

# River Springs Charter

## Dr. Kathleen Mary Hermsmeyer, Executive Director

Principal, River Springs Charter

### About Our School

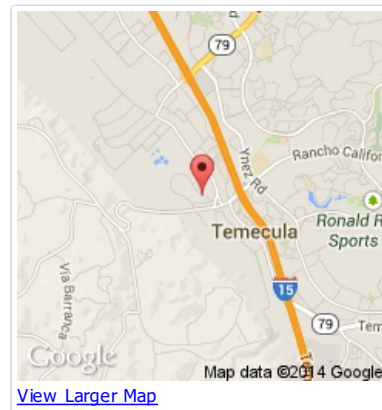
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### Contact

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43466 Business Park Dr.  
Temecula, CA  
92590-5526

Phone: 951-252-8892  
E-mail: [kyla.shofner@riverspringscharter.org](mailto:kyla.shofner@riverspringscharter.org)



## Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents and community members should contact the school principal or the district office.

## DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

## Internet Access

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

## Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

## About This School

### Contact Information (School Year 2012-13)

School	
<b>School Name</b>	River Springs Charter
<b>Street</b>	43466 Business Park Dr.
<b>City, State, Zip</b>	Temecula, Ca, 92590-5526
<b>Phone Number</b>	951-252-8892
<b>Principal</b>	Dr. Kathleen Mary Hermsmeyer, Executive Director
<b>E-mail Address</b>	<a href="mailto:kyla.shofner@riverspringscharter.org">kyla.shofner@riverspringscharter.org</a>
<b>County-District-School (CDS) Code</b>	33103300110833

District	
<b>District Name</b>	Riverside County Office of Education
<b>Phone Number</b>	(951) 826-6530
<b>Web Site</b>	<a href="http://www.rcoe.us">http://www.rcoe.us</a>
<b>Superintendent First Name</b>	Kenneth
<b>Superintendent Last Name</b>	Young
<b>E-mail Address</b>	<a href="mailto:rpeoples@rcoe.us">rpeoples@rcoe.us</a>

Last updated: 1/30/2014

### School Description and Mission Statement (School Year 2012-13)

River Springs Charter School is a parent choice school where the community is the classroom. Our mission is to foster the innate curiosity of our students, empower their parents, and promote optimum learning by collaboratively developing a personalized learning program for each student.

The educators and participants of River Springs Charter School (RSCS) believe that the best learning occurs when:

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

River Springs strives to uphold parent rights and choice in education. Through choice of curriculum, teachers, and program the educators and participants of River Springs Charter School believe that the best learning occurs when:

- ~ The parent is directly involved in the teaching / learning process
- ~ Learning styles are tailored to each individual student's needs.
- ~ One-to-one teaching is the primary arrangement.
- ~ Real life "context-based" learning is emphasized.
- ~ There is enrichment through field trips, apprenticeships, cooperative classes, and appropriate uses of technology.
- ~ The entire community serves as the school campus.

#### The River Springs Community

River Springs serves kindergarten through 12th grade students residing in Riverside County and the four contiguous counties through a network of California credentialed Homeschool Education Specialists (ESes) and academy teachers at nine regional student centers. Of the over 5,400 students served by RSCS, the majority reside in Riverside County (80%) with additional populations of students residing in Orange (8%), San Bernardino (8%), and San Diego (4%) counties.

#### Homeschool

Students enrolled in the Homeschool program are assigned an ES who meets with the family a minimum of once every 20 school days. Parents and their students work with their ES to determine each student's educational goals and objectives, as well as to choose the student's individualized curriculum. Parents also determine the most effective teaching strategies based on the student's preferred learning style. The ES helps the family choose and order curriculum materials that reflect the goals of the student, the school standards and the Expected Schoolwide Learning Results (ESLRs).

#### Academy

Students enrolled in one of our academy programs attend classes from two to five days per week and receive instruction from fully credentialed teachers. Each teacher structures student lessons and assignments, working collaboratively with the parent who oversees student work during home study days.

*Last updated: 1/30/2014*

## Opportunities for Parental Involvement (School Year 2012-13)

At RSCS, our core mission is centered on parent involvement and personalized learning for each student. A variety of strategies are used to encourage parental and community involvement with the teaching and learning process. ESLRs are inherent in the opportunities that RSCS students participate in, especially using the community as the classroom.

We support our mission statement that the community is the student's classroom in all RSCS programs. Academy students have had the opportunity to attend a number of field trips such as to the Tolerance Museum, Aquarium of the Pacific, EdFly (indoor sky diving), Science Center, Riley's Farm, Western Center for Archeology and Paleontology, Huntington Library, Science Camp, Sam Maloof Museum, LA County Fair, Living Desert, Aquarium of the Pacific, Indian Canyons, Renaissance Fair, Ocean Classroom, Space/Astro Camp and Catalina Island camping.

Homeschool students have many options for field trips including those listed above. We have a wide range of vendors providing educational opportunities for our students. Our field trip coordinator arranges ongoing group and reduced cost trips are available school-wide.

RSCS students participate in their local communities in a variety of ways with regular involvement in community fundraisers and events. Our students use community resources as an extension of the classroom and celebrate with the members of their particular community.

Academy programs welcome community speakers and presentations including the following: Fire Department, NASA, "Red Ribbon Week" participation including speakers, career discussion with local businesspeople, Police Departments presentations, Animal Samaritans, Cahuilla Indian speakers, Living Desert Reserve speakers, representatives from local colleges, and community-sponsored events. Some RSCS student centers host winter and summer festivals where the community is invited to participate.

Community fundraisers and events include the following: "Coins for Commodores," "Adopt a U.S. Soldier," 2nd Harvest Food Bank Canned Food Drive, "Hoops for Hope," Ronald McDonald House cards and donations, fundraising for Woodhaven Ranch: Animal Sanctuary, Earth Day events (bringing vendors to the school to educate students and parents) and "Toys for Tots." RSCS students participate in local career and vocational opportunities, and Aviation and Medical Office pathways programs that are offered at student centers throughout the River Springs community.

Our FAPA campus is located on an active airport and partners with the Wathan Foundation and San Bernardino Valley College to provide courses in aviation studies. In addition, FAPA's mission is to advance student's interest in science and technology as related to aviation. Community members teach aviation-related classes and guest teach in many classes. Some RSCS students have found employment and careers at the airport after graduating.

Our students participate in competitions such as California History Day, Science Fair, Spelling and Bee at all state levels, Karate competition at all state levels, Robotics and Lego League.

At RSCS, our teachers are the first step in effectively involving the parents and community as active partners in the teaching/learning process. We offer a wide range of educational opportunities for parents including monthly in-services for Homeschool parents, workshops, notification of community events, high school outreach, PTSO opportunities offered at student centers, and networking opportunities.

We have a variety of communication strategies used to ensure involvement of parents and the community such as online community connection resources, Daily Refreshments with teaching tips, telecommunications, newsletters at the school and local levels, school advisory council meetings, PTSO meetings, Governing Board meetings, and RTI collaborative communication process between parents and staff to address individual student achievement.

Non-English speaking parents are involved in ELAC, PTSO, and as parent volunteers. We provide translators for school-sponsored events, parent-teacher conferences, and for communication between school and home. Our certificated staff is credentialed in CLAD or SDAIE teaching strategies to provide ELD support to our EL students. We also have bilingual teachers, ESes and counselors to serve our non-English speaking parents.

RSCS produces a weekly Internal News Bulletin for its staff and hosts an annual curriculum conference for staff and Homeschool parents. The conference provides opportunities for networking, previewing curriculum from our vendors, engaging in hands-on workshops and listening to guest speakers addressing topics in education.

*Last updated: 1/30/2014*

# Student Performance

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

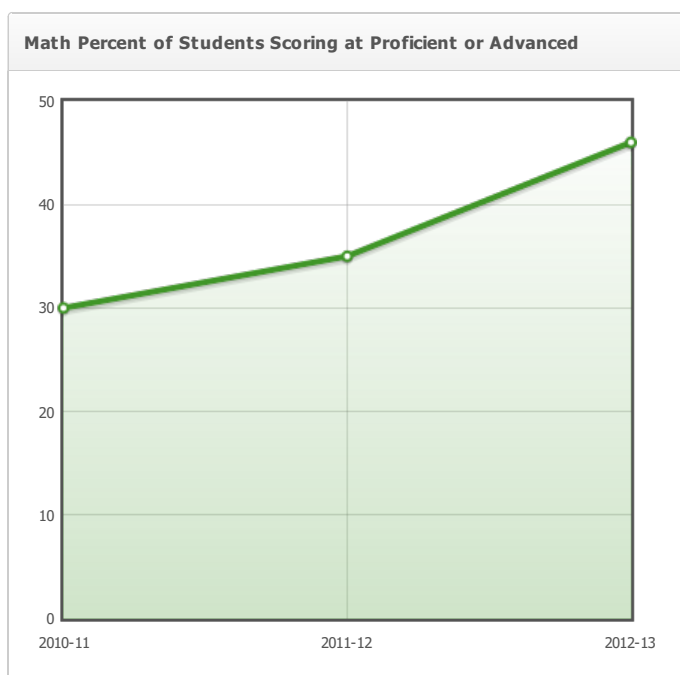
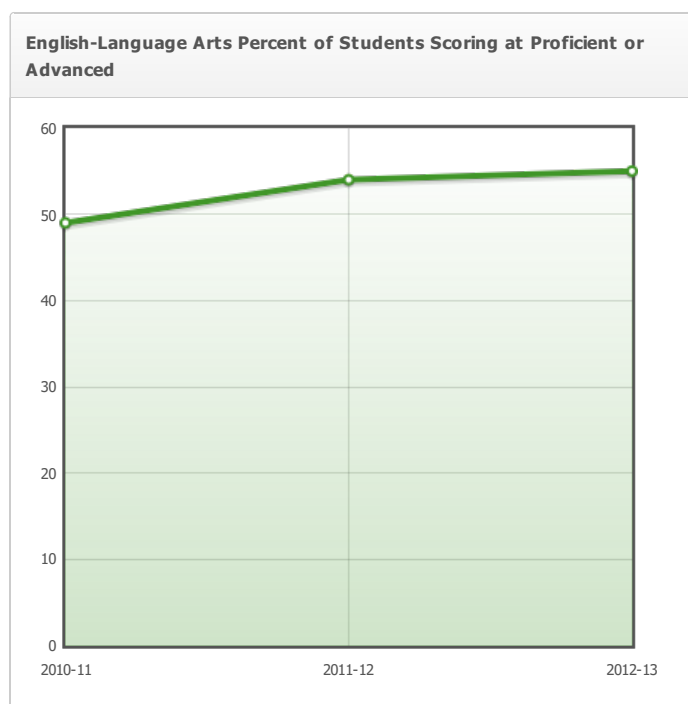
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

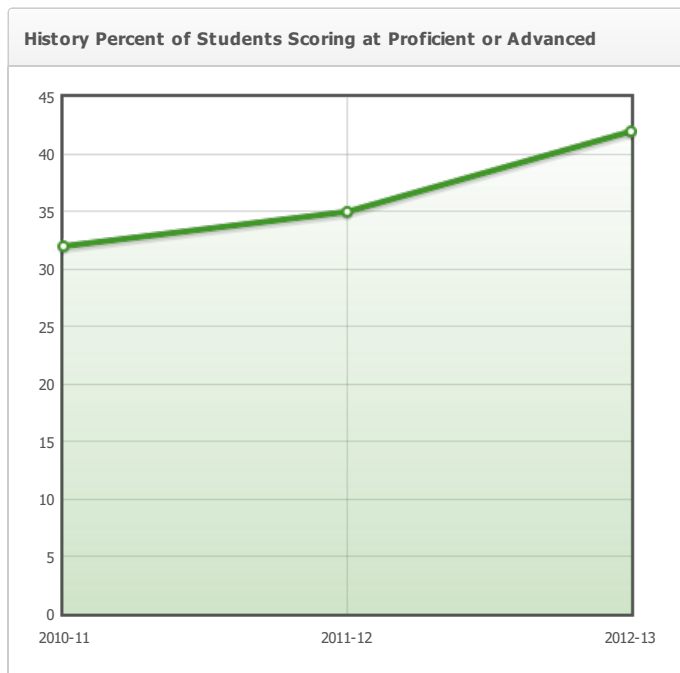
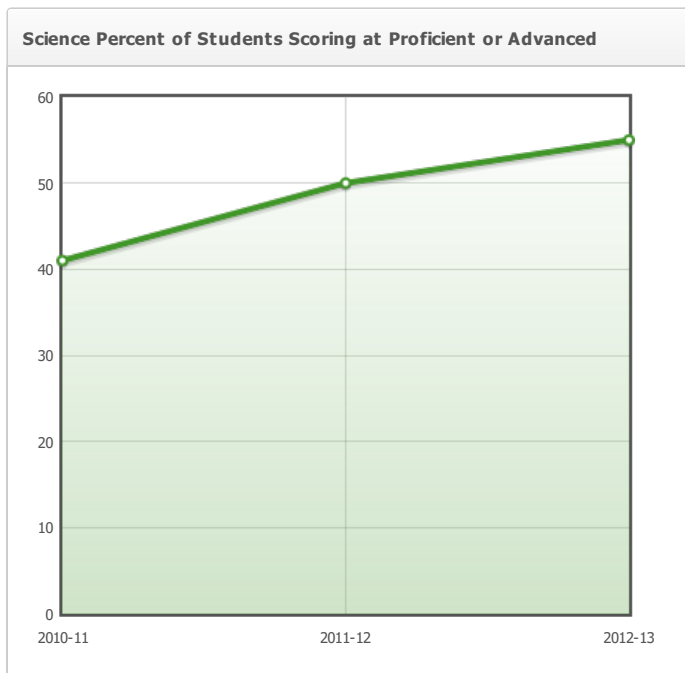
## Standardized Testing and Reporting Results for All Students - Three-Year

### Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	49%	54%	55%	45%	49%	50%	54%	56%	55%
Mathematics	30%	35%	46%	33%	37%	45%	49%	50%	50%
Science	41%	50%	55%	34%	42%	47%	57%	60%	59%
History-Social Science	32%	35%	42%	24%	27%	30%	48%	49%	49%

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





Last updated: 1/30/2014

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	50%	45%	49%	30%
All Students at the School	55%	46%	55%	42%
Male	50%	46%	59%	44%
Female	60%	46%	51%	40%
Black or African American	40%	36%	34%	18%
American Indian or Alaska Native	42%	28%	46%	20%
Asian	80%	71%	73%	N/A
Filipino	75%	69%	67%	46%
Hispanic or Latino	46%	39%	46%	37%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	60%	50%	60%	46%
Two or More Races	62%	50%	66%	48%
Socioeconomically Disadvantaged	44%	36%	44%	32%
English Learners	15%	20%	12%	5%
Students with Disabilities	38%	32%	41%	17%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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

Last updated: 1/30/2014

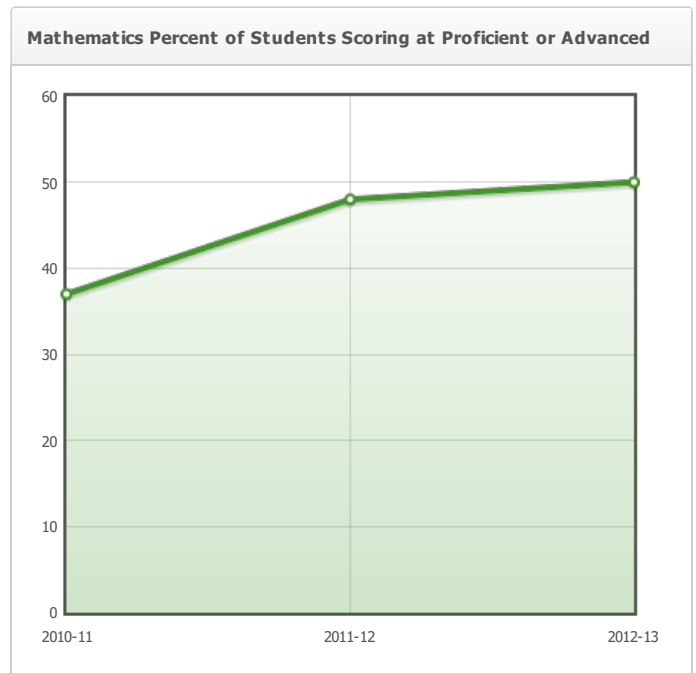
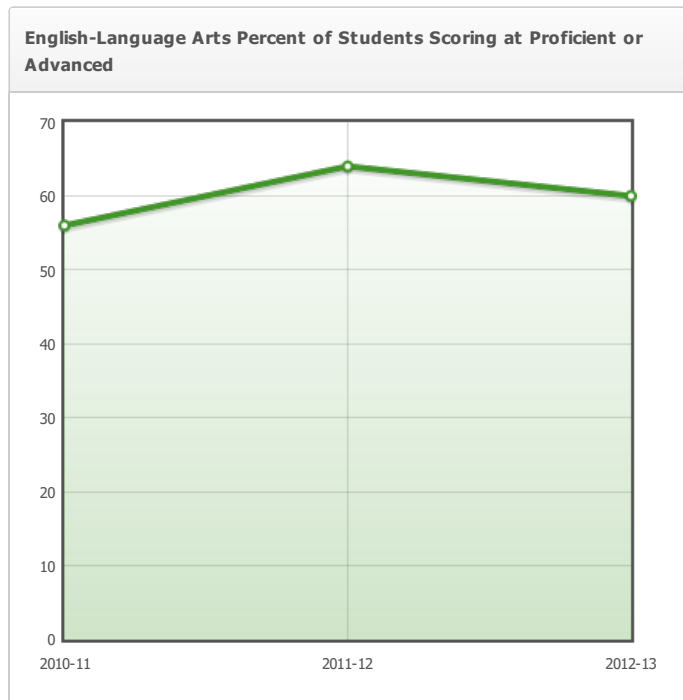
# California High School Exit Examination Results for All Grade Ten Students –

## Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	56%	64%	60%	36%	37%	36%	59%	56%	57%
Mathematics	37%	48%	50%	24%	28%	29%	56%	58%	60%

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



Last updated: 1/30/2014

## California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	64%	18%	18%	71%	22%	7%
All Students at the School	40%	26%	34%	50%	38%	12%
Male	50%	23%	28%	47%	36%	17%
Female	34%	28%	38%	53%	39%	9%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	43%	21%	36%	49%	40%	11%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	39%	32%	29%	53%	35%	11%
Two or More Races	8%	25%	67%	36%	36%	27%
Socioeconomically Disadvantaged	50%	21%	28%	59%	33%	8%
English Learners	100%	N/A	N/A	77%	23%	N/A
Students with Disabilities	81%	7%	11%	79%	17%	3%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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

*Last updated: 1/30/2014*



## California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.1%	26.1%	37.6%
7	16.9%	22.6%	39.7%
9	19.1%	22.0%	29.5%

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

*Last updated: 1/30/2014*

## Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	2	2	2
Similar Schools	1	2	3

*Last updated: 1/30/2014*

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	4	22	24
Black or African American		54	14
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	7	27	28
Native Hawaiian or Pacific Islander			
White	-2	21	19
Two or More Races	28	11	43
Socioeconomically Disadvantaged		28	23
English Learners			0
Students with Disabilities	30	49	25

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

*Last updated: 1/30/2014*

## Academic Performance Index Growth by Student Group – 2012-13 Growth API

### Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	3,792	779	368	503	4,655,989	790
Black or African American	112	728	58	464	296,463	708
American Indian or Alaska Native	29	721	6		30,394	743
Asian	46	897	3		406,527	906
Filipino	48	876	1		121,054	867
Hispanic or Latino	1,325	740	223	484	2,438,951	744
Native Hawaiian or Pacific Islander	6		1		25,351	774
White	1,962	803	62	580	1,200,127	853
Two or More Races	264	802	13	612	125,025	824
Socioeconomically Disadvantaged	1,580	734	323	498	2,774,640	743
English Learners	190	602	81	474	1,482,316	721
Students with Disabilities	376	628	60	394	527,476	615

Last updated: 1/30/2014

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	N/A
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	N/A
Met Percent Proficient - Mathematics	No	N/A
Met API Criteria	Yes	N/A
Met Graduation Rate	No	N/A

Last updated: 1/30/2014

## Federal Intervention Program (School Year 2013-14)

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Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

<b>Indicator</b>	<b>School</b>	<b>District</b>
Program Improvement Status	In PI	
First Year of Program Improvement	2008-2009	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	%

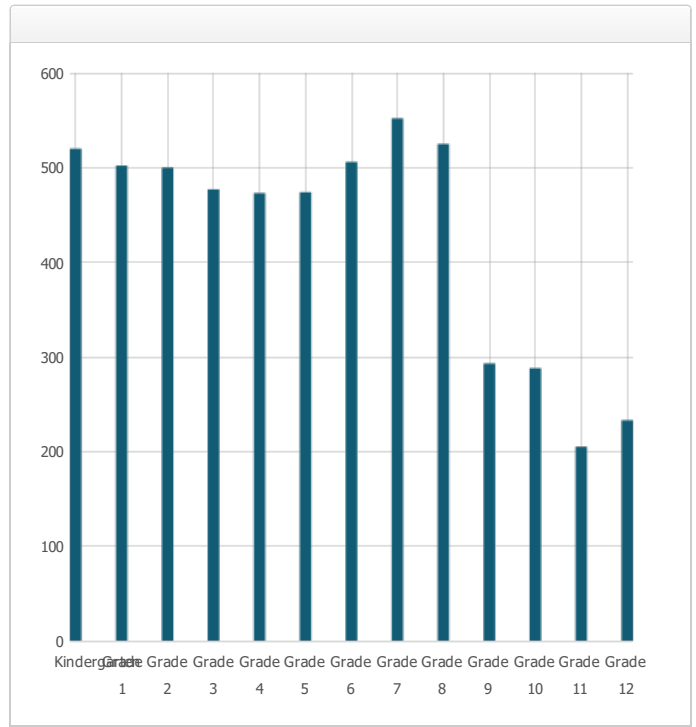
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*Last updated: 1/30/2014*

## School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

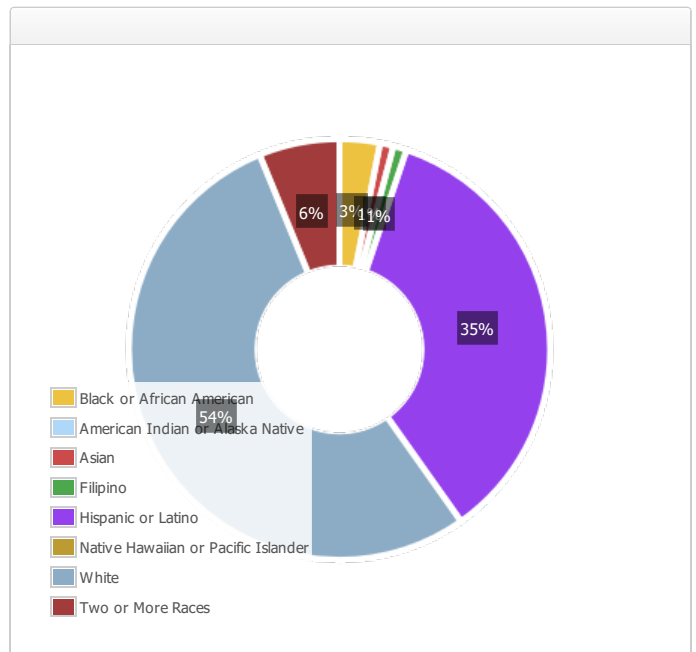
Grade Level	Number of Students
Kindergarten	520
Grade 1	502
Grade 2	500
Grade 3	477
Grade 4	473
Grade 5	474
Grade 6	506
Grade 7	552
Grade 8	525
Grade 9	293
Grade 10	288
Grade 11	205
Grade 12	233
<b>Total Enrollment</b>	<b>5548</b>



Last updated: 1/30/2014

### Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	3.5
American Indian or Alaska Native	0.7
Asian	1.2
Filipino	1.0
Hispanic or Latino	34.5
Native Hawaiian or Pacific Islander	0.1
White	52.1
Two or More Races	6.9
Socioeconomically Disadvantaged	33.8
English Learners	4.0
Students with Disabilities	6.1



Last updated: 1/30/2014

## Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0					0.0	0	0	0
1	0.0	0	0	0					0.0	0	0	0
2	0.0	0	0	0					0.0	0	0	0
3	0.0	0	0	0					0.0	0	0	0
4	0.0	0	0	0					0.0	0	0	0
5	0.0	0	0	0					0.0	0	0	0
6	0.0	0	0	0					0.0	0	0	0
Other					0.0	0	0	0				

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

Last updated: 1/30/2014

## Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0.0	0	0	0					0.0	0	0	0
Mathematics	0.0	0	0	0					0.0	0	0	0
Science	0.0	0	0	0					0.0	0	0	0
Social Science	0.0	0	0	0					0.0	0	0	0

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

Last updated: 1/30/2014

## School Safety Plan (School Year 2012-13)

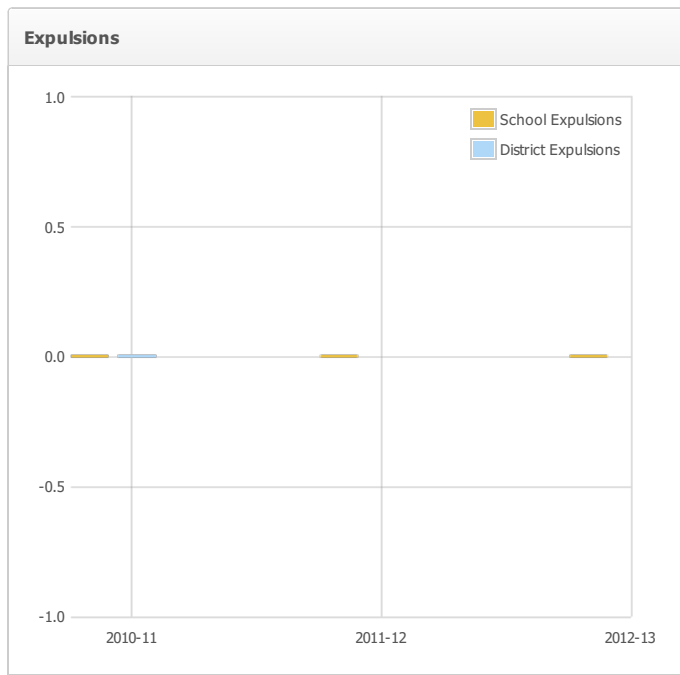
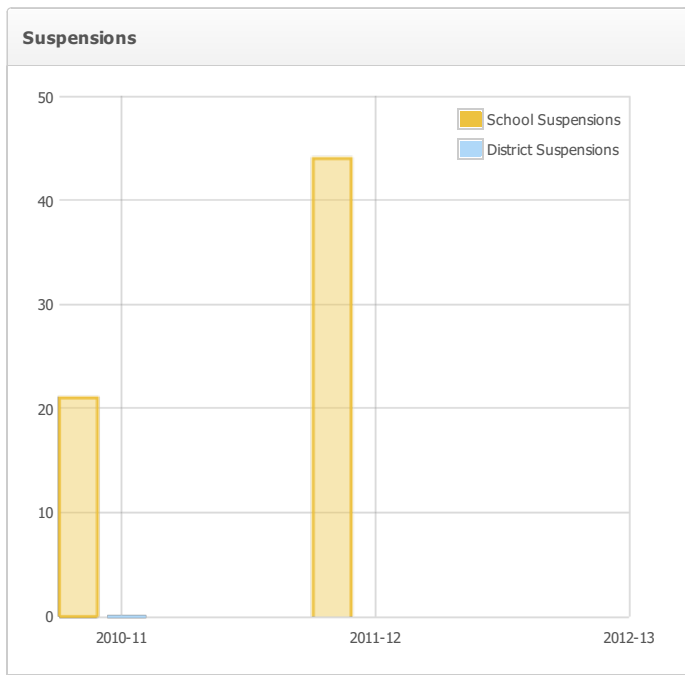
River Springs has a comprehensive safety plan. For the current school site safety plan, please contact our Human Resources Department.

Last updated: 1/30/2014

# Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	21.00	44.00				
Expulsions	0.00	0.00	0.00			

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/30/2014

## School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

River Springs Charter School has numerous meeting/learning centers that offer academic and enrichment classes for RSCS students. Our sites also provide space for student meetings, offer scheduled tutorial sessions, and serve as a venue for other student, parent, or staff interactions. RSCS offers twelve different learning center sites, one student resource center, and one book market.

These sites include: Temecula Student Center, Hemet Student Center, Acacia center also in the city of Hemet, Murrieta Learning Center, Aviation Academy, Palm Street Academy, Lake Elsinore Da Vinci Academy, Riverside Learning Center, and the Riverside Student Center and Corona center. Other smaller satellite centers are located in Riverside and Orange Counties.

Our newest academies include the Corona student center and our Acacia site in Hemet.

All of the RSCS academic centers are used for professional development meetings, testing, and resource, special education and language services. All of the facilities are leased, safe, clean and in good repair.

We are instituting a new maintenance plan and check program with each site as outlined by our Safety Committee.

*Last updated: 1/30/2014*

### School Facility Good Repair Status (School Year 2013-14)

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

### Overall Facility Rate (School Year 2012-13)

Overall Rating	Good
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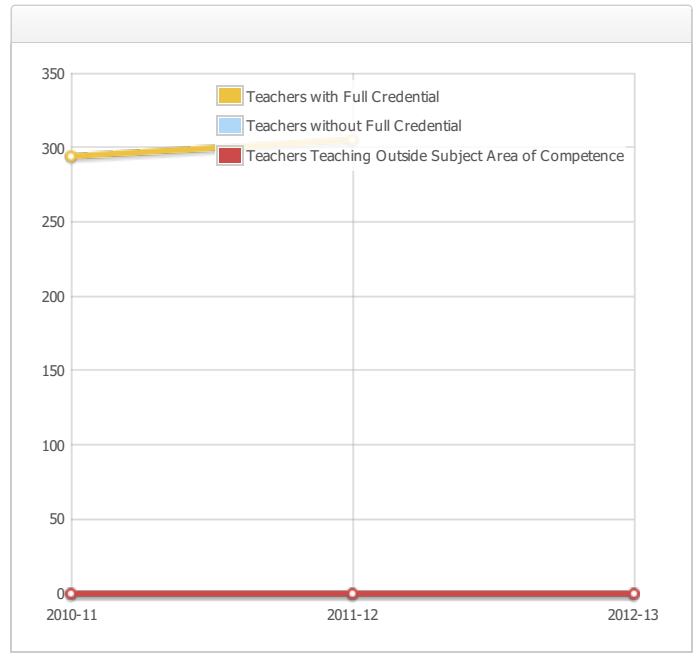
*Last updated: 1/30/2014*



# Teachers

## Teacher Credentials

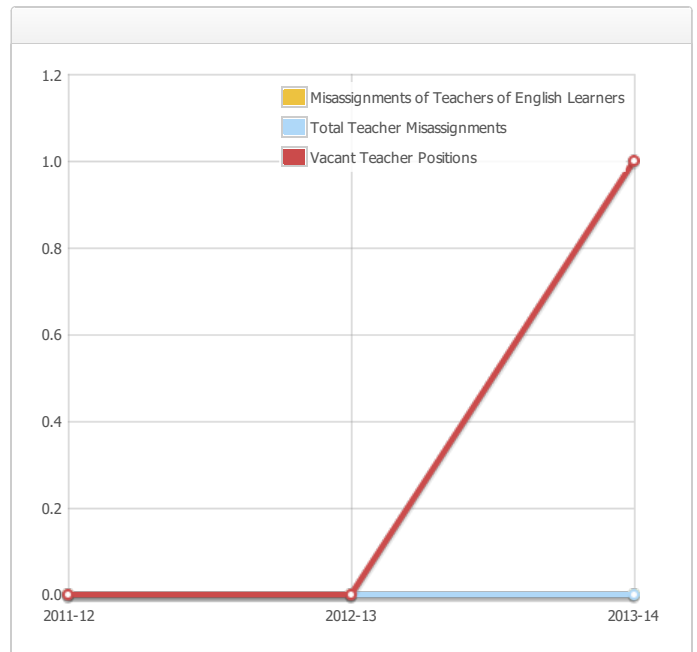
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	294	305		321
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/30/2014

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1



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

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

Last updated: 1/30/2014

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	55	45
All Schools in District	55	45
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	55	45

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

*Last updated: 1/30/2014*

## Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	5.0	550.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.5	N/A
Social Worker	0.0	N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	4.0	N/A
Resource Specialist (non-teaching)	13.4	N/A
Other	3.4	N/A

Note: Cells shaded in black or with N/A values do not require data.

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

*Last updated: 1/30/2014*

## Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	As a parent choice charter school, River Springs does not do adoption cycles. All students have 100% of the curriculum they need.		0.0
Mathematics	As a parent choice charter school, River Springs does not do adoption cycles. All students have 100% of the curriculum they need.		0.0
Science	As a parent choice charter school, River Springs does not do adoption cycles. All students have 100% of the curriculum they need.		0.0
History-Social Science	As a parent choice charter school, River Springs does not do adoption cycles. All students have 100% of the curriculum they need.		0.0
Foreign Language	As a parent choice charter school, River Springs does not do adoption cycles. All students have 100% of the curriculum they need.		0.0
Health	As a parent choice charter school, River Springs does not do adoption cycles. All students have 100% of the curriculum they need.		0.0
Visual and Performing Arts	As a parent choice charter school, River Springs does not do adoption cycles. All students have 100% of the curriculum they need.		0.0
Science Laboratory Equipment (grades 9-12)	As a parent choice charter school, River Springs does not do adoption cycles. All students have 100% of the curriculum they need.		0.0

*Last updated: 1/30/2014*

## School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$6,701	\$676	\$6,025	\$47,640
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,537	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

*Last updated: 1/30/2014*

### Types of Services Funded (Fiscal Year 2012-13)

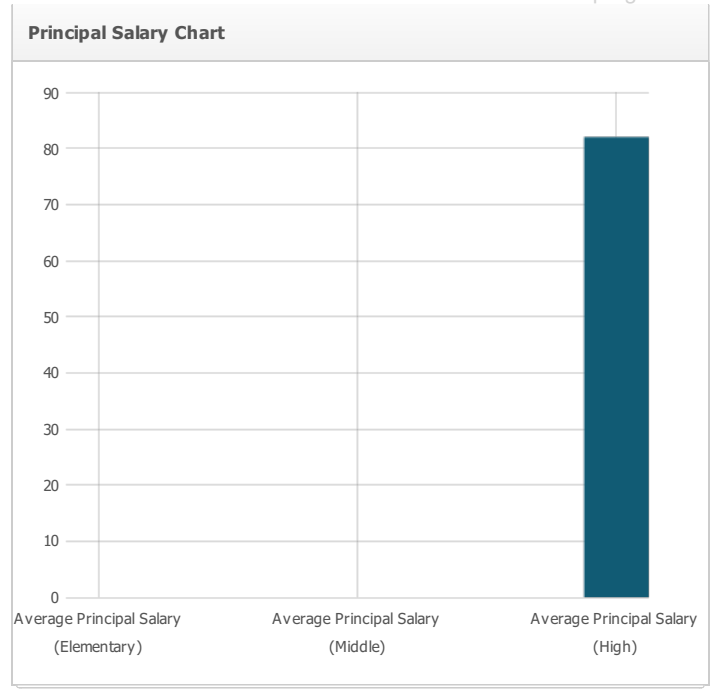
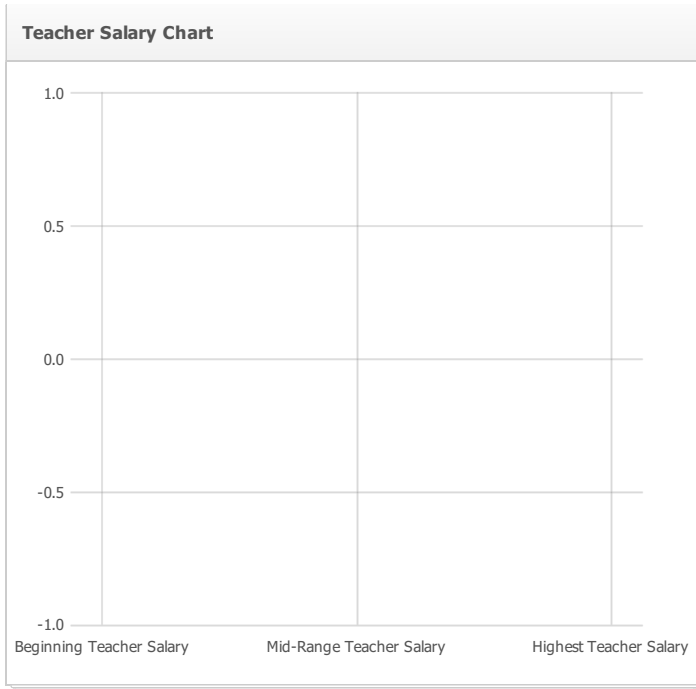
River Springs Charter School is a fully-functioning public charter school. We supply all services necessary for students including, but not limited to: Special Education (IEP), 504 Plans, Title I (Free/Reduced), Title III (English Learner), and other student support necessities.

*Last updated: 1/30/2014*

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	\$82	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	34.0%	39.5%
Percent of Budget for Administrative Salaries	7.0%	5.8%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



*Last updated: 1/30/2014*

# School Completion and Postsecondary Preparation

## Admission Requirements for California’s Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

### California State University

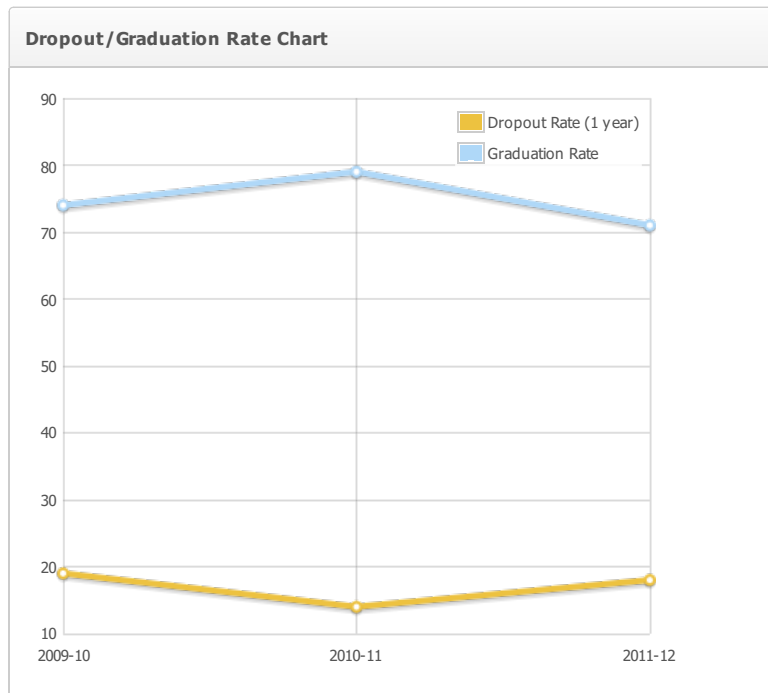
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

## Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	19.7	14.0	18.8	15.1	13.5	11.2	16.6	14.7	13.1
Graduation Rate	74.19	79.21	71.63	77.72	79.95	82.46	74.72	77.14	78.73



Last updated: 1/30/2014

## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	199	490	418,598
Black or African American	5	42	28,078
American Indian or Alaska Native	1	2	3,123
Asian	3	3	41,700
Filipino	1	1	12,745
Hispanic or Latino	59	238	193,516
Native Hawaiian or Pacific Islander		1	2,585
White	114	186	127,801
Two or More Races	16	16	6,790
Socioeconomically Disadvantaged	80	210	217,915
English Learners	4	55	93,297
Students with Disabilities	14	35	31,683

Note: "N/D" means that no data were available to the CDE or LEA to report.

*Last updated: 1/30/2014*

## Career Technical Education Programs (School Year 2012-13)

Our Medical Informatics Pathway program is a two to four year program that prepares students for immediate employment in medical front office positions after graduation. Students take courses in Medical Front Office, Anatomy, Medical Coding, Medical Billing and Medical Terminology. Many of these WASC accredited high school courses are also articulated with several local community colleges. Students participating in the Medical Office program are interested in careers in the medical field requiring 2 or 4-year degrees.

Aviation and Aerospace Transportation Pathway Program: River Springs Charter School has partnered with the Wathen Foundation, owners of Flabob Airport, to offer a comprehensive, WASC accredited aviation high school program. Students will be grouped by grade and career interests to allow for focused learning objectives by subject/project. Student learning dates and times will be dependent upon a cross-schedule of academic and career interest courses. Ninth and tenth grade students will attend all classroom courses at Flabob Airport. Eleventh and twelfth grade students may attend classroom and/or vocational courses at any combination of Flabob Airport, San Bernardino Valley College campus, and Riverside Community College campus.

Business and Finance Industry Sector / Accounting Services Pathway Program: River Springs Charter School currently offers two courses for this pathway. The first, Introduction to Business, is offered at Temecula Student Center where students receive and overview of business with emphasis in career exploration and foundational skills learning. The Bookkeeping w/Lab course provides student a comprehensive program focused on the Accounting equation that is reinforced through the use of student created MS Excel Ledgers for case study businesses.

Design and Engineering Industry Sector / Engineering Technology Pathway Program: River Springs Charter School currently offers two courses for this pathway. The Engineering Essentials course is offered at Temecula Student Center and Magnolia Student Center where students learn and use the engineering design process to complete project-based learning assignments within the classroom designed to reinforce key engineering concepts learned through independent study. The Electrical and Computer Engineering design class uses robotics to teach introductory electricity, electronics, networking, programming, and schematics with student being given focused detailed instruction/project-based learning assignments in their related interest area.



## Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/30/2014

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	2128.6
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	24.1

Last updated: 1/30/2014

## Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science	2	N/A
Social Science	9	N/A
All Courses	11	0.5

Note: Cells shaded in black or with N/A values do not require data.

\*Where there are student course enrollments.

*Last updated: 1/30/2014*

# Instructional Planning and Scheduling

## Professional Development

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This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Since its inception in July 2006, River Springs Charter School has set aside 8 days during each school year for training and professional development of teachers. We have launched each new school year with a two day conference in August full of workshops and trainings for every employee group: Homeschool, Academy, and Admin Support Staff. Additionally, the faculty and staff meet at their school site for more training and development for 2 days just prior to the first day of school. Three more days are dispersed throughout the school year (generally, 2 in the first semester and 1 in the second) for additional professional development opportunities. In 2010, River Springs launched a training program for new staff called CORE (Culture of River Springs' Employees). This 5 day training involved 2 days of introduction to the philosophy and culture of our unique school. The final three days consisted of job specific training.

*Last updated: 1/30/2014*