self-Study Findings

Category E:

School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Springs Charter Schools is a network of three charter schools that include 18 student centers throughout Southern California. Approximately half of the network's 7400 students are primarily educated within the home setting. Each program employs a variety of community, business, and industry opportunities in order to ensure a wide variety of options for student involvement beyond the classroom setting.

Throughout each program, community resources are integrated in student learning.

- In the Homeschool program, hundreds of approved community vendors provide a wide variety of learning options for students that extend beyond the home setting. Vendors are vetted through Business Services and provide students with tutoring, core academic support, and enrichment options.
- CITE and Internship coordinators work with over 250 local businesses to provide internship opportunities for high school students.
- High school students earn high school units for paid work experience.
- The Homeschool program has a designated Field Trip Coordinator and offers many field trip opportunities to students throughout the school year.
- Students who attend classes at a student center have a wide variety of exposure to community learning:
    - Teachers invite classroom guest speakers to talk about real world experiences. Recently Dr. Peter Grootenhuis from Vertex Pharmaceuticals spoke to elementary students about current research in cystic fibrosis treatment and Dr. Ellen Potter from the Salk Institute assisted students with a DNA extraction lab.
    - Temecula students developed a class project designed to raise awareness about environmental and other issues, such as overuse and disposal of plastics, and humane treatment of animals.
    - At one site, the fire department visited the school to collect donated toys.
    - During Red Ribbon Week this year and last year we had the police departments come and visit with their K-9 unit to teach the students about saying no to drugs.
    - At another site, the fire department shared with students about fire safety and careers.
    - Each program arranges field trips and community learning activities for their students.

Parents are actively engaged as evidenced through a wide variety of school sponsored options. Some

examples include:

- Most Springs academy programs offer a hybrid of classroom and home-study days. During home-study days, the parent oversees the teaching/learning process through use of home-study lesson plans that are developed by their student's teacher.
- Program administrators and staff work closely with parents to make sure they have the proper teaching tools to help each child be successful when completing learning tasks and assignments at home.
- Instructional support includes independent learner strategies, such as Power Tools, curriculum and pacing guides, online learning options, and parent training on the use of resources and aids that will maximize student achievement.
- Parent Certification is a program offered to all Homeschool parents to support their ongoing improvement as home educators. Parent Certification workshops offer practical and effective teaching strategies.
- SPREE (Student Parent Regional Educational Event) events are available to Homeschool parents regionally and provide parents with the opportunity to collaborate and interact with teachers and other parents as they share "best practices."
- Academy programs offer parent workshops on a variety of topics, including how to use the online systems provided by the school, financial aid for high school graduates, and high school orientation for all 8th grade students.
- Many teachers have developed websites for students and parents to access resources used in the classroom and at home.
- I CAN standards materials are designed to be user-friendly for parents, students, and teachers.

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

At Springs Charter Schools, there is a culture of professionalism, respect, and a universal belief that all students can learn. All administration and student center facilities are clean, safe, and orderly. Staff are trained to respond to student and schoolwide emergencies, and there is adequate staffing to ensure student safety and supervision before, during, and after school.

All facilities are safe and secure, and staff are trained to address safety needs. Each facility has a Schoolwide Safety Plan, site safety captains, and specially trained campus security staff and administrators who supervise all areas of the campus during school operating hours. All sites conduct regularly scheduled emergency drills and follow all fire and safety code requirements. Emergency escape routes are posted, and emergency supplies are accessible at all locations. All students, staff and community members are encouraged to utilize the We-Tip hotline (7 days/week, 24 hours/day) to report suspicious campus activity or crime information at 1-800-78- CRIME. School facilities are adequately maintained and offer a clean and orderly learning environment. Facilities services requests are automated and prioritized to ensure that all site safety issues are addressed in a timely manner.

Student centers and administration offices are equipped with AED machines, and staff are trained to use the equipment. Each student center has a team of staff who are trained to address emergency health issues and distribute student medication. The school offers CPR and First Aid training certification through the American Heart Association. Additional safety related trainings are available throughout the year, such as: American Red Cross Disaster Preparedness Academy, American Red Cross DPRA (Disaster Preparedness & Recovery Alliance), Shooting Trauma Training through Townson Productions, CERT Training, FEMA Online Certification, and REMS Training (Readiness & Emergency Management for Schools). Safe Schools offers online training for all staff. Staff receive crisis prevention and non-violent restraint training (CPI).

Education specialists attend meetings in the family home and ensure that the student's learning environment has all necessary items needed to promote optimum learning. Parents are provided with a yearly parent handbook that communicates schoolwide policies, resources, and parent opportunities to participate in school wide events. New Homeschool parents participate in the Homeschool Prep program to ensure that there is a clear understanding of the school's mission, vision, and Graduate Learner Outcomes and to provide added support for families who are new to the Springs Homeschool program.

Parents and students are required to sign the technology agreement when they receive a Chromebook that states the expected use of the computer and which websites they should avoid. Videos that enhance learning are uploaded or links are provided in Canvas/Moodle classes so students do not have to surf the web for additional instruction/extensions to learning.

The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning. The OLWEUS Bullying Prevention Program promotes acceptance and individual tolerance between students by creating balanced expectations that produce a trusting, safe environment. Some programs are piloting the Boys Town social skills program. Students are educated as to how they should treat others and how they should expect to be treated. FERPA rules are strictly adhered to by all staff.

All sites have PLC monthly meetings as well as weekly academy meetings, in addition to general collaboration among staff and departments. Staff meetings are agenda driven and include norms that are reviewed at the beginning of each meeting. These norms encourage respect and professionalism.

The newly implemented Teacher Career Pathways program outlines expectations and offers incentives for education specialists to perform at an exceptional level of professionalism. Celebrating excellence in the teaching profession through recognition and reward, investing in the on-going support and development of teachers at all stages of their careers, setting high standards for instructional excellence, and providing frequent training and feedback to help teachers learn and grow is essential in developing schools with strong teams of teachers working together for student success.

All of the Springs Charter School programs have access to MTSS (Multiple Tiered Support Services) for students who need additional academic and behavior support. Students are assessed using a wide

array of diagnostic tools to determine learning deficits and gaps. Students are then given access and guidance to remedial tools to assist them in any learning deficits and in demonstrating positive behavior.

E3. Personal and Academic Support Criteria

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Springs Charter School offers a comprehensive system of support services that is focused on ensuring student success in a non-classroom based, independent study setting. Academic, social, emotional, mental health, and a multi-tiered system of intervention are administered through a coordinated system of highly qualified staff.

Families who are new to Springs Charter Schools received support throughout the enrollment process. Student Centers conduct campus tours and talk with parents about program expectations and requirements prior to enrolling. Parent Support responds to calls and emails from interested families. Intake staff assists enrolling families in selecting the best program within the charter school network for each student. Intake staff analyzes high school transcripts, provides academic advisement, and places students in courses designed for college and career readiness. Families who are new to homeschooling are placed in our Homeschool Prep program and receive additional support and parent training during their first months of setting up their homeschooling program.

Education specialists receive ongoing training and resources that support the homeschool parent. Teachers participate in Personalized Learning Cohorts each summer, develop personalized learning pedagogy, and visit other schools that have implemented a personalized learning program. Throughout the year, teachers in the cohort are encouraged to create innovative learning experiences within the classroom setting and participate in a peer evaluation process to evaluate each project's effectiveness.

The schools have a master EL plan in place and employ two English Learner coordinators that work directly with staff to identify EL students and integrate supplemental EL curriculum and resources into students' individual learning plans.

SCS have a fully staffed Special Education department and provides a full continuum of services within the non-classroom based setting. There is a high degree of staff collaboration between general and special education staff as the IEP team works closely together to develop a personalized learning program. Teachers and case managers collaborate and support one another in developing a rigorous and relevant education program and ensuring that all students have equal access to college and career readiness.

The school has an identified 504 Coordinator and clearly developed process to address the needs of

students who qualify for a 504 Plan under the American Disabilities Act. 504 Plans are written by a multi-disciplinary team.

Student learning is supported through the student's individualized learning plan and goal setting process. The school has an effective multi-tiered student support process through the RTI/MTSS program. RTI/MTSS functions are clearly described in the school's RTI Handbook. Students are identified for RTI Tier II intervention, additional supports, and progress monitoring through teacher and staff evaluation of informal and formal student assessments.

The school has a fully staffed Guidance Department that includes school counselors and support staff. Each school counselor is assigned to TK-12 grade students. There is a consistent referral process to ensure that all students have access to school counseling services. Counselors provide a variety of student related services, including academic advisement, program placement, social and emotional counseling, and college and career planning. High school students meet with counselors on a regular basis to ensure that students are enrolled in a rigorous college preparatory course of study and have access to a variety of career courses and internship options. Student's post-graduation plans, talents, interests, and ability levels are used by the teacher, ES, parent and school counselor to determine curriculum and course of study. Guidance staff reviews all student schedules, and teachers meet with the student and parents for a yearly review of each student's individual academic plan. School counselors provide scheduled year-end meetings with 8th grader students and parents, helping to prepare their schedules for college prep coursework and career readiness.

Students are supported for college and career readiness throughout the school. Graduates are prepared for success in vocational, community college, state college, and/or university transitions after high school. Over the past several years, the school has offered an increasing number of CTE classes, including Internship and Work Experience. Many of the school's CTE classes have articulation agreements with local community colleges. Students who completed articulated CTE classes have the opportunity to earn community college units through the respective college. College readiness is also supported through dual and concurrent enrollment in community college courses. School counselors work with high school students to ensure that all available school and community resources are communicated to parents and students. CTE classes are increasingly accessible through the creation of Canvas online courses. In addition, there is a need to increase internship opportunities to students who are enrolled in non-academy programs (Homeschool, Keys, and Venture).

College readiness indicators are clearly defined by California State University and University of California school systems. As CSU implements the junior year EAP college readiness assessment, there is a growing need for Springs to increase pass rates and participate in EAP readiness classes.

Springs employs a full-time school nurse who provides a variety of services, including vision, hearing and scoliosis screening, site emergency team certification, diabetes and other medication management oversight, consultation to school administrators on a variety of health related issues, and support, training, and guidance to parents, students, and staff.

Category E: Evidence

- Career pathways documentation
- Site safety meeting agenda
- Computer Usage and Acceptance Agreement
- Counselor yearly calendar
- CTE course list
- Dual enrollment
- EL training meeting agendas
- Emergency kits (at student centers)
- Emergency medical training materials
- FERPA training materials
- Field trip schedule
- Fire department inspection reports
- High School Handbook
- Homeschool ES meeting agendas
- I CAN e-books
- I CAN Student Folders
- Individual student learning plans
- Internal Notification Bulletin (INB)
- Moodle and Jupiter Grades parent/student notifications
- OLWEUS binders (bullying prevention)
- Parent communications binder at student center
- Parent Handbook
- Parent Support Reports
- PLC agenda and calendar
- Power Tools website
- RTI/MTSS referral form and website
- Safe Schools Online Training
- Safety drill documentation
- School Messenger notifications
- School Newsletter
- SES tutoring documents
- SPREE events calendar
- State and internal student assessment data
- Student Handbook
- Student work samples
- Website

ACS WASC Category E.
School Culture and Support for Student Personal and Academic Growth
Summary, Strengths and Growth Needs

Summary: Springs Charter School is committed to providing a personalized learning plan for all students that incorporates community as the classroom, empowering students to become independent learners, capable communicators, analytical thinkers, and noteworthy citizens. Individual academic support is offered to all students with access to highly qualified teachers, counselors, and a wide variety of common core aligned curriculum as well as other supplemental resources. Springs encourages collaboration with the community, parents, staff, and students in order to develop all facets of a well-rounded individual. The school offers an expansive CTE program that includes CTE courses, internships, and career pathways. School counselors work with all stakeholders to develop academic plans for students that are rigorous and include student's areas of interest. All high school students are enrolled in courses that meet UC/CSU freshman admissions requirements.

Similar to Category D area of growth #1, the focus group identified the need to expand the existing RTI/MTSS process to include data collection and interventions to address student behavior. The school also needs to expand school health services to address the health care needs of students within the non-classroom based setting. Growth area #1 has been included in the Action Plan and work has already begun to identify existing resources and effective processes, identify and train key staff, and develop a plan that will align with the existing and already effective RTI process. The school health services program is currently being developed and expanded on each year. The school's capacity to address these two areas of need is high and is already in process.

Prioritize the strengths and areas for growth for Category E.

Category E. Areas of Strength

1. Student centers are clean, orderly, and designed for optimal student and staff safety.
2. The school has implemented an effective multi-tiered student support system.
3. The school supports families to access school resources, including program options, access to standards based curriculum, and instructional support for home based learning, and personal learning plans.

Category E. Areas of Growth

1. The school needs to expand the RTI/MTSS data collection, interventions, and progress monitoring process to include non-academic support for students.
2. The school needs to develop and implement a plan for addressing student health issues in a non-classroom based setting.

Chapter 5

Schoolwide Action Plan

Chapter V: Action Plan

Graduate Learner Outcomes (GLOS) Action Plan

GOAL 1:
Support data-driven student-owned personalized learning

GOAL 2:
Develop personalized learning curriculum aligned with CCSS

GOAL 3:
Improve CAASPP and EAP proficiency for all subgroups

GOAL 4:
Imbed Graduate Learner Outcomes as a measure of success within every grade level

GOAL 1: Support Data-Driven Student-Owned Personalized Learning

Growth Area: Continue Use of Data to Drive Personalized Instruction

Rationale: It is clear that although we collect a great deal of data and store it in easy-to-access data management tools with "touch of a button" reports, not all teachers are regularly using this data in their day-to-day instruction. We believe that consistency of tools and process will help increase our teachers comfort and use of this data. In addition, training on how to personalize instruction using data will also be implemented and supported.

Power Tools were rolled-out five years ago to help students become independent learners. These tools are 15 literacy strategies that can be used to learn any subject area, and include "Think Pair Share," "SQ3R," and "Graphic Organizers." These strategies have been taught on a cycle to every grade level with the goal of ensuring that all students internalize these strategies to help their independent learning for years to come.

Means for Monitoring: Annual Board WASC Action Plan Report, Superintendent Updates to the Board, Leadership and Department Agendas, Data Reports, and meeting minutes (Board, Senior Cabinet, Coordinating Council, Curriculum/Instruction, Assessment, Business/Finance, Human Resources, IT/Facilities, Special Education, Guidance, Principals, Professional Learning Communities, Homeschool Directors, Academy Staff meetings, ES meetings).

GLOs Addressed: Independent Learner, Capable Communicator, Analytical Thinker, Noteworthy Citizen

Task	Measurement	GLO Addressed	Persons Responsible* and Involved	Staff Development/ Resources Needed	Timeline	How Progress is reported	LCAP or SSDP?
Increase resources for mastery learning in classrooms, increase use of iReady	• CAASPP Reading Proficiency • SAT/ACT Reading Proficiency • iReady Reading • OARS Milestone Reading • Lexile Targets	Independent Learner	*Ass't Sup of Education, Personalized Learning, specialists, principals, teachers	Staff development on classroom management and progress monitoring, i-Ready training, Online resources, purchased mastery materials	2016: initial roll-out 2017: K-8 roll-out 2018: whole school implementation 2019: analysis & monitoring	DataQuest, Data days, Program reviews	LCAP SSDP

Develop additional support materials for staff and parent use of online instruction	• CAASPP Proficiency • SAT/ACT proficiency • i-Ready assessments • OARS Milestone • ST Math targets	Capable Communicator, Analytical thinker	*Ass't Sup of Education, Personalized Learning, specialists, directors, teachers	Parent inservice and videos	2016: identify needs 2017: create materials 2018: implement and review	Program reviews	LCAP SSDP
Expand training for teachers and parents	• CAASPP Proficiency • SAT/ACT proficiency • i-Ready assessments • OARS Milestone • ST Math	Analytical Thinker and Capable Communicator	*Ass't Sup of Education, Personalized Learning, specialists, Directors, principals, teachers and parents	CCSS training for parents and teachers based on analysis of SBAC results	2016: training on scoring and performance tasks additional years' trainings based on review of data	Program reviews, DataQuest	LCAP SSDP
Increase use of ST Math and i-Ready personalized instruction	• CAASPP Proficiency • SAT/ACT proficiency • i-Ready assessments • OARS Milestone • ST Math	Analytical Thinker, Independent learner	*Ass't Sup of Education, Personalized Learning, specialists, Directors, principals, teachers and parents	Target goals by grade level with incentive initiatives	2016: planning 2017: implement initiative 2018: continue initiative and analyze results	Participation reports, data days, program reviews	LCAP SSDP
Questioning lesson plans for academies	• Power Tools Questioning Strategy Use • CSI use and survey results • DOK score of 3 or higher	Independent Learner	*Ass't Sup of Education, Personalized Learning, specialists, principals	Specialist time, inservice	2016: writing 2017:implement 2018: review	Data Days	SSDP

Create K-12th grade mastery grading system with common tools, tracking multiple attempts at mastery	• Student led conferences • Mastery based grading • student surveys • Parent surveys • Goal setting analysis • Cohort grad rate	Independent Learner	*Ass't Sup of Education, academies; specialists; Principals; directors; teachers	Inservice and follow-through for implementation	2016: planning 2017: initial implementation 2018: full implementation	Program reviews	SSDP
Improve participation through one-on-one student / counselor meetings to align college and career goals	• Concurrent Enrollment data • Articulated course data • Dual Enrollment data • Pass Rate data • SAT/ACT & Accuplacer • ASVAB Results	Independent Learner; Noteworthy Citizen	Ass't Sup of Pupil Services; counselors; principals; directors	Counselor time and advertisement to families	Track yearly	Program reviews Transcript Analysis	LCAP
Improve alignment of lesson plans to power tools.	• Power Tool use • Survey • AIMM Observation	Capable Communicator	Director of Instructional Support; specialists	specialist time	1 grade per year	Courses	SSDP
Increase choice options for all school created curricula	• Use of choice during the school day • Completion of a wide variety of assignments	Independent Learner; Noteworthy Citizen	Director of Instructional Support; specialists	Specialist time	4 additional choice modules per year after initial creation	Courses	
Create ELD I CANs for grades K-12 and align to Common Core Standards		Independent Learner; Noteworthy Citizen	Director of Instructional Support; specialists; teachers	Specialist time			LCAP
Develop a Springs personalized learning continuum and learning rubric and train staff on developing personalized learning plans related to the continuum the implementation of PL in a variety of settings							LCAP

GOAL 2: Develop personalized learning curriculum aligned with CCSS

Growth Area: Expand Content Alignment to CCSS, particularly for ELA

Rationale: Although the majority of our focus has been on mathematics, our ELA results have remained strong in most areas. The ELA rigor of the CCSS requires that we put significant focus into this area over the next few years, in addition to mathematics focus.

Means for Monitoring: Annual Board WASC Action Plan Report, Superintendent Updates to the Board, Leadership and Department Agendas, Data Reports, and meeting minutes (Board, Senior Cabinet, Coordinating Council, Curriculum/Instruction, Assessment, Business/Finance, Human Resources, IT/Facilities, Special Education, Guidance, Principals, Professional Learning Communities, Homeschool Director, Academy Staff meetings, ES meetings).

GLOs Addressed: Independent Learner, Capable Communicator, Analytical Thinker, Noteworthy Citizen

Task	Measurement	GLO Addressed	Persons Responsible* and Involved	Staff Development/ Resources Needed	Timeline	How Progress is reported	LCAP or SSDP?
Develop writing training	• Writing Samples • Key Assignment analysis	Capable Communicator	*Director of instructional support; specialists; directors; principals; teachers	Specialist time; curriculum creation	2017: Writing inservice to parents 2018: Writing inservice to teachers	Program reviews	LCAP
Infuse writing in all created curricula	• Writing Samples • Key Assignment analysis	Capable Communicator	*Director of instructional support; specialists;	Specialist time; curriculum creation	2017: develop 2018 & 2019: 1 grade per year	Created courses	LCAP
Implement Canvas portfolios of student work and track longitudinally	• Online Portfolios	Capable Communicator	*Director of instructional support; IT; specialists; teachers	IT development of platform	2017: develop 2018: pilot 2019: impliment	Data Days	

Develop rubrics for (public) speaking	• Rubric scores for constructed responses. • Oral presentations • Socratic seminars • Presentations to community and class discussions • Presentations of learning	Capable Communicator	*Director of instructional support; specialists;	Specialist time; curriculum creation	2018: Develop 2019: implement	Data Days; program reviews	
Revamp final exams to include Presentations of learning for students	• Rubric Scores for constructed responses. • Oral Presentations • Presentations of Learning	Capable Communicator ; Analytical Thinker	Ass't Sup of education, Personalized Learning, specialists, teachers	Specialist and teacher time	2017: plan 2018: create 2019: implement	Data Days; program reviews	
Embed listening skills into all ELA curriculum	• CAASPP listening claim • Presentations of learning	Capable Communicator	*Ass't Sup of education, Personalized Learning, specialists, teachers	Specialist time; training for teachers and parents	2017: plan 2018: create 2019: implement	Courses	
Develop new mastery assessments for Next Generation Science Standards (NGSS)	• Lab results analysis • NGSS proficiency, when applicable	Analytical Thinker	*Director of instructional support, specialists, teachers	PLC time and development	2017: plan 2018: create 2019: implement	OARS assessments	LCAP
Develop new curriculum	• CAASPP proficiency • SAT/ACT proficiency • i-Ready assessments • OARS milestone • ST Math	Independent Learner, Capable Communicator , Analytical Thinker, Noteworthy Citizen	*Director of instructional support, specialists, teachers	specialist time, teacher training, student surveys	2017: grade 11 and 8 2018: grade 12 and 5 2019: grades 3 and 4	courses	SSDP LCAP

Parent support tools implementation for CCSS depth of knowledge initiative, called "Critical Thinking Skills Inventory" (CSI).	• Power Tools questioning strategy use • CSI use and survey results • DOK score of 3 or higher	Analytical Thinker	*Director of Instructional Support; Specialists; Directors; teachers; parents	Materials, inservices, specialist follow-up	2017: continue implementing 2018: review and analyze	Program review for homeschool	LCAP
Create Career Exploration curriculum for grades 6-12	• Individual student career plans • CTE pathways completion • CTE course completion (grades 6-12)	Noteworthy Citizen	*Director of Real World Programs; specialists; teachers; specialists; counselors	specialist time, teacher training	2017: grades 6-8 & 11 2018: grade 12 2019: grade 10	Courses	LCAP
Develop and implement Career Exploration scope and sequence for grades 6-12	• Individual student career plans • CTE course completion (grades 6-12)	Noteworthy Citizen	*Director of Real World Programs; specialists; teachers; specialists; counselors; counselors	specialist time, teacher training	2017 Career Exploration Scope and Sequence Plan	Plan	
Increase concurrent/dual enrollment services to all interested high school students	• College course enrollment	Noteworthy Citizen	Director of Guidance; counselors; principals	counselor time	Yearly report	Courses	LCAP
Develop a toolbox for resource specialists and other credentialed staff that includes hands-on materials and teacher guides designed to work with a wide range of grade levels and abilities.	• Teacher guides • Resource list	Independent Learner	Director of Special Education; resource specialists; single subject specialists; teachers	specialist time, teacher training	2017: Implement and train teachers	teacher training sign in sheet	LCAP

GOAL 3: Improve CAASPP and EAP proficiency for all subgroups

Growth Area: CAASPP Data Gains - Including Subgroups

Rationale: Year one data for the CAASPP indicates that while results are similar to the State and counties, the proficiency rates are lower than typical scores Springs had with the 1997 California Standards STAR results. In addition, the data indicates that some programs and subgroups need intensive focus in certain areas.

Means for Monitoring: Annual Board WASC Action Plan Report, Superintendent Updates to the Board, Leadership and Department Agendas, Data Reports, and meeting minutes (Board, Senior Cabinet, Coordinating Council, Curriculum/Instruction, Assessment, Business/Finance, Human Resources, IT/Facilities, Special Education, Guidance, Principals, Professional Learning Communities, Homeschool Director, Academy Staff meetings, ES meetings)

GLOs Addressed: Capable Communicator, Analytical Thinker, Noteworthy Citizen

Task	Measurement	GLO Addressed	Persons Responsible* and Involved	Staff Development/ Resources Needed	Timeline	How Progress is reported	LCAP or SSDP?
Implement 12th grade ELA college readiness course for students who do not pass or are conditionally ready based on EAP exam results	• EAP Pass Rate • SAT / ACT proficiency	Capable Communicator	Director of instructional support; specialists; Directors; *principals; counselors; teachers	Training, schedule time for students, course materials and teacher oversight	2017: Implement 2018: continue and analyze 2019: make changes as necessary	Program reviews, DataQuest	LCAP
Analyze EAP data, conduct student advisement meetings, and enroll seniors in EAP readiness courses	• EAP Pass Rate • SAT / ACT proficiency • Course completion	Capable Communicator	Director of Guidance; specialists; Directors; *principals; counselors; teachers	Training, schedule time for students, course materials and teacher oversight	2017: Implement 2018: continue and analyze 2019: make changes as necessary	Program reviews, DataQuest, courses	LCAP
Embed EAP ELA and math content into junior year English and Math 2 courses	• EAP Pass Rates	Capable communicator Analytical Thinker	*Director of instructional support; specialists, teachers	Curriculum creation and inservice	2017: create 2018: pilot 2019: implement	Courses	

Develop Canvas course aligned to UC "a-g" Expository and Writing course for seniors who do not meet EAP proficiency in ELA	• EAP ELA Pass Rate • Course pass rate • SAT / ACT proficiency	Capable Communicator	*Director of instructional support; specialists, teachers	Curriculum creation and inservice	2017: create 2018: pilot 2019: implement	Course	LCAP
Expand RTI/MTSS process to include non-academic support for students. Create positive behavior multi-tiered system of support to address behavior issues that interfere with learning	• AIMM Reports • Bullying incident % • a-g Completion Rate • Adequate Progress data	Noteworthy Citizen	Ass't Superintendent of Pupil Services;RTI/ MTSS Coordinator, counselors; principals; directors; teachers; RTI/MTSS Coordinator	Culture training, pyramid of interventions, intervention training	2017: create 2018: train 2019: implement	Program reviews	SSDP

GOAL 4: Imbed Graduate Learner Outcomes as a measure of success in every grade level

Growth Area: Develop a Process that uses Graduate Learner Outcome Data as one measure of student success

Rationale: Graduate Learner Outcomes (GLO) are well publicized and known, but are consistently used as the driving force of educational decision making. The school community has adopted new Graduate Learner Outcomes that are aligned to the school's mission and vision. By making the GLOs measurable, student success will be attainable.

Means for Monitoring: Annual Board WASC Action Plan Report, Superintendent Updates to the Board, Leadership and Department Agendas, Data Reports, and meeting minutes (Board, Senior Cabinet, Coordinating Council, Curriculum/Instruction, Assessment, Business/Finance, Human Resources, IT/Facilities, Special Education, Guidance, Principals, Professional Learning Communities, Homeschool Director, Academy Staff meetings, ES meetings)

GLOs Addressed: Capable Communicator, Analytical Thinker, Noteworthy Citizen

Task	Measurement	GLO Addressed	Persons Responsible* and Involved	Staff Development/ Resources Needed	Timeline	How Progress is reported	LCAP or SSDP?
Create continuum by grade level for each I CAN GLO	• TBD	ALL	*Superintendent Board members ● Parents ● Students ● Counselors ● Principals ● Directors	Curriculum development or purchase	2017: create 2018: implement	Program reports	
Create a method to capture outside activity participation by grade and year to address GLO	• Community Service data report (annual) • Field Trip data report (annual) • Internship Participation Report (annual)	Noteworthy Citizen	*Assistant Superintendent of Education: Instructional Support; Director of Homeschool community events; director of Real World Programs, specialists	Database	2018: Create 2019: implement 2020: analyze	Program review reports	

Increase student participation in Internships to address GLO	• Internship Course Completion • CTE Certificate Completion Rates • Internship Completion by Student Report	Noteworthy Citizen	*Director of Real World Programs, specialists, teachers, principals, directors	Additional internship coordinators; increased partnerships	Track yearly	Program reviews	LCAP SSDP
Institute college planner for all 12th grade students to address GLO	• Individual college and career plans	Noteworthy Citizen	*Ass't Sup of Pupil Services, counselors, teachers	inservice training	2018: Create 2019: implement 2020: analyze	Post alumni tracking report	
Increase community competition options to address GLO	• Annual participation reports on non-classroom based activities? • (NHS, NHD, Science Fair, Spelling Bees, Clubs and sports, Expos, CIF, decathlon)	Noteworthy Citizen, independent Learner	Ass't Sup of Education, Personalized Learning, specialists, directors, principals, teachers		Add one event each year	Program review	
Identify data sources for measuring and monitoring progress on I CAN – GLOs, and integrate into data collection, reporting and analysis processes as part of the ongoing student improvement process	• TBD	ALL	*Superintendent, ass't sups, directors, principals, specialists, teachers		2016: Identify list 2017: begin tracking	Program reviews	

Appendix

Appendices

A. Acronym Glossary

B. River Springs Approved AP Course List

C. Empire Springs Approved AP Course List

D. Harbor Springs Approved AP Course List

E. River Springs “a-g” Approved Course List

F. Empire Springs “a-g” Approved Course List

G. Harbor Springs “a-g” Approved Course List

H. River Springs CDE School Quality Snapshot

I. River Springs school accountability report card (SARC)

J. Empire Springs school accountability report card (SARC)

K. Harbor Springs school accountability report card (SARC)

L. River Springs LCAP

M. Empire Springs LCAP

N. Harbor Springs LCAP