



Charter Petition submitted to:
Orange County Board of Education
September 16, 2016

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Citrus Springs Charter School

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Citrus Springs Charter School is a parent choice school where the community is the classroom. 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.

PARENT CHOICE

Citrus Springs believes parents are the foremost teachers of their children, and our essential mission is to support and encourage families in the challenging task of educating their children to be 21st century citizens.

www.SpringsCharterSchools.org

Parent Support | [951.252.8888](tel:951.252.8888) | Parent.Support@SpringsCS.org



Delta Academy (5-8)

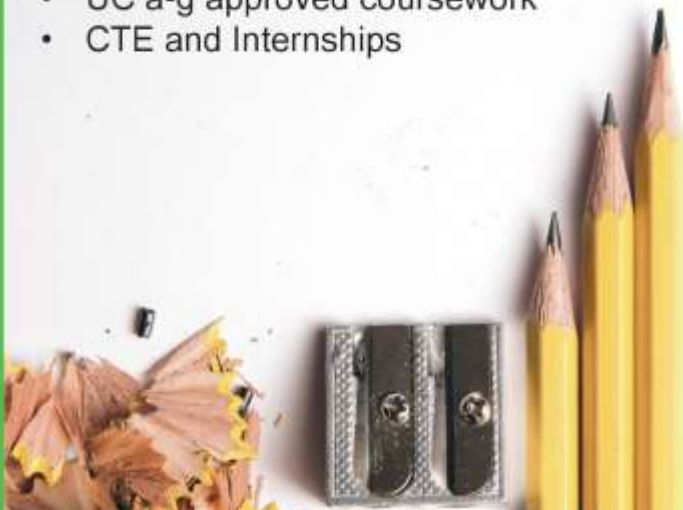
- Innovative school model integrates best practices for students diagnosed with autism
- Co-teaching of general education with special education
- Online Learning and Homestudy combined with two days Resource Center Classroom Learning
- Step and thematic courses focusing on self-paced mastery learning and interest-driven projects
- Small Resource Center Class Sizes and School
- Theater/Drama for Every Student

Quest Academy (TK-8)

- 5-day per week seat-based learning
- Individualized, Interest-Driven Goal Setting
- Community-based learning, solving real issues in the community
- Shared, collaborative learning strategies
- Inquiry-based learning projects

Homeschool (TK-12)

- Fully supported wide choice curriculum including:
 - Diverse textbook choices with online parent support
 - Online math and reading supplements for all grades
 - Live online French and Spanish courses
 - Dynamic integrated online high school courses featuring unique "choose your own topic" modules
- High school guidance services
- Interest-Driven resource center enrichment classes
- Student-friendly "I CAN!" Statements based on Common Core State Standards
- Chromebooks for all homeschool students
- "Power Tools" strategies for independent, life-long learning
- UC a-g approved coursework
- CTE and Internships



CITRUS SPRINGS CHARTER SCHOOL

Affirmation and Assurances

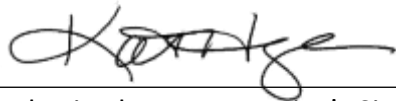
As the authorized lead petitioner, I, Dr. Kathleen Hermsmeyer, hereby certify that the information submitted in this petition for a California public charter school to be named Citrus Springs Charter School (hereafter "CSCS" or the "Charter School") will be located within the boundaries of and authorized by the Orange County Board of Education ("OCBE" or the "County"), is true to the best of my knowledge and belief. The charter petition was signed by over one-half of the teachers expected to be employed during the Charter School's first year of operation. Each teacher signing the petition was provided a copy of the original charter document and signed a statement expressing they were meaningfully interested in teaching at CSCS. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school and I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School. Further, I affirm that if awarded a charter, CSCS:

1. Shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code Section 47605(c)(1)].
2. Shall be deemed the exclusive public school employer of the employees of CSCS for purposes of the Educational Employment Relations Act. [Ref. California Education Code Section 47605 (b)(5)(O)]
3. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(d)(1)]
4. Shall not charge tuition. [Ref. California Education Code Section 47605(d)(1)]
5. Shall admit all students who wish to attend CSCS, and who submit a timely application, unless CSCS receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to CSCS shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of CSCS in accordance with Education Code Section 47605(d)(2)(C). [Ref. California

Education Code Section 47605(d)(2)(A)-(C)]. Any changes to admissions preferences shall require authorizer review and may constitute a material revision.

6. Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
7. Shall adhere to all applicable provisions of federal law related to students with disabilities including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEIA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”).
8. Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
9. Shall ensure that teachers in CSCS hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
10. Shall at all times maintain all necessary and appropriate insurance coverage.
11. Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
12. Shall notify the superintendent of the school district of the pupil’s last known address within 30 days if a pupil is expelled or leaves CSCS without graduating or completing the school year for any reason and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. [Ref. California Education Code Section 47605(d)(3)]
13. Shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
14. Shall on a regular basis consult with its parents and teachers on a regular basis regarding CSCS's education programs. [Ref. California Education Code Section 47605 (c)]

15. Shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
16. Shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
17. Shall comply with all applicable portions of the No Child Left Behind Act.
18. Shall comply with the Public Records Act.
19. Shall comply with the Family Educational Rights and Privacy Act.
20. Shall comply with the Ralph M. Brown Act.
21. Shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
22. Shall meet the requirements of Education Code Section 47612.5 and Education Code Section 51745 et. seq. as relates to independent study.



Authorized Representative's Signature

November 18, 2015

Date

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Introduction

A. Founding Group

Dr. Kathleen Hermsmeyer has been serving as superintendent of California's largest charter school, River Springs Charter School, since, 2005. In 2013, two new schools were added under her direction, Empire Springs and Harbor Springs Charter Schools. She has worked in education for the past 28 years. Prior to her leadership with charter schools, she served as a language arts specialist with the Stockton Unified School District and education specialist at Horizon Instructional Systems Charter School. She has also served as an adjunct faculty at Chapman, St Mary's College and the University of the Pacific.

Dr. Hermsmeyer earned her bachelor's degree in Liberal Studies and a master's degree in computer based education from California Polytechnic State University at San Luis Obispo. She earned her doctorate degree in curriculum and instruction with a minor in educational administration from the University of the Pacific. She holds a clear administrative credential, as well as a clear multiple subject and cross-cultural language and academic development credential.

Dr. Hermsmeyer is passionate about preparing students to enter the changing global community through personalized learning, real-world applications and rigorous master-based instruction (for full résumé, see Appendix A).

Amy Podratz has more than 15 years of experience with charter schools. She presently serves as the assistant superintendent of Business & Administrative Operations, and is responsible for all business operations including budgets/finances, accountability plans, purchasing, vendor relations, student records/attendance, book warehousing, and student intake. Ms. Podratz has been in this position since the inception of River Springs. She is a native of California, having grown up in Imperial County.

Ms. Podratz holds a bachelor's degree in Political Science and a pre-law certificate from California State University, Long Beach. Additionally, Ms. Podratz holds a single-subject credential in social science, a master's degree in Leadership, and has Chief Business Official certification coursework.

Ms. Podratz began her teaching experience as an independent study teacher and is an accomplished equestrian and active volunteer.

Diane Anvari has over 25 years of experience in the field of education. She presently serves as the assistant superintendent of personnel, and is responsible for all human resources operations including recruitment, hiring, personnel files, payroll, benefits, credentials, training and development tracking, performance reviews, investigations, retirement, substitutes, temps, volunteers, staff and student safety and risk management. Ms. Anvari began her educational career as a high school social science teacher. She joined Springs, serving as the director of the Riverside and Corona Learning Centers, and eventually served as the director of Academy Programs.

Ms. Anvari holds a bachelor's degree from California Polytechnic in Behavioral Science, a master's degree in Leadership, and holds an administrative clear credential. Ms. Anvari also holds certification as a Senior Professional of Human Resources (SPHR) and has earned the Society of Human Resources Management-Senior Certified Professional credential (SHRM).

Ms. Anvari has guided Springs' HR department throughout the years, during which the schools' staff more than quadrupled to over 800 staff members, including substitutes and temps.

Debbie Essel has over 25 years of experience in the field of education. She presently serves as the assistant superintendent, Education-Academies. Ms. Essel is now entering her 15th year of service with Springs Charter Schools. She is responsible for academic accountability, student discipline, safety including suspensions and expulsions, academy leadership development, career technical education, internships, SES tutoring, athletics/fitness and nutrition.

Ms. Essel earned a bachelor's degree from Boston University with a double major in Special Education and Physical Education. She also completed her master's degree in Curriculum and Instruction from Kaplan University. Prior to joining Springs, Ms. Essel served as a preschool director while homeschooling her four sons.

Ms. Essel is passionate about participating in local triathlons, while serving as a personal trainer. She is certified through the National Academy of Sports Medicine and has certifications as a Performance Enhancement and Youth Fitness Specialist.

Dr. Kathy Cox has over 10 years of experience in the field of Special Education. She presently serves as the Director of Special Education for Springs Charter schools. She is responsible for overseeing the entire special education operation and services to students with special needs. She began her career as an elementary school teacher in the Palm Springs and Beaumont areas of California. Dr. Cox moved into educational administration as an assistant principal, and quickly assumed the role of administrator overseeing a very large Special Education program. Dr. Cox led and supported district programs for students identified with moderate and severe disabilities and the development of an alternative program for students with emotional disturbance.

Dr. Cox has extensive leadership training including conflict management, non-violent communication, problem solving, and organizational change. She has collaborated with staff to develop programs for students with Autism in order to return students from county placements.

Dr. Cox is passionate about nurturing collaboration and team building between all the stakeholders within the unique charter school community in order to provide exemplary program for students.

Vivian Price has over 20 years as an educator. She presently serves as the assistant superintendent, Education-Personalized Learning. Ms. Price began her career with Springs Charter Schools in 2003 having served as a middle and high school English teacher. She is responsible for the Homeschool program, Homeschool Transitions program, KEYS high school program, and oversees the Instructional Support department and data analysis.

Ms. Price earned her bachelor's degree in New Hampshire at Plymouth State University. She completed her master's degree in Education with a literacy focus from California State University, San Marcos. Presently, Ms. Price is completing her doctorate work in Educational Leadership. She holds multiple credentials in administration, English single-subject, and Reading Specialist. Ms. Price is recognized as a National Board Certified Teacher (ELA) and is a National Writing Project Fellow.

Ms. Price grew up in New England where her love for biking and hiking began. She enjoys memoirs, great American authors and adolescent literature.

Dr. Peter Alvino has over 30 years in public service. He presently serves as the director of school development, ensuring that all new programs are of the highest quality in meeting the needs of all students. He is responsible for ensuring that all instructional programs comply with Education Code. Additionally, Dr. Alvino is involved with Springs' newly created Foundation, Summit Springs, which exists to involve stakeholders, business partners, and the community in the on-going education of our students. Prior to joining the Springs Charter Schools staff, Dr. Alvino served as a high school mathematics teacher, counselor, principal and superintendent of schools in both traditional and non-traditional settings. He has taught graduate courses in School Law, Educational Leadership and Research and Statistics at National Louis University, in Evanston, Illinois.

Dr. Alvino earned his bachelor's degree in Illinois from Wheaton College with a Secondary Mathematics credential. He earned a master's degree in Counseling Psychology, a CAS (Certificate of Advance Study) in Educational Leadership/ Administration, and a doctorate degree in Counseling Psychology and Higher Education from Northern Illinois University. Dr. Alvino earned his second doctorate degree in law from Kaplan Concord Law School, in Los Angeles. He holds multiple credentials in administration, single subject teaching, and a Pupil Personnel Services credential.

Dr. Alvino grew up in New York City and has a love for aviation, reading mystery novels, and being active in his church.

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B. Who We Are

Springs Charter Schools (SCS) is a successful network of non-classroom based, rigorous, personalized-learning charter schools serving students in California. As the flagship school, River Springs Charter School (RSCS) sponsored by the Riverside County Office of Education, is the largest individual charter school in California, due to tremendous parent support, excellent programs and best business practices. Since River Springs' initial charter approval in 2005, we have gone on to obtain two five-year charter renewals, opened fourteen resource center locations, and have expanded our movement outside of Riverside County through the opening of Empire Springs and Harbor Springs Charter Schools with Helendale Elementary School District & Julian Elementary School District, respectively. We continue to take pride in helping each student through his or her own personalized educational journey. We believe that our unique program would fill a special niche in the Orange County community, and thus we are submitting this charter petition. In the pages that follow, please find our detailed proposal including Reference Signatures of California credentialed teachers who are meaningfully interested in the opportunity of teaching at this unique school (see Appendix B). At a glance, we plan to offer:

C. Program Offerings & Grade Levels

Citrus Springs proposes to operate several unique independent study programs in Orange County and the contiguous counties.

These include:

- Three-day classroom/Two-day homeschool model called **Delta Academy 5-8**, geared toward students with autism (for further description, see page 23)
- Five day seat-based model called **Quest Academy TK-8**, geared towards inquiry-based, community-focused, personalized learning (for further description, see page 37)
- **Homeschool TK-12** with resource center support as needed based on enrollment (for further description, see page 47)

All three programs are research-based, innovative, need-driven models. CSCS's Orange County Student Center will be located at 2121 Grand Avenue in Santa Ana, California, and will provide 13 classroom spaces. Of these 13 classroom spaces, five will be available up to three days per week for use by Delta Academy. The remaining two days of instruction will be spent in fully supported homestudy. During these two days of homestudy, the same five classroom spaces will be available for use as homeschool learning center enrichment classes. The remaining eight classrooms will be used five days per week for Quest Academy. Additional space will be provided for Special Education services, meetings, student events, activities, and assessment as needed.

D. Enrollment Projections

| CITRUS SPRINGS CHARTER SCHOOL | | | | |
|-------------------------------|-------|------------|-------|-------|
| ENROLLMENT | QUEST | HOMESCHOOL | DELTA | TOTAL |
| YEAR 1 | 183 | 117 | 55 | 355 |
| YEAR 2 | 183 | 148 | 90 | 421 |
| YEAR 3 | 183 | 212 | 90 | 485 |
| YEAR 4 | 183 | 239 | 90 | 512 |
| YEAR 5 | 183 | 266 | 90 | 539 |

E. Signature Components of Citrus Springs' Education

- Parent as Co-Teacher, with Support through Parent Education, Online Guides and Mentoring
- Fully-Supported Choice Curriculum On-Demand
- Unique Personalized Learning Path for Resource Center Classroom Instruction
- Power Tools for Independent Learning
- Math Path, and Other Structured Support for Struggling Students
- Field Trips and Parent/Student Events
- CTE and Internships Incorporated into High School Coursework Every Year
- Structured Support for Struggling Students/MTSS

F. Benefits to the County

We believe that sponsoring Citrus Springs would provide a number of benefits to the Orange County Department of Education. Here is what we offer:

- Oversight fee of 1%.
- Customized access to all our online resources for use with your independent study or "virtual" students.
- Best Practice Sharing & Collaboration

Element A: Educational Program Description

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

Governing Law: A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

Governing Law: If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).

Mission & Vision

CSCS 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. CSCS’s objective is to enable pupils to become self-motivated, competent, and lifelong learners.

Goals for students and parents of CSCS include but shall not be limited to the following:

1. Optimum learning by the student will be achieved by encouraging parent involvement and support.
2. Students will be active participants in their personalized learning plan with the support of CSCS staff.
3. CSCS students will make at least one year of academic achievement gains each year.
4. Students will be intrinsically motivated.
5. Students will achieve competency in basic academic skills.
6. Opportunities will be provided for students to explore their potential in the performing and living arts and in the use of technology.
7. Students will recognize and use their strongest skills and abilities and improve in areas where they are weak.

CSCS is open to all students in grades TK-12. CSCS is nonsectarian in its programs, admission policies, employment practices, and all other operations. CSCS specifically targets and is attempting to educate students seeking a non-traditional educational setting. CSCS does not charge tuition and does not discriminate against any pupil on the basis of ethnicity, nationality, race, gender, gender expression, gender identity, disability, religion, sexual orientation, or upon any of the characteristics listed in Education Code Section 220.

CSCS believes that learning best occurs when students are educated through a personalized learning (PL), goal-oriented curriculum which is developed utilizing home-based learning programs, cooperative school programs and classes, personalized learning models, internships, community-based educational programs, group seminars, distance learning via current technology, supplemental learning projects, and current educational research. All student curricula are subject to approval by CSCS.

CSCS shall adopt and implement written policies relating to Independent Study as required by Education Code 51747 et seq. and are available upon request.

Parents who enroll their children in CSCS shall, through specific enrollment and curriculum contracts, accept primary responsibility for their children's education. CSCS supports its students and parents with appropriate educational materials and with a team of Education Specialists and Advisors. The CSCS Education Specialists and Advisors advise and assist parents and students in all aspects of student education pursuant to relevant contracts.

Each minor student and at least one parent and each adult student, with the assistance of CSCS Education Specialists and Advisors, shall design, consistent with the CSCS student standards and policies, appropriate curricula based upon the student's educational needs and objectives and shall sign one or more contract(s) with CSCS that clearly describes the student's individual educational goals and curriculum for each year the student is enrolled with CSCS. This contract (Student Agreement) shall further describe the manner for submitting assignments and reporting progress and frequency of meetings. All curricula shall describe the student's course(s) of study, the chosen method(s) of ascertaining competence in designated course(s) of study and, if applicable, the credit(s) the student will receive upon successfully demonstrating competence and completing the course of study.

CSCS will immediately seek WASC accreditation and, once approved, all courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable. CSCS will offer students a college preparatory program that meets California State and University of California's "A-G" Freshmen Admissions Requirements. The Student Agreement that is signed by student and parent will detail the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. CSCS shall offer and align its college preparatory high school curriculum to the UC/CSU's "A-G" requirements (see Appendix C). All Education Specialists who are assigned high school students shall be trained in the requirements of A-G coursework and high school graduation policies and procedures (see Appendix D).

For purposes of this charter, "parent(s)" includes guardian(s). Any parent(s) or legally responsible entity may designate an alternate party to act in place of the parent(s). CSCS adult students do not require parental participation in educational or admission contracts or performance evaluations.

CSCS identifies an educated person in the twenty-first century to mean a person who is literate, can understand and function sufficiently in the world around him or her, has an overview of the history of mankind in all its diversity, has an understanding of the political processes, has an ability to solve mathematical problems and to think scientifically, and has the values necessary to enhance the world in which she or he lives. This person is one who has realized his or her own special interests, talents, or abilities, whether it is in the arts, sciences, or other areas. It is the goal of CSCS to help students become educated individuals who are intrinsically motivated to learn and who have diverse yet well-developed interests.

CSCS parents, students, and Education Specialists believe that the best learning occurs when:

1. Curriculum is tailored to an individual student's learning styles.
2. One-to-one teaching is used as appropriate.
3. Real life context-based learning is encouraged.
4. A variety of enrichment is implemented through classroom instruction, independent learning, field trips (see Appendix E), apprenticeships, technology and integrated projects (see Appendix F) across the curriculum.
5. Schooling is viewed as one aspect of an education.
6. The entire community is the classroom.
7. Learning is promoted by engaging student interests¹.

A. Educational Program Choices

CSCS believes in providing a multi-faceted portfolio of options for parents who want to play a more active role in the public education of their children. Instead of providing just one model, CSCS works within the local community of families and teachers to create research-based, mission-driven, comprehensive school models that combine the best of resource center classroom instruction with the best of personalized homestudy.

CSCS believes that a child's attitude about learning a particular subject significantly contributes to his/her success or failure in that subject. Positive attitudes are strongly influenced by success. For this reason, we:

- 1) Use a variety of diagnostic tools to accurately assess and place each child in the appropriate course/curriculum for his/her skills. The content will be challenging, but not so challenging that it would be almost impossible for the child to succeed based on his/her initial skill set.

¹ Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge, page 298.

- 2) We focus on the goals of mastery and understanding within each discipline. Children are encouraged to keep working on a skill until it is mastered, and they are not penalized for multiple attempts at mastery.
- 3) Timely feedback is given to the student about his/her progress in such a way that the student will learn and grow from it. Students are actively involved in evaluating their own progress – they are called upon to reflect, given tools such as rubrics, pre-assessments, and other means of identifying their strengths and weaknesses -- so they will be more able to make the adjustments necessary to succeed and achieve at high levels. Teachers personalize learning to help a child identify their own strengths and weaknesses in a particular task or topic.

Since CSCS focuses on personalized learning, we use a continuum of skills for mastery based on the Common Core State Standards. These skills are organized by grade level, with the goal for every student to master these skills during or before that grade level year. However, since these skills are building blocks that are required for true understanding of higher level concepts, some students will begin their learning below their designated grade level. Our goal for students operating below grade level is to accelerate their learning through mastery and success.

Our programs will use a variety of instructional materials to teach these skills (see detail under program description sections). These instructional materials will support standards-based mastery, and will be used with flexibility according to individual student need.

Social studies, PE, art, technology, foreign language, and high school electives will follow the California State Content Standards. Science skills will come from the Next Generation Science Standards.

1. Delta Academy 5-8 (Combination of resource center classroom instruction and homestudy)

CSCS's Orange County Student Center will be located at 2121 Grand Avenue in Santa Ana, California, and will provide 13 classroom spaces. Of these 13 classroom spaces, five will be available up to three days per week for use by Delta Academy. The remaining two days of instruction will be spent in fully supported homestudy. Additional space will be provided for Special Education services, meetings, student events, activities, and assessment as needed.

a) Mission and Vision

The mission of Delta Academy (or "Delta") is to offer an inclusive, individualized learning environment that is academically engaging, both for neurotypical students and students with autism, and to create a positive school culture that empowers all students to take possession of their innate talents and become creative builders of their own future.

Delta Academy's vision is to provide a flexible homeschool and resource center classroom model that will facilitate an accommodating, encouraging, and responsive environment with a broad base of support and best practices that increase student achievement for all, including those students with autism. An inclusive school designed for those who will benefit from a student-driven, experiential, sensory-based learning environment, Delta will utilize small, multi-age resource center classrooms with flexible groupings and authentic hands-on learning experiences. This curricular design will allow all children to thrive, but it will be particularly engaging for students with autism, who may not reach their potential in traditional school environments.

b) Academic Program

Delta promotes the legislative intent to increase student achievement through academic and organizational innovation by providing an authentic inclusion environment that embeds evidence-based instructional strategies into an innovative, highly supportive school model that will engender superior student outcomes from all students. Delta will provide a unique, innovative school model for all students that includes, but is not limited to, the following academic innovations:

- Low student-teacher ratio
- Small resource center class and overall school size
- Student-driven content used to reach standards' mastery
- Interdisciplinary blocks and cross-curricular approaches to themes and content

- Authentic co-teaching model
- Expeditionary/investigative approach to learning and extending ideas
- Project-based and holistic approaches to instruction and assessment
- Data-driven flexible grouping in all coursework and content areas (including mixed-age)
- Theater/drama programming for all students
- Technology-based techbooks that provide students and teachers extensive access to the most current multimedia resources, learning materials, and lexiled readings (in lieu of traditional textbooks)
- Daily physical activity and “sensory breaks” for all students throughout each day
- Varied and flexible instructional time by subject, according to student need
- Use of Evidenced Based Practices to address the needs of students with autism and related disabilities

c) **Academic Innovations**

- **Small Resource Center Class Sizes/School**

Delta is designed to incorporate both small resource center class sizes and a small overall school community. This small school environment ensures every student has a close working relationship with staff members and small group and individualized support are provided frequently. Students will benefit from co-teachers in every academic resource center classroom, with additional staff (such as learning specialists, therapists, and other educational service providers) afforded through partnerships with universities and training programs, further reducing student-teacher ratios and providing the means for flexible grouping on demand. Because of the small resource center class and school size, each teacher has greater ownership of each individual student’s growth and can work closely with other staff and students’ families to fashion a seamless support network. A recent study at the City College of New York confirmed that smaller class sizes have proven a key lever for improved student outcomes in students with autism.

- **Co-Teaching Model in Academic Classes**

Every class will be co-taught by two resource center teachers (at least one of whom will be special education certified) using Dr. Marilyn Friend’s model for effective co-teaching. This ensures the co-teaching structure operates most effectively, maximizing impact. Unlike many co-teacher models (or a model that

incorporates a paraprofessional), both teachers will be actively engaged in some element of instruction and will co-plan lessons, collaborate, and lead data team meetings for their students. This provides greater flexibility to effectively adjust curriculum to data. Moreover, it provides consistency for students and seamless instruction in the case of a teacher's absence.

- **Theater/Drama for Every Student**

Although a number of enrichment opportunities will be provided at Delta, the theater/drama program will be a key component of the school model. At Delta, all students will take theater/drama every year. Not only is theater a highly effective method of reinforcing reading fluency, it is also greatly beneficial for students with autism because it models appropriate social interactions and provides numerous opportunities for repetition and practice of these skills.

- **Organizational Innovation School Model Integrates Best Practices for Students with Autism**

Charter schools throughout the country struggle to both enroll and fully serve the needs of special education students, especially those who are diagnosed with autism. Because Delta has been designed as a school that will meet the needs of special education students with autism in an inclusion model, it begins with utilizing evidence-based practices that support exponential growth in all students and will benefit special education students seamlessly.

d) Curriculum

All materials and teaching methods used for English, math, science, and history will support the learning of the California State Standards including the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). The CCSS is focused on higher-level thinking skills which can be taught through many teaching and curricular materials.

The goal of Delta is to meet the needs of each learner one-by-one, one-to-one, and all-for-one. To that end, at the very core of the Delta curriculum is a flexible approach that provides vast resources for teachers to accommodate any student interest that effectively practices mastery of the Common Core State Standards. With special consideration of those students with autism who often possess extremely narrow scopes of interest and/or their peers with varied cultural schemata, this approach ensures students can make connections, build skills, and demonstrate what they learn, engaging them through relevant, high-affect topics rather than penalizing students when they lack interest in a theme. A student with a singular focus on ants, for example, can use that understanding to learn history,

psychology, and sociology, demonstrating it all with a parallel ant universe that communicates these things.

Like the differentiation strategies used to meet students with a diverse array of skills, content will be differentiated to address interest as well. With textbooks and/or canned curricula, such a differentiated approach might be impossible. In order to best accommodate each student's interests and leverage content and activities in which students will be most engaged, the primary curricular materials for all content areas will be accessed via electronic devices (such as Chromebooks) rather than textbooks. A variety of subscriptions and software will be obtained to ensure teachers and students have a myriad of means to master each content area.

The curriculum of Delta Academy is based on the Common Core State Standards (CCSS), developed into parent and student-friendly "I CAN!" statements (see Appendix G). These I CAN!s are tracked by student and teacher through a variety of tools. Students shall make a minimum of a year's growth in a year, but they also have the opportunity to reach further. A sample scope and sequence for grade 6 is located in Appendix H.

- **Step Courses and Thematic Courses**

All subjects in our Delta Academy will be taught as step courses or thematic courses.

The steps are designed to give the student an opportunity to learn those courses that require incremental skill development (mathematics, foreign language, grammar, spelling and reading fluency) at his or her own level and pace. After an introductory assessment, students start on the step that matches their current level of knowledge. Step courses provide academic depth, perspective and opportunities to advance to each student's potential at the right time based on their Zone of Proximal Development. Students work through the steps at their own pace, with the focused support of their subject teacher. Students who are below grade level expectations will receive extra support, both small group and one-on-one.

Thematic courses provide the context and breadth that helps spark student interest in subject areas including literature, science, art, music and history. Students begin each theme unit with an interest-grabbing kick-off event, and participate within grade-level groups in the themes that address the CCSS for their grade levels.

e) Online Learning and Homestudy Days

In addition to the core curriculum, Delta will utilize a variety of online learning options for primary use on homestudy days. Online learning is often very well suited

for students with ASD because it provides immediate feedback and allows for focus. The following tools will be employed:

- **Discovery Education:** Students will use technology as a curricular cornerstone to make the standards come alive. Teachers will be trained and supported through the Professional Development (PD) provided by Discovery Education and partners to lead guided investigations, research, and an inquiry-based approach to discovering content via electronic applications, supplemental classroom materials, and manipulatives. Note that the budget which is included in Appendix I assumes one Chromebook for each enrolled student annually. Discovery Education Streaming Plus contains a growing library of over 9,500 videos, 77,000 content-specific clips, and more than 160,000 multimedia assets which integrate seamlessly into any curriculum. This enables teachers to plan interdisciplinary lessons using the same resources and/or enables students to choose the activities and resources that interest them most to work on a common standard.
- **English Language Arts/Reading:** Like the other content areas, the ELA curriculum in all grades will be aligned to the CCSS and leverage students' interests. Novels, non-fiction texts, and other written pieces will be presented to students through electronic devices (likely Chromebooks that use materials from Discovery Education, as described above) taking student interest into account. This electronic information will be supplemented by a classroom library in each class.
- **Reading/Listening/Speaking Foundational skills in ELA for students who need support with decoding will be taught using a phonics-based approach.** The Orton-Gillingham approach was designed as a methodology for teaching children with learning disabilities in reading and written expression, and particularly for overcoming difficulties acquiring the phonetic skills that are necessary for success in those areas. The Orton-Gillingham approach utilizes specific, sequential, direct, multisensory instruction to build literacy skills. We will employ sensory-cognitive programs that stimulate the basic sensory functions related to learning by developing the underlying processes necessary for language and literacy success. We will use these programs with both typically functioning students and those students who struggle with literacy development as the result of sensory processing and/or other learning disabilities.

The program is tailored to those students who have weak concept imagery, which is often accompanied by difficulty with critical thinking, following directions, and/or connecting in conversations. Students with weak concept

imagery may also have difficulty expressing ideas in an organized manner. This challenge is especially prevalent in students on the autism spectrum and related disorders, to whom the curricular materials and concept imagery–building strategies are tailored. Strategies and exercises are also especially applicable for ELs who have decoding skills but are still developing English language proficiency.

We will use specialized materials to provide a course of building concept imagery in students who can decode with fluency but are unable to satisfactorily build comprehension skills. The exercises and strategies provide students with means of developing concept imagery skills that strengthen processing and increase reading and listening fluency. Support in implementing these tools and access to the resources will be largely provided through university partnerships and members of the advisory council who have received training in these strategies.

- **Composition/Literature:** Based on CCSS, ELA coursework in all grades will have a more significant focus on informational texts, which are selected largely in response to student interest and application within interdisciplinary thematic units organized by the teachers. Delta students will use resources like those provided by Discovery Education and other streaming services to which Delta will subscribe (iTunes University, Nook, etc.) to access reading passages and texts available online (such as online newspaper and magazine subscriptions). Through each classroom library, students will also have access to a variety of hardbound books for reference, pleasure, or extended reading activities.

The Writer’s Workshop protocol for composition will guide teacher-created lessons around composition, and the myriad of materials on Discovery Education will provide support in planning and revising compositions. Teachers will collaborate to create school-wide rubrics for writing that ensure expectations for composition are consistent throughout the school and provide a vertically-teamed approach to building strong writing skills for each student.

- **Mathematics:** The goal of the math curriculum, across all grade levels, is to provide students with the mathematical understanding they need to access higher level math coursework and the ability to recognize and readily apply mathematical concepts in real-life situations. The investigative, hands-on approach to building math sense ensures that students have explored the role of math in life as part of their understanding. As appropriate, cross-

curricular approaches (CCSS math standards integrated into science labs, applications of mathematical principles in economics, etc.) will be used.

Students of all skill levels will practice math concepts in the modalities through which they might approach them in life, with robust access to manipulatives. For example, rather than simply memorize multiplication tables, students will investigate multiples in money, charts, and abacuses. Rather than simply memorize theorems, students will explore geometric properties by creating 3-D shapes in clay, using tools to measure and track patterns to determine how these measurements can be predicted. Many of the math applications on Discovery Education and Khan Academy provide this type of practical, interdisciplinary-based approach, as well as progress monitoring and data-tracking tools.

Khan Academy is a not-for-profit online curriculum with materials and resources all available free of charge. Students can make use of the extensive video library, interactive challenges, and assessments from any computer with access to the web. The system includes completely customized, self-paced learning tools; a dynamic system for getting help; and a custom profile, points, and badges to measure progress. Coaches, parents, and teachers have access to student data in real time, with windows into student work, class reports, and recommendations for interventions based on disaggregated data. Khan Academy contains a library of videos that cover TK-12 math, interdisciplinary science lessons, and humanities with playlists on finance and history.

Online adaptive assessments will provide data and serve as gateways to accessing the next standards. Teachers will work cooperatively to vertically align math instruction and be encouraged to use a myriad of sources and materials to supplement these programs.

- **Science:** The holistic, investigative approach to instruction at Delta will necessarily position science as an anchor to all subject areas in the school. Lab-based explorations of math concepts, investigations of phenomena that impact historical events and in-person re-enactments of stories (supported through the drama curriculum and theater partnerships) in ELA will enable students to not just read about, but also experience what they are learning. This means the scientific concepts and principles outlined in the Next Generation Science Standards (NGSS) will be integrated across content areas in a cohesive, authentic way. To supplement these resources, Delta will also utilize hands-on labs to guide classroom experiences. There is plentiful support for this approach through the online resources and subscription

services the school is adopting, most of which require basic materials that negate the cost of all-in-one kits and expensive labs.

- **Social Studies:** The social studies curriculum will utilize Discovery Education techbooks, supplemented by primary source documents, excerpts, and other materials as selected by the teaching staff. Lessons will be largely based on real-life applications of social studies standards and concepts, with a culturally relevant approach to investigative social studies established as the instructional paradigm.

Beyond the generally accepted incarnation of cultural relevance, students will explore themes and standards relevant to their lives and the lives of people living with disabilities. Social studies standards in all grade levels provide a multitude of opportunities to explore current events, social trends, and cultural paradigms that all students, and especially those on the autism spectrum, will benefit from learning. Additionally, students will explore varying cultures by experiencing concepts through drama and pragmatic social experiences. These experiences will be enhanced through the use of cultural celebrations, including technology-based explorations of historical people, places, and events. Social studies content and themes will be integrated with science, ELA, and mathematics.

- **Physical Education:** Because research demonstrates that adequate movement will promote both physical development and academic progress, Delta will provide physical education for all students in all grade levels at least several times each week. Moreover, daily opportunities for fresh air breaks, recess, and movement will be offered. All students will participate in PE coursework that enables them to not only participate in physical activity, but also build healthy habits.

As many children with intellectual disabilities also have deficits in developing motor skills and overall coordination, PE lessons may range in scope from a yoga practice to quiet the mind and build strength, to a demonstration and practice in wearing a heavy backpack in a way that minimizes strain. Music, drama, art, and even other content standards may be incorporated into a PE lesson (examination of physical science principles in a weight-lifting lesson, math and music standards integrated into a lesson on partnered dancing).

"Purposeful Movement" will be the focus of the after lunch recess period. These Purposeful Movement activities will help students navigate unstructured time and will allow students to engage in physical fitness, communication, socialization, and team building skills.

- **Theater/Dramatic Arts:** Another unique aspect of the Delta model will be a focus on theater that provides each student with drama instruction annually. All middle school students will participate in weekly drama electives resource center classes, with access to extracurricular theater programming in addition to the alignment of theater coursework to drama selections in ELA courses. Significant research shows that drama and theater increase social skills, social awareness, confidence, and presentation skills for all children, and especially those children on the autism spectrum. Aspects of theater training have been integrated into effective occupational and recreation therapy protocols to provide students with safe spaces in which to build social and interpersonal skills. Drama has been demonstrated to have a significant effect on all students—in addition to the benefits afforded for students in the autism spectrum. According to a study reported by the College Entrance Examination Board, “Students involved in drama performance coursework or experience outscored non-arts students on the 2005 SAT by an average of 65 points in the verbal component and 34 points in the math component.”²
- **Electives:** As part of the interdisciplinary, student-centered approach to curriculum, electives offerings will be largely informed by student interest, using the annual administration of student interest inventories to determine electives coursework. In middle school grades, theater electives will be supplemented by music, arts, and other elective coursework led by general education teachers. Electives could range from an interdisciplinary look at a particular historical period that includes music and art, to a robotics course. Partnerships will be developed that will supplement elective offerings. A sample scope and sequence for grade 6 is located in Appendix H.

f) Instructional Strategies

- **Co-Teaching:** In co-teaching, two or more teachers share responsibility for planning, instruction, and evaluation for a classroom of students. Although the model emerged from the special education field, it has been adopted more broadly into general education settings with great success. Recent research indicates that the use of the co-teaching method is positively associated with increased student achievement in the classroom for all students, making it a promising practice for meeting diverse student needs throughout the learning process.³ Training for co-teaching focuses on specific strategies designed to utilize both professionals in the classroom to maximize

² The Effects of Theatre Education. Retrieved March 1, 2015, from <http://www.aate.com/?page=effects>

³ Bacharach, N., Heck, T., & Dahlberg, K. (2010). Changing the face of student teaching through co-teaching. *Action in Teacher Education*, 32(1), 3-14.

learning and on effective communication. Delta will use the Friend and Cook approach, outlined below.

- **One Teach, One Observe:** One teacher leads the lesson while the other watches for specific behaviors or teaching strategies.
- **One Teach, One Assist:** One teacher leads the lesson while the other assists with student questions, redirecting students, or management.
- **Station Teaching:** Instructional stations are created to break down a skill or concept into different parts. The students rotate from one to another throughout the lesson time. The co-teachers lead the stations. Generally, there is an independent station as well.
- **Parallel Teaching:** The co-teachers split the class in half and each teach a lesson at the same time. The lesson can either be the same or different content.
- **Supplemental Teaching:** One teacher leads the lesson or monitors classwork while the other works with a small group on enrichment or re-teaching.
- **Alternative or Differentiated Teaching:** The same lesson is taught by each co-teacher in a different way to accommodate different learning profiles.
- **Team Teaching:** One lesson is taught by both co-teachers, carefully planning for each person's participation in the lesson.

The keys to successful co-teaching are intentionally planning the use of strategies that are most useful to students in each lesson, and defining each teacher's role clearly, which will be a foundation of the collaborative planning model at Delta. Because each resource center classroom will be co-led by two lead teachers (one of whom is likely to be a special education or EL specialist), whose role in each lesson is driven by the model above, students will benefit from a strong, synergistic approach to instruction that maximizes the impact of two instructional leaders.

- **Individualized, Interest-Driven, Relationship-Based Models:** In line with its core philosophy, Delta may adopt additional instructional models that focus on building skills through social-emotional and intellectual development, capitalizing on the student's natural emotions and interests. By starting with the student's interests, teachers can capture students' attention and improve connection. This approach is particularly effective for children on the autism

spectrum who often have very narrow interests, but also increases engagement of all children. Delta teachers will spend a significant amount of time and energy to find the best ways to engage students in content that is focused on interesting, meaningful, and essential questions that intrigue students and pique their natural curiosity, allowing for multiple access points for different types of learners. To this end, the techbooks and other curricular materials listed herein will be used as a foundation for curriculum, but no class will be spent moving sequentially through a sequence of lessons as the plan for the year. Rather, teachers will work cooperatively to share resources, formulate interdisciplinary approaches, and provide high-interest models of instruction to facilitate student mastery of standards in a way that is engaging and provides experiences to bolster what is explored through the electronic medium and other available resources (such as the Chromebooks).

- **Reduction/Elimination of Sensory Processing Distractions:** Critical to student success will be a modified school environment to accommodate sensory sensitivities (lighting, sound proofing, reduction of other stimuli). Individuals with sensory processing difficulties (SPD) may be unable to appropriately process information received through the senses; this is common in many children, but especially those with ASD and related challenges. Due to a better understanding of SPD, studies estimating anywhere from 1 in 20⁴ to 1 in 6 children have SPD and it is estimated that up to 85% of people on the autism spectrum have some degree of SPD⁵.

A person with SPD finds it difficult to process and act upon sensory information, which may be manifest in delayed and reduced motor function, behavioral problems, anxiety, and depression: all major obstacles for students who are expected to be learning at school.⁶ Because Delta is focusing its programming and recruitment on students on the autism spectrum, it is anticipated that a large number of the students who will enroll at Delta will have some degree of SPD. Foundational elements of the Delta model are the modifications and strategies that will be implemented to reduce stimuli that could distract and negatively impact the learning of students with SPD.

⁴ Ahn, R. R., Miller, L. J., Milberger, S., & McIntosh, D. N. (2004). Prevalence of parents' perceptions of sensory processing disorders among kindergarten children. *American Journal of Occupational Therapy*, 58, 287–293.

⁵ Sasson, Carter, and Briggs-Gowan. Sensory Over-Responsivity in Elementary School: Prevalence and Social-Emotional Correlates. *J Abnorm Child Psychol* (2009) 37:705–716.

⁶ Rogers SJ, Ozonoff S. Annotation: what do we know about sensory dysfunction in autism? A critical review of the empirical evidence. *J Child Psychol Psychiatry*. 2005; 46(12):1255–68.

- **Reduction in Visual Stimuli:** Delta will make every effort to rely on natural lighting whenever possible, utilize non-fluorescent lighting when able, diminish the use of large boards for instructional purposes, offer instructional material in a manner to reduce the need to visually transition from one forum to another, and utilize visual cues when appropriate for the needs of the student. Additionally, clutter and storage in resource centers will be kept to a minimum, with non-essential items kept behind doors, in closets, or in other storage areas (which is accommodated with all of the facilities options currently under consideration).
- **Reduction in Auditory Stimuli:** The Delta model utilizes small group instruction with few daily transitions between modules to avoid excessive noise from movement and/or large groups that may distract from the learning environment. Delta will not use bells, whistles or other loud or amplified communication unless absolutely necessary.
- **Transitions:** With all of the above sensory related issues, many children have difficulty with transitions. Delta will utilize visual schedules and prompting, design schedules to minimize student movement, and will generally encourage the use of consistent routines to maximize the learning environment. Students with a range of sensory processing challenges will benefit from periodic, sensory breaks and exercises integrated into the daily schedule to provide opportunities for regulation. Delta faculty will be provided with formalized professional development, as well as ongoing training and support to staff in addressing student needs. Because the staff will be trained and supported in ways to both proactively address and respond to these challenges, strategies must include reduction of stimuli in school structures and multisensory stimuli in a controlled instructional environment. Various equipment used by OTs to address SPD will be made available to meet the needs of the student body, including trampolines, crash pads, swings, body socks, and other sensory-related equipment as needed. Designated space for sensory regulation is made available to students as needed and will be part of regularly scheduled breaks. A careful approach to building students' capacity through sensory integration in physical education (and occupational therapy sessions as called for in IEPs) will enable students to understand their own sensory needs, be able to appropriately express these needs, and seek the necessary input for self-regulation.
- **Sensory-Based Learning:** Teachers will engage students in a variety of learning activities that use multiple senses, effectively accommodating various learning styles. By engaging the student in a variety of ways, different neurological pathways are stimulated and the student is exposed to material

in ways that may best suit his or her learning style and enhance overall learning. Many studies have shown that memory and comprehension are increased when students are taught using methodology that capitalizes on exposure to multiple senses. Additional training and support for all teachers on how to appropriately utilize sensory-based learning for students will be provided.

- **Multi-Age Groupings:** At Delta, students will be grouped together by educational goals, learning styles, and progress monitoring data, rather than grade level (where appropriate). This gives students access to the information they need and a style that meets them where they are and builds on a solid foundation of skills, rather than rushing students through standards and compromising mastery and depth of understanding. This also enables students to pursue an offering of subjects that aligns with their own interests, rather than have those subjects prescribed to them by grade level.

g) A Day in the Life of a Delta Student

General overview: Each Delta student will be provided with an instructional setting designed to meet their individual learning needs. Students with identified disabilities with an active IEP will receive services within the Delta program in accordance with their IEP. The instructional model is data-driven and decisions are made based on regularly assessed student outcomes.

The classroom morning: The instructional day begins at 9:00am, when students arrive in their multi-age classrooms. Students transition into their small classroom environment by greeting one another using an established protocol. Students practice social interaction skills while working with manipulatives. The lighting is natural and soothing. The space is uncluttered and the walls are clear of stimulus. There are no bells, whistles or announcements over a PA system.

Daily living skills are central to the Delta Program to prepare students to live independently. Emphasis is given to organizational skills using a visual schedule and visual cues for rehearsing the ebb and flow of the day. Since transitions are difficult for many students, Delta's schedule does not ask students to move from class-to-class each hour. Instead, the schedule is comprised of large work blocks. Students use their visual schedules to guide them through the learning which is comprised of paired work, small group lessons and individual activities.

Mathematics will be primarily "flipped" with students watching lessons and doing online practice during their homestudy days and then using the classroom time to complete paper-and-pencil work under the supervision of their teachers. The classroom math program relies on kinesthetic activities, manipulatives and small

group centers to provide students with hands-on practice applying mathematical concepts and procedural steps to real world activities.

English Language Arts will focus on contextual reading to build reading fluency and comprehension. In addition, Orton-Gillingham methods will be used to support decoding for those students who need it. Student interests will guide the selection of literature for each child. Students will use skill-building software, including vocabulary software, to build their schema during homestudy days, in addition to daily contextual reading. Classroom days will be focused on small group instruction, reading conferences, and modeling of close reading and other common core practices.

Instructional Lunch: Instructional lunch provides students with opportunities to exercise self-help, motor skills and appropriate casual social interaction. Students will practice proper eating habits and conversation. Each table is supported by an adult who helps guide behavior.

Purposeful Movement: Purposeful Movement happens right after lunch. These activities allow students to engage in physical fitness, communication, socialization, and team building skills. Skills and activities taught include throwing, catching, kicking, jumping, and aerobic exercises to music, learning the basic fundamentals of baseball, football, volleyball, and basketball.

The Classroom Afternoon: After lunch and PE, reintroduction to classroom-based activities will be ritualized with a set of calming protocols that allow students to transition slowly back to schoolwork. The afternoon is completed, as the morning is, as a large block of time in which students work on a variety of tasks and subjects based on their visual schedules. Except in unique cases, special education services will be provided within the core classroom seamlessly throughout the school day, without requiring a significant transition, unless otherwise recommended by the IEP team.

Science: The study of science will be integrated into all other subjects in a cohesive, authentic way, with an emphasis on hands-on activities that provide students with functional skills, such as vocabulary building, sensory exploration, following directions, and attention skills to explore topics related to earth, physical, and life science.

Social Studies: Social studies instruction will be integrated into all subjects, in addition to dedicated focus on topics including history, government, citizenship, laws, other cultures, and geography. Students will watch videos during homestudy days to build their background knowledge for classroom discussions.

Drama: The drama teacher will come into the core classroom to provide drama instruction and practice each classroom day. The drama will focus on repeated reading, verbal expression, conveying emotions through the spoken word and facial expressions and typical behavioral interactions. These activities will be enjoyable whole-body movement activities.

Students will review their visual schedule at the end of the day and journal about what they learned and what they will focus on during their next homestudy day. They will review their individual, personalized goals for their subsequent homestudy day and ask questions if necessary. Students will use an established routine to say goodbye and leave the classroom.

2. Quest Academy

CSCS's Orange County Student Center will be located at 2121 Grand Avenue in Santa Ana, California, and will provide 13 classroom spaces. Of these 13 classroom spaces, eight will be available five days per week for use by Quest Academy. Additional space will be provided for Special Education services, meetings, student events, activities, and assessment as needed.

a) Mission and Vision

Quest Academy will be a TK-8, five-day per week, seat-based program. In accordance with Education Code Section 47612.5, transitional kindergarten and kindergarten students will receive a minimum of 36,000 minutes of instruction, students in grades 1-3 will receive a minimum of 50,400 minutes of instruction, and students in grades 4-8 will receive a minimum of 54,000 minutes of instruction on a yearly basis. Please see Appendix J for a sample bell schedule and school calendar. Quest Academy will utilize a personalized learning model with challenging academic experiences to provide an environment where students can choose to become life-long scholars, to display honorable character and to act as agents of positive change within their community and our global society. We will foster the innate curiosity of all learners and provide opportunities that empower students and their parents to make the best choices for success in life's journey.

b) Academic Innovations

- **Personalized Learning**

By assessing each student's academic needs and personal interests in combination with their learning style, teachers can provide both interesting and challenging coursework that promotes academic success. Students work with teachers to choose topics of interest in which they can apply the knowledge they are gaining. Teachers use various teaching styles to motivate and engage students in the learning process. Rigorous curriculum,

technology, and real world scenarios are tools used to assist students to master the standards. Students enjoy learning and have opportunity to be full participants in the education process.

Learning is a process, and it is one that can be as dynamic as the children who arrive in each class. Helping parents and students to realize that learning is an activity that can happen anywhere and everywhere is a priority. The learning process should be something that is truly alive and truly challenging for the learner. Learning becomes meaningful and dynamic when the learner is personally invested in the learning process. We believe that personalizing learning enables students to engage in a more meaningful way to the content.

- **Goal Setting**

Teachers and students work jointly to create learning goals that connect the learning objectives (standards) and students' interests and learning style(s). The goals are fleshed out with timelines and strategies to be used to reach these goals. Students will track their progress using our I CAN! folders. Timelines and activities are created to give optimum learning experiences for the student's educational success. Goals are reviewed regularly and adjusted to assist student in attaining their goals as well as the creation of new goals to move student along their personal learning path.

- **The Community is Our Classroom**

Students and teachers work together to create community based learning projects where the student works with various community members to bring solution(s) to community issues. Parents are invited to participate in the school at various levels becoming an integral part of the learning community at Quest. Events are also organized to bring awareness to the community about literacy and ways that they can participate in creating a better educational system for all children. Family events are scheduled monthly to bring families onto campus to participate in math and reading activities designed to increase family literacy.

c) Academic Program

- **Shared Inquiry**

Shared Inquiry uses strategies to engage all readers in higher-order thinking and collaborative problem solving. In Shared Inquiry, students and teachers come together to help each other explore the meaning of a literary work, historical event, or scientific occurrence. Each participant brings a unique

perspective that influences how he or she understands the work, event, or issue. Sharing their interpretations, participants gain new insights and deepen or change their initial understanding. Researchers make it clear that teachers can make a real difference when they engage in the ongoing cycle of planning, acting, reflecting, and changing, an approach characteristic of action research. They present inquiry-based learning as a hopeful approach to educational improvement.

- **Service Learning**

Students will problem solve, create and design technology products or standards-driven artifacts, prepare written documents and complete presentations for advocacy purposes. Discussion across the curriculum links multidisciplinary concepts to real-world outcomes and encourages the critical thinking skills that 21st-century learners will need to adapt content knowledge for varying jobs and career paths. Teaching and learning approach integrates community service with academic study to enrich learning, teach on civic responsibility, and strengthen communities. The focus is on real-world problems that promote learning across the disciplines. Students have opportunity to exhibit leadership, ethical behavior, and respect for others; accept responsibility for personal actions, considering the impact on others; take the initiative to plan and execute tasks and interact productively as a member of a group.

- **Shared Responsibility**

The entire school community shares in the responsibility of shaping a positive learning environment within our school. There is no substitute for excellence. Excellence demands both individual commitment from students and cooperation between students, parents, teachers, board members, and the community. We believe that all stakeholders share responsibility and play an integral part in setting academic, social, and personal goals for the education of all students. This school-wide team-based approach assumes shared responsibility for the achievement of all students. It addresses student concerns and monitors student progress. This shared responsibility encompasses the belief that our success is dependent on the commitment and support of all stakeholders.

- **Collaborative Learning**

Collaborative learning strategies enable the teacher to use thought provoking prompts to gear conversations toward standards-based content, promote better thinking and listening skills and honor students' prior knowledge base, and can be combined with written reinforcements to promote phonemic awareness, vocabulary or English language acquisition.

The active exchange of ideas increases intrigue and motivation about known content and stimulates new ideas that promote critical thinking.

d) Curriculum

All materials and teaching methods used for English, math, science, and history will support the learning of the California State Standards including the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). The CCSS is focused on higher-level thinking skills which can be taught through many teaching and curricular materials. A sample scope and sequence for grade 6 is located in Appendix H.

- **English Language Arts**

High quality English Language Arts instruction requires a multitude of materials and strategies. Quest will use a variety of textbook and online materials to help students reach mastery in all areas of ELA. Programs in use may include, but not be limited to:

- ***Great Books, Jr. Great Books, Prentice Hall (Literature)***

Great Books TK-12 programs help students become independent readers and thinkers ready for the diverse demands of the 21st century. Great Books TK-12 programs builds students' skills in reading comprehension, critical thinking, and writing. The stories are engaging and fun. Activities are designed to encourage students' inquisitive nature.

- ***Prentice Hall Literature Common Core Edition***

This textbook series is a comprehensive literacy program that teaches the new standards and helps students become better readers, better writers, and better thinkers so they are better prepared for college, careers, and beyond. Students receive leveled support and scaffolding for understanding increasingly complex texts, Informational texts across content areas, and an emphasis on writing argumentative, informative/explanatory, and narrative texts.

- ***The Daily Five***

This program integrates reader's and writer's workshop into a series of self-directed, motivating and self-reflective tasks for the learner. Students select from five authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole group and small-group instruction, as well as one-on-one conferring. These choices include:

- Read to Self,

- Work on Writing,
- Read to Someone,
- Listen to Reading, and
- Word Work.

Daily Five provides many benefits to students, including:

- Students develop independence, stamina, and accountability;
 - Increased time-on-task for students;
 - Integrates well with a variety of core curricula and changing state mandates;
 - Improves schoolwide literacy achievement; and
 - Behaviors of independence transfer to other content areas.
- o **Online Tools** including i-Ready, RAZ Kids and Discovery Learning.

- **Math**

We employ a mastery-based, balanced mathematics program, implementing a variety of learning tools including online, centers-based and textbooks. Programs in use may include, but will not be limited to:

- o **Singapore Math**

Singapore Math is an international math program that gives students an opportunity to think in a different way about math. Singapore Math uses concrete, pictorial, and abstract approaches to encourage the active thinking process, communication of mathematical ideas as well as critical problem solving using mathematics. It emphasizes mental math and the model drawing approach. Students use charts, number cards, number cubes, number bonds, number clusters and connect-a-cubes to learn how to speak mathematically, think mathematically, and use math concepts. Students enjoy a variety of strategies that develop literacy in mathematics.

- o **ST online math**

Created by MIND Research Institute, ST Math is game-based instructional software for TK-12 and is designed to boost math comprehension and proficiency through visual learning. Integrating with classroom instruction and identified by the CEO-led Change the Equation as one of just four STEM programs ready to scale nationally, ST Math incorporates the latest research in learning and the brain and promotes mastery-based learning and mathematical

understanding. The ST Math software games use interactive, graphically rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills.

- o **Online tools** including i-Ready and IXL.

- **English Language Development**

High quality English Language Development (ELD) instruction requires a multitude of materials and strategies. Quest will use a variety of textbook and online materials to help students reach mastery in all areas of ELA. Programs in use may include, but not be limited to:

- o **Rigby: On Our Way to English**

Student rotations have been created to emphasize academic vocabulary comprehension and usage. Cross-age groups of students work together on thematic units that increase oral language skills, reading skills and writing skills designed to build English proficiency for students who are 2nd language learners. Units are created with the interest of students as a primary focus. One unit called Crafty Creatures invites students to study native animals and way that they adapt to different environments and climates. The students discuss the traits of the different animals, they explore the relationship between the animal and its environment, and they learn about eating habits and identify characteristics that help them to survive. The integration of academic vocabulary, social language functions, literacy skill, writing forms and grammar all work together to build English language proficiency for the student.

- o **Rosetta Stone**

Online immersion supplement, particularly useful for home learning.

- **Science**

High quality science instruction requires a multitude of materials and strategies. Quest will use a variety of textbook, lab and online materials to help students reach mastery in all areas of science. Programs in use may include, but not be limited to:

- o **FOSS Full Option Science System**

The FOSS Next Generation kits were developed to meet the requirements of the Next Generation Science Standards (NGSS). There are three modules at each grade level. The program makes explicit to teachers and students the connections to science and engineering practices, crosscutting concepts, disciplinary core ideas,

and Common Core State Standards for English Language Arts and Math. FOSS kits allow students to learn science by doing science activities. The experiences that our students encounter lead to a deeper understanding of the natural world. The FOSS philosophy encourages scientific thinking of both the content (what we know) and the process (how we come to know it). Because science is a discovery activity, it is fundamentally a process for producing new knowledge. Students make careful observations of phenomena and create explanations that make sense out of those observations. In this way science becomes a wonderful, natural enterprise through which students find out about things. Each FOSS kit comes with four (4) to six (6) investigations that are completed over the course of the year. Investigations can last from two (2) to four (4) weeks or longer depending on the structure of the investigation. Students have numerous opportunities to re-investigate to further their learning experience and continue to increase their understanding of both the process and the content of the investigation.

| FOSS Grades 5-6 Modules | | | | | |
|-------------------------|------------------|----------------------|---------------|-----------------------------------|----------------------------|
| GRADE LEVEL | LIFE SCIENCE | PHYSICAL SCIENCE | EARTH SCIENCE | SCIENTIFIC REASONING & TECHNOLOGY | <i>Alternative Modules</i> |
| Grades 5-6 | Food & Nutrition | Levers & Pulleys | Solar Energy | Models & Designs | <i>Living Systems</i> |
| | Environments | Mixtures & Solutions | Landforms | Variables | <i>Water Planet</i> |

| FOSS Middle School Courses | | | |
|----------------------------|--------------------------|-------------------------------|-----------------------|
| GRADE LEVEL | LIFE SCIENCE | PHYSICAL SCIENCE & TECHNOLOGY | EARTH & SPACE SCIENCE |
| Grades 6-8 | Human Brain & Senses | Electronics | Planetary Science |
| | Populations & Ecosystems | Chemical Interactions | Earth History |
| | Diversity of Life | Force & Motion | Weather & Water |

o ***Discovery Education***

Students will use technology as a curricular cornerstone to make the standards come alive. Discovery Education Streaming Plus contains a growing library of over 9,500 videos, 77,000 content-specific clips, and more than 160,000 multimedia assets which integrate seamlessly into any curriculum. This enables teachers to plan interdisciplinary

lessons using the same resources and/or enables students to choose the activities and resources that interest them most to work on a common standard.

- **History**

High quality history instruction requires a multitude of materials and strategies. Quest will use a variety of textbook and online materials to help students reach mastery in all areas of science. Programs in use may include, but not be limited to:

- ***Integration into CORE Curriculum***

At the elementary level, social studies are integrated throughout the content areas in the form of direct instruction, projects and thematic units. History and social studies curriculum ensures that students are historically literate (including culture, geography, politics, economics, and ethics) and become active, informed citizens (including U.S. policy and effective research techniques).

- ***TCI's Online History Alive!***

Programs transform middle school social studies class into a multi-faceted learning experience. TCI lessons start with a big idea— Essential Question—and incorporate graphic note taking, group work, and step-by-step discovery. Students are the center of instruction that taps a variety of learning styles, allowing students of all abilities to learn and succeed.

- **PE & Electives**

These courses are integrated into all the core subjects and are focused on students' interests.

- **PE** will focus on health principles, and will follow the SPARKs curriculum. SPARK is a research-based, public health organization dedicated to creating, implementing, and evaluating programs that promote lifelong wellness. . The Common Core State Standards provide the framework of SPARK programs and educational materials.

- SPARK has been honored as an Exemplary Program of the U.S. Department of Education; featured in the Surgeon General's Report as a "School-based solution to our nation's healthcare crisis;" earned a "Governor's Commendation;" and in 2005, was awarded "Gold" (highest ranking) for their elementary and middle school PE programs in an independent study

commissioned by the Cooper Institute. SPARK is the ONLY program to earn “PE Gold” grades TK-8.

- SPARK was recently identified as a successful model for combating childhood obesity in the report, “Fighting Obesity: What Works, What’s Promising” by the HSC Foundation. The report speaks of SPARK’s history, practice, and methods. SPARK was the ONLY program recommended for physical education AND physical activity.
- **Electives:** Students will participate in self-selected “GOAL!” courses (Get out and Learn!). These classes will be facilitated by our core-credentialed teachers based on their own interests, as well as the interests of the students. Classes may include options such as chess, robotics, karate, drumline, watercolor art, and many others. One GOAL course that will continually be offered will be Personal Passion Project. The instructor of that course will guide students in exploring and documenting their learning in an individual interest area.

e) Instructional Strategies

- Individualized, Interest-Driven, Relationship-Based Models: In line with its core philosophy, Delta may adopt additional instructional models that focus on building skills through social-emotional and intellectual development, capitalizing on the student’s natural emotions and interests. By starting with the student’s interests, teachers can capture students’ attention and improve connection. This approach is particularly effective for children on the autism spectrum who often have very narrow interests, but also increases engagement of all children. Delta teachers will spend a significant amount of time and energy to find the best ways to engage students in content that is focused on interesting, meaningful, and essential questions that intrigue students and pique their natural curiosity, allowing for multiple access points for different types of learners. To this end, the techbooks and other curricular materials listed herein will be used as a foundation for curriculum, but no class will be spent moving sequentially through a sequence of lessons as the plan for the year. Rather, teachers will work cooperatively to share resources, formulate interdisciplinary approaches, and provide high-interest models of instruction to facilitate student mastery of standards in a way that is engaging and provides experiences to bolster what is explored through the electronic medium and other available resources (such as the Chromebooks).
- Multi-Age Groupings: At Delta, students will be grouped together by educational goals, learning styles, and progress monitoring data, rather than grade level (where appropriate). This gives students access to the

information they need and a style that meets them where they are and builds on a solid foundation of skills, rather than rushing students through standards and compromising mastery and depth of understanding. This also enables students to pursue an offering of subjects that aligns with their own interests, rather than have those subjects prescribed to them by grade level.

f) A Day in the Life of a Quest Student

A Day at Quest is filled with laughter, inquiry and the acquisition of knowledge. On a daily basis, students are encouraged to be ready, be responsible, and be respectful.

Students come to school in uniform wearing blue polos and uniform pants. Community meetings occur each morning and are planned and led by students. Students learn early on that active participation within our community is key to learning. We work together across grade levels to create a safe, responsible, respectful learning environment. We have consistent student expectations across the campus.

Students work with the teacher, in small groups, and independently during the school day. Time is allotted daily for students to work on their individual personalized learning maps. Personalized learning “I CAN!” goals are identified with each child after an initial assessment. Children are given a student-friendly map to track progress. All students spend a significant portion of each day practicing these goals. Using their personalized learning map, it is possible for children to make much more than a year’s growth in each school year.

Project-based Learning (PBL) activities happen each school day. Students work individually, in pairs, and in small groups to discover solutions to a variety of real-world problems and to create substantial, high quality learning projects. Topics are integrated and meaningful to students.

Some portion of the day may be devoted to charitable community endeavors – Each year, Quest students select a charitable organization to support through a variety of fund-raising efforts. In addition, students spend several weeks each year preparing for student-led conferences. Twice per year, students meet with their teacher and their parent to share their educational goals and examples of their work (portfolio). The students analyze their strengths and weaknesses and reflect upon the educational consequences of the choices they have made.

The community is our classroom: we invite parents to participate, guest speakers, field trips, and clubs. After school, students participate in many different options from Odyssey of the Mind, after school tutoring, spirit squad, ASB, Robotics, Lego League, sports, and dances.

3. Homeschool TK-12

In the CSCS Homeschool program, parents and students will work closely with a California credentialed Education Specialist to choose the right combination of learning programs for each individual student. CSCS believes that parents are the primary educators of their children and the primary mission of CSCS is to support and encourage families in the challenging task of educating their children. Depending on region, homeschool students may augment their homeschool program by selecting TK-8 enrichment classes at a resource center. Homeschool families are able to take advantage of field trips, a well-stocked curriculum warehouse, various health and fitness programs, and numerous parent and student events throughout the year (see Appendix K).

CSCS homeschool high school students will have access to a variety of supported courses offered either through an online course management system, or at our Orange County Student Center in Santa Ana. High school courses include core subjects, world languages, and elective options. All high school online courses are overseen by highly qualified subject specialists who grade key assignments, run regularly scheduled live seminars, monitor thread and forum discussions, and are available to tutor students as needed.

Student progress will be tracked through the use of individualized learning plans which will be created monthly and revised often through parent-Education Specialist-student collaboration. Assessment will be done regularly for a variety of purposes including curriculum selection. Assessment data will be analyzed regularly and used to modify instruction at each learning plan meeting.

An Education Specialist (ES) will meet with parents and students at least every 20 school days to review progress and develop a plan for the upcoming learning period. As a team, they will review work and assessments, explore learning styles and educational philosophies, evaluate curriculum options, and create an individualized plan that will best meet the needs of the student. During Learning Plan meetings, ESs will offer in-services to both parent and student. Topics range from sharing best practices and intervention strategies to modeling study skills and using CSCS Power Tools (see Appendix L) for the students. Using our I CAN! Progress Reports (see Appendix M), ESs will help parents choose curriculum and develop annual plans aimed at ensuring their student master grade appropriate skills and maximize their achievement.

The nature of Personalized Learning and the development of monthly learning plans allows for a great deal of flexibility in time management, instructional options and parent choice.

a) Parent Support-Homeschool Prep

New CSCS families will enter the Homeschool Prep program. Parents in the Homeschool Prep program are provided an additional monthly meeting with their ES for the first three months of enrollment. During these meetings, the ES shares numerous resources and provide in-service trainings for the parent covering various topics including using assessment to drive instruction, lesson planning, understanding and assessing learning styles and much more. Additionally, the ES will provide the parent with strategies and support necessary to succeed as a home educator. Homeschool Prep students may choose to work through our Boxed Set curriculum, our High School Curriculum Guides, or follow an annual plan created with their ES using parent choice curriculum. At the end of the three months, both the ES and parent complete an exit survey that provides feedback to the Homeschool Directors about the effectiveness of the program.

b) Parent Support

Most CSCS parents will exit the Homeschool Prep program in three months; however, they will have many opportunities to continue to grow as educators. CSCS will offer a variety of events offered throughout the year. Parent and student events include the following:

- Regional SPREE events (Student Parent Regional Education Event)
- Parent education and training
- Math Workshops
- Reading Workshops
- Annual Parent Conference
- Parent Certification

c) Parent Certification Program

Our Parent Certification program will offer our Citrus Springs homeschool parents an opportunity to better themselves as educators in teaching their students in the home and to collaborate with other parents and staff. The program will provide parents and their students the best foundation for successful learning in the home through educator classes and workshops. Participating parents will complete four collaborative courses (3 Core and 1 Elective). Courses are dynamic and include topics such as Learning and the Brain, Developing an Annual Plan, and Project Based Learning. For more information regarding our Parent Certification Program, see Appendix N.

d) Curriculum

All materials and teaching methods used for English, math, science, and history will support the learning of the California State Standards including the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). The CCSS is focused on higher-level thinking skills which can be taught through many teaching and curricular materials. A sample scope and sequence for grade 6 is located in Appendix H, and a sample scope and sequence for grade 9 is located in Appendix O.

CSCS families have a variety of choices when it comes to selecting the most appropriate curriculum for their students. Curriculum selection is a collaborative process between the parent and Education Specialist. CSCS in-house curriculum distribution center, Bookmart, stocks our recommended homeschool curriculum for grades TK-12. For a sample list of recommended curriculum, please see Appendix P.

Parents may also choose from numerous approved vendors to purchase curriculum. CSCS will support students through a variety of vendor options to enrich and broaden student experiences. These vendor offerings include physical education, foreign language, music, drama, dance, and art classes. The parent and Education Specialist work together to select curriculum from a variety of materials vendors, online classes, and in-house teacher-created curriculum.

- **Boxed Set**

Boxed set curriculum, CSCS's most popular, fully supported curriculum, is a complete collection of materials and lesson plans for students in kindergarten through 8th grade. This curriculum will include engaging daily lessons, weekly pacing guides, multi-media learning resources, and rich literature. The Boxed Set is one of many options for students and parents to acquire essential skills. For more detailed information about CSCS's boxed set curriculum, please see Appendix Q.

- **World Language**

CSCS offers online world language courses instructed by a qualified teacher credentialed in the offered languages. Students will attend online classes twice per week with independent study assignments for the remaining days. The instructor will provide personalized support for students and quality instruction.

- **Dynamic Integrated Courses**

Integrated courses, curriculum, and learning resources will be offered at every grade level to support parents and students with making connections between content areas. Some of the offerings will include a complete

literature-based program for kindergarten through 8th grade and a High School curriculum that integrates an entire schedule of courses into 3 week, high-interest modules. These integrated options will allow students and parents a choice in curriculum and how learning is delivered.

- **Power Tools**

CSCS will teach all students fifteen powerful strategies for independent lifelong learning, called Power Tools.

The Citrus Springs Power Tools are fifteen learning strategies designed to help students become independent learners. The Power Tools are useful before, during, and after reading and reinforce literacy skills in all subjects and grades. The tools help students access new and difficult assignments independently. The Power Tools are strategies that are used to develop critical thinking and authentic application of knowledge.

Critical thinking skills allow students to be able to make reasoned and informed decisions and take purposeful actions and it is imperative that schools help build these skills in all students.

Our goal is not only to provide parents and teachers the top strategies, but also to ensure that students have the resources to be independent learners and are college and career ready.

These research-based strategies are Think-Pair-Share, RAFT, Questioning, SQ3R, Power Writing, Notes, Journals, RIP, Connect, Sketch-to-Sketch, Summarizing, Mind Maps, Cover-and-Tell, VIP and Graphic Organizers. For more information about Power Tools, see Appendix L.

- **Additional Supports**

Students can participate in large group and/or individualized field trips, along with special events, including writing and math activity days, inspired learner expo, the annual spelling bee, history day, and science fair.

Each 3rd - 12th grade student will be provided with a Chromebook to support access to the many online subscriptions provided for them, as well as to the online curriculum management system. Students also have access to a curriculum warehouse with hundreds of items available for checkout.

Although parents have a variety of curriculum choices, CSCS has established essential learning in ELA and math that is considered the foundation of all ELA and math courses.

The essential learning in the homeschool program is based on Common Core State Standards, developed into parent and student-friendly "I CAN!" statements. These I CAN!s will be tracked by student and teacher using a variety of tools. Students shall make a minimum of a year's growth in a year, but they also have the opportunity to reach further. We offer a wealth of I CAN! resources to support parents and students including the following:

- Personalized Pathways to develop a plan for acquiring each I CAN! (See Appendix R)
- An I CAN! mastery tracking folder portfolio that follows students from TK-8
- I CAN! reteach booklets (See Appendix S)
- Online interactive I CAN! e-books with links to videos, games & activities, quizzes, and tests related to each I CAN! (See Appendix T)
- Online Learning Portals with parent support, links to instructional videos, activities/games, practice assessments and mastery quizzes and tests.
- School wide incentives for the I CAN! Program
- Online Supported Math
 - CSCS will provide a wide arrange of choices for math instruction. One of these options is a Middle School math curriculum that combines home instruction with online support. Resources include video instruction, real-world tasks, assessments, and practice.

e) Assessment

All students will be assessed using multiple measures including diagnostic, summative, and formative progress monitoring.

CSCS students will achieve competency in the skills outlined in the Common Core State Standards at each grade and authentically prepare for postsecondary success while in high school. All of the benchmark exams given at CSCS will be aligned to the Common Core State Standards and staff will both conduct in-house professional development and attend external professional development focused on reaching the goals set out in each of the standards. At CSCS, competency will be measured through a variety of assessments aimed at capturing a complete picture of student knowledge and recognizing a variety of intelligences. Competency will also be

measured through a growth model recognizing where students are and setting achievable goals for individual students.

Diagnostic testing is offered three times per year across subject areas in order to gain deeper insight into a student's strengths and areas of growth early in the academic year. CSCS students also complete three benchmark exams designed to assess mastery of the grade-level I CAN!s (Springs' Power Standards). Diagnostic and benchmark test results are used to develop learning plans. The learning plans incorporate CSCS I CAN!s. Based on frequent student assessment outcomes, the curricula are modified and personalized as needed to ensure students are best prepared to meet rigorous performance goals.

CSCS uses i-Ready diagnostic assessments which are online adaptive ELA and math assessments built for the Common Core State Standards. i-Ready assessment items are intended to match the rigor of the Common Core and cover the main domains of ELA (phonics, phonological awareness, high-frequency words, vocabulary, comprehension of literature, and comprehension of informational text), and math (number and operations, algebra and algebraic thinking, measurement and data, and geometry).

Benchmark exams are developed in OARS (Online Assessment Reporting System) using INSPECT and NWEA item banks. Both item banks offer extensive libraries of standards-based items. These items match the rigor and academic language of items found in the Common Core State Standards and offer a broad variety of ways to assess each standard. Benchmark assessments will determine student progress and prescribe targeted interventions for each student if needed.

We are committed to using the best assessment tools that are aligned to California state standards (Common Core State Standards). We value tools that not only include appropriate assessment items, but that also provide powerful reporting features that help administrators, teachers, and parents make meaning from complex assessment data. OARS and i-Ready both meet these requirements and we are committed to continuing the use of these tools; however, we realize that there may be a future need to change assessment tools as we continue the implementation of Common Core State Standards. Our data analyst correlates our diagnostic and benchmark data to state test data. Teachers use diagnostic and benchmark data to ensure that their students are on grade-level and achieving expected growth. They also use this data to predict success on our high-stakes state achievement test. If we find that our assessment tools do not correlate with state achievement data, we will evaluate the tools and consider another option to replace i-Ready and OARS.

Students in the RTI process will complete additional diagnostic and benchmark testing using a variety of assessments such as Dibels NEXT. There are three additional assessments required for students involved in Tier 2 of the RTI process. These assessments are each used to provide a different aspect of student achievement. Their purpose is to establish baselines in which to measure growth gains, and along with universal screening measures, are used to establish goals for the purpose of gaining and achieving grade-level equivalency. They are: Dibels NEXT, Oral Reading Fluency and Retell Fluency (ORF and RTF), Dibels Math, and San Diego Quick.

f) High School Guidance Services

All high school students enrolled in CSCS will be challenged through access to A-G courses and concurrent and/or dual enrollment at local community colleges where appropriate. AP classes will be made available through independent study and at selected student centers. Students will be guided toward college preparatory courses and offered opportunities to visit local colleges and universities.

A high school guidance counselor is available to all families. The guidance counselor's role is to help with high school academic planning, college entrance requirements, and post-graduation goals.

g) Homeschool Resource Center TK-12

CSCS's Orange County Student Center will be located at 2121 Grand Avenue in Santa Ana, California, and will provide 13 classroom spaces. Of these 13 classroom spaces, five will be available up to two days per week for homeschool enrichment classes and workshops. Additional space will be provided for Special Education services, meetings, student events, activities, and assessment as needed.

CSCS's resource center will provide enrichment workshops for homeschool students. The resource center helps families connect with other homeschoolers to create a strong support system. Families enjoy the non-traditional choice of homeschooling while benefiting from more time-honored school activities such as school pictures, yearbooks, open houses, and the opportunity to perform and compete as a group. Through events, outreach, activities, and guest speakers, resource center students use the community as the classroom throughout the year.

All resource center enrichment classes and workshops have complete course syllabi and day-by-day course descriptions which allow the Education Specialist to support the enrichment courses their students are attending. The content for each course a student attends is entered into the monthly learning plan as part of the student's assignments. Classroom attendance is completely optional, except in cases of need, such as Special Education services, English language development, etc. All course

content is available online for students to access from home in the event they do not come to class.

Additionally, CSCS will provide a Mobile Science Lab, which will offer hands-on science at our resource center locations for homeschool high school students. For each of our A-G lab sciences, students will attend seven lab practicals a year. This will satisfy their fifth semester unit for the course as well as the lab component for the subject and is accepted by four-year universities.

Students will engage in the process of inquiry in subjects including, but not limited to, exploring with microscopes, testing velocity, experimenting with chemical reactions, and exploring miniature biomes. The CSCS Mobile Science Lab will be led by a credentialed science teacher using lab activities that go along with what is being taught in the courses. Students will deepen their understanding of science in these rigorous labs and have fun while doing it.

Academic counseling services are offered on an appointment basis at the resource center. In addition, special education services, including RSP, OT, speech, and IEP meetings are provided. For additional information, see the Facilities section at the end of this charter.

h) A Day in the Life of a Homeschool Student

Every day in the life of a homeschooler is an individualized experience. Homeschooling offers parents the opportunity to personalize a learning path that is just right for his or her child. Creating a personalized learning path means understanding a student's interests, learning styles, strengths, areas of need and short and long-term goals.

Tamara, one of our longtime homeschool moms, discusses using the community as the classroom. Tamara homeschools two elementary age children and takes advantage of the valuable community resources near her home.

Two days per week Tamara's children take courses at the homeschool resource center. Tamara says, "As a parent, I love and appreciate so much that my kids are interacting with highly qualified teachers and support staff which gives them a 'real school' experience. They love making friends and playing on the playground with other children their age. This is one of the best parts of the homeschool resource center experience. I am grateful to partner with the teachers as they offer my kids an education that I alone could not accomplish."

Tamara's children are taking courses such as German, Writing with a Purpose, Hands on Physical Science, Drawing and Painting, Meet the Masters, Traveling the Globe, and more. Tamara explains, "After four years of homeschooling, I am more convinced than ever that I need a community to school my children. It is not in my

teaching repertoire to be a 'Lego Engineer,' but this is something that my son craves. Therefore, I look to the community to meet this need. The homeschool resource center offers several Lego classes to choose from and even a new STEM (Science, Technology Engineering, Mathematics) class for the elementary grades. Each teacher puts a tremendous amount of thought and consideration into every lesson and my children are excited to come home and share all of their new learning."

Tamara recognizes that there are some subjects that she prefers not to teach or that have been difficult because of the parent-child dynamic. Tamara describes a challenge that she experienced when teaching writing to her daughter, "My daughter gives me a terrible time in writing, but she will do anything for her teacher. I send her to the homeschool resource center for writing instruction. She gets one-and-a-half hours of writing instruction from a teacher and I get to do the 'fun' supplemental writing and practice at home. I have found that removing areas of tension makes me a better parent and homeschool mom and I am grateful that I have the Springs Charter Schools community to keep me successful."

Tamara's family is involved with other homeschool families in a local history co-op. As part of the co-op, the families meet three times a year for a historical fiction book club, go on monthly field trips, and have an end of the year "Family Learning Expo."

Tamara uses the community to create life skills and special interest courses for her kids. Currently her children are participating in swim, softball, BMX, and Girl Scouts as learning opportunities within the community. Tamara states, "These activities give my kids critical life skills such as dealing with competition, taking risks, making friends, establishing work ethic, and developing their personal best self."

Tamara has tailored unique learning paths for her children using the many resources provided through Springs Charter Schools, family networking opportunities, and tapping into community resources. Homeschool parents have unlimited ways to establish a meaningful and rich learning experience for each child.

B. Plan for Students who are Academically High Achieving

Students who are academically high achieving are those who are working independently a minimum of one grade level above grade-level standards.

1. Identification

High achieving students will be identified through the following criteria: Two or more years of scoring advanced on the standardized test instrument, and/or through classroom report cards indicating excellent work, and/or through placement test results including assessments from previous school(s), and/or through teacher recommendations.

2. Parent Notification and Involvement

CSCS assists parents through academic screening, counseling, and curriculum choices to support high achieving students. The school shall provide regular written notifications of the results of assessments to all parents/guardians of pupils assessed. Personalized learning plans are created in collaboration with parents and students based on the assessment results so that strengths can be built upon and difficulties addressed.

The personalized learning plans of high achieving students will be designed to suit their individual needs and allow them to accelerate the pace of their learning and/or to pursue more challenging studies. Because the staff of CSCS understand that bright students often have academic gain “sprints,” students who have mastered their grade level standards will be encouraged to study the next grade level designation. Great care will be taken before deciding to accelerate students, either academically or through a grade level change.

Personalized learning allows students who are high achieving to accelerate their learning if desired or spend additional time deeply engaged in core subject areas.

3. Supports

CSCS believes that differentiation is the key to success with high achieving students. CSCS teachers will differentiate content, process, or product according to students’ academic level and learning profile. High achieving students will be provided with opportunities such as the next grade-level’s coursework, high-interest independent study enrichment projects, access to advanced online classes, time and access to concurrent or dual enrollment classes offered at the community college.

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C. Plan for Students who are Academically Low Achieving

CSCS believes that both the confidence and the motivation to learn are fostered by providing the student with curriculum appropriate for his or her current level of academic proficiency and then adjusting the pace and rigor of learning to challenge and engage his or her full potential. In order to directly support low achieving students, the credentialed teacher, parent(s), and student will collaborate to design the optimal personalized learning plan. Citrus Springs Charter School is designed to provide a rigorous and personalized school experience within each student's familial culture and support. Citrus Springs' community of leaders, teachers, students, families, and public will collaborate to ensure that all students are growing and achieving.

1. Identification

Students will be assessed upon admission to CSCS to identify their strongest learning modalities as well as grade levels of proficiency in reading, language usage, and key areas of mathematics. With the information from these formal assessments, in addition to information from both the parent and the student about the student's history, attitudes, and interests, a learning plan will be established which will optimize the student's chance for success.

Universal screening is a general outcome measure used to identify underperforming students and to determine the rate of increase for the school, classroom, and student. A universal screening will not identify why students are underperforming; rather it will identify which students are not at the expected performance criteria for a given grade level in reading and mathematics. The key feature in a screening measure is the accuracy in classifying a student as "at risk" or not "at risk." Although it is important that overall student achievement consistently be evaluated using multiple measures, universal screening is important because it represents the first point of entry into our multi-tiered systems of support (Tier I, Tier II and Tier III).



Universal screening measures for all CSCS students:

1. I-Ready for grades kindergarten through 10
2. State Test, including CAASPP and CAHSEE
3. Curriculum-based assessments that are part of the student's instructional program
4. Teacher and parent observation, student work samples
5. Discipline Report

2. Parent Notification and Involvement

Both the administration and teachers will contact parents of low-achieving students in a responsive and timely manner, as laid out in our RTI Teacher Handbook (Appendix U). The "Teacher of Record" (TOR) will be the main point of contact between family and school. TORs will communicate with parents both formally and informally, in person and by telephone. TORs examine students' grades formally each month with the student at the regular homeschool meeting or at an academy advisory meeting. Low-achieving students with <74% in any academic class are identified.

The credentialed teacher will remain in close contact with the family and will propose any alterations to the plan that may appear necessary as the student moves forward. If a student is not making sufficient progress via the individualized Learning Plan analysis, the credentialed teacher will meet with the parent(s) and student to discuss the situation and advise them on how to better achieve and support learning.

3. Supports

Springs' philosophy that parents are the primary educators for their children implies that the parent's influence in their child's education is a major factor of their students' academic success. Parents and staff are expected to have ongoing, open discussions about each student's progress on a regularly-scheduled basis. When a concern about an individual student's academic progress is determined, either as a result of assessments or a parent or TOR observation, interventions to the curriculum and/or instructional delivery will be discussed. Here are some strategies to begin discussions in personalization of the individual needs of each student:

Increase Time and Intensity

Time spent daily in ELA and math is an important discussion topic at each learning plan meeting. Kindergarten students should spend at least one hour in ELA and 30 minutes in math each day. First-through-third grade students should spend two-and-a-half to three hours per day in ELA and 45 minutes to one hour of math each day. Fourth-through-eighth grade students should spend two hours per day in ELA and one hour in math per day. High school students should spend one hour per academic day in each enrolled course.

Consider the following strategies to increase time and intensity when there is a concern in academic progress:

- Time extension (e.g. double the amount of time)
- Time of day - schedule assignment at optimal time for the student's maximum performance (e.g. math assignments after PE, in the morning or after medication)
- Breaks (specify the number and length of breaks for students, during the performance of assignments)
- Multiple days (provide assignment in sections over two-or-more days (e.g. one section or question of the task per day)
- Multiple time segments - provide assignment in sections over two or more time periods throughout the day (e.g. one 15-minute segment in the morning and another 15-minute segment in the afternoon).
- Timelines provided to students to assist them in pacing their work

4. Supplemental Resources

We include supplemental resources in every discussion of the personalized learning plan. CSCS has supplemental resources available for all students:

- Aleks math is an online resource that personalizes each lesson and provides student choice in assignments for the learning session.
- Reading A-Z offers ELA materials in reading, vocabulary, comprehension, assessment, spelling and phonics. Resources can be accessed by parents with internet access, or they can be printed by the Education Specialist (ES) and provided to the student.
- Essentials is an intensive resource and can count for a high school special interest course, as it prepares students for the necessary skills in Mathematics 1. This free resource is available to our students through Moodle. It can also be delivered by a tutor or a parent with concepts delivered in packets. These packets have necessary teaching resources that are accessible through Moodle and are a required component to teach essential foundational skills needed in mathematics.
- Study Island is a supplemental resource available as an online workshop.
- Core Workshops at the student centers are a great way to increase direct instruction time.
- I CAN!s are concept-based resources that provide a pre-test, resources to master the concept, and a post-test to demonstrate mastery of that specific concept. They can be used as an intervention resource and a progress-monitoring tool.

- I-Ready Intervention Tool systematically teaches foundational skills using a computer adaptive diagnostic assessment with frequent progress monitoring to ensure concepts are remembered.
- Ten Marks provides access to grade-level content to personalize mastery of math skills while providing immediate feedback for students and progress-monitoring reports for teachers. When students work on Ten Marks, they have access to hints and video lessons on every problem, so if they cannot recall something, or did not understand the topic when it was covered in class, they can review the topic and move forward. Immediate feedback is a research-proven, highly effective strategy to improve motivation and build confidence.⁷

5. Ongoing Evaluation

Progress monitoring is a technique that provides continuous feedback about the effectiveness of the instructional program and the student's achievement. I-Ready and OARS are the tools CSCS will use for Tier I progress monitoring. For Tiers II and III, the basis of the program is weekly, direct measurement of a student's progress toward a specific goal. I CAN!s will also be used as a progress monitoring tool.

We believe it is imperative to monitor a student's progress on a frequent and consistent basis in order to ensure the following:

- Continuous feedback on the effectiveness of a specific instructional intervention
- A system for accountability for student achievement
- Data on student progress which can assist teachers in making data based decisions regarding the need
- Current instructional strategies
- Graphic displays of a student's progress over time in a way that can easily be shared with parents and other professionals involved in the student's education

⁷ Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge, page 297.

D. Special Education

CSCS shall serve the needs of students with disabilities by complying with applicable state and federal laws and regulations prohibiting discrimination against, and requiring a free appropriate public education be provided to, children with disabilities. For the complete Special Education Procedural Manual, see Appendix V.

1. Overview

Citrus Springs Charter School is committed to meeting the needs of students with exceptional needs, their parents, and the staff members who work with the students with disabilities enrolled in our programs. Policies, procedures, and guidelines are in place to ensure that students being referred for and/or enrolled in special education program services receive a free appropriate public education (FAPE), in the least restrictive environment (LRE). Citrus Springs Charter School follows the guidelines and procedures set forth in accordance with all State and Federal laws.

CSCS shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA"). CSCS shall participate as a local educational agency ("LEA") in a special education plan approved by the State Board of Education in accordance with Education Code Section 47641(a) and will receive state and federal revenues directly, in accordance with the SELPA's allocation plan. CSCS is in the process of seeking membership in the El Dorado County Special Education Local Plan Area ("SELPA") and shall make written verifiable assurances of its LEA membership in the SELPA prior to commencement of operations or as otherwise agreed to with its authorizer. Until such time as CSCS is accepted as an LEA member of a SELPA, the manner in which CSCS special education services shall be funded and delivered shall be governed by a mutually agreed upon Memorandum of Understanding ("MOU") between CSCS and OCBE.

CSCS shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures and shall utilize appropriate SELPA forms.

CSCS may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. CSCS may also provide related services by hiring credentialed or licensed providers through Non-Public Agencies (NPA).

CSCS shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by CSCS shall be accessible for all students with disabilities.

2. Services for Students under the “IDEIA”

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The following provisions are meant to summarize the Charter School Petitioner’s understanding of the manner in which special education instruction and related services shall be provided by the Charter School. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of CSCS and the SELPA. A copy of the MOU will be presented to the District upon execution.

CSCS shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

CSCS will provide services for special education students enrolled in CSCS. CSCS will follow SELPA policies and procedures and shall utilize SELPA forms in seeking out, identifying, and serving students who may qualify for special education programs and services, for responding to record requests and parent complaints, and for maintaining the confidentiality of pupil records. CSCS will be exclusively responsible for the provision of services (including, but not limited to, referral, identification, assessment, case management, Individualized Education Plan (“IEP”) development, modification, and implementation).

All students with disabilities will be fully integrated into the programs of CSCS with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending CSCS is properly identified, assessed, and provided with necessary services and supports. CSCS will meet all the requirements mandated within a student’s Individualized Education Program (IEP).

3. Staffing

All special education services at CSCS will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEIA. CSCS staff shall participate in in-service training relating to special education by the SELPA or CSCS.

Operating within all legally mandated timelines, CSCS will be responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and related service providers including, without limitation, speech therapists,

occupational therapists, behavioral therapists, psychologists. CSCS shall ensure that all special education staff hired by CSCS are qualified pursuant to SELPA policies, as well as meet all legal requirements. Documentation of qualifications shall be maintained on site for inspection.

4. Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law.

Assessments shall be conducted to address all suspected areas of disability including, but not limited to: academic achievement, social/adaptive/behavioral/emotional, processing, perceptual/motor development, communication development, cognitive development, health/development, and post-secondary transition. Assessment measures will include formal and informal assessments including interviews and observations.

Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment. Assessments must be conducted by a person with knowledge of the student’s suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory. Assessments will be delivered in the student’s primary language, and a qualified interpreter will be provided if needed. Assessment tools must be used for purposes for which the assessments or measures are valid and reliable. Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills. A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent’s written consent for assessment.

5. Identification and Referral

CSCS provides for the identification and assessment of the exceptional needs of an individual, and the planning of an instructional program to meet the assessed needs. Identification procedures include systematic methods of utilizing referrals of pupils from teachers, parents, agencies, appropriate professional persons, and from other members of the public.

Identification procedures are coordinated with school site procedures for referral of pupils with needs that cannot be met with modification of the regular instructional program (EC 56302). Parents and staff work closely to address academic or behavioral

performance and concerns of individual students. Parents will be contacted whenever there is a concern about their child's academic or behavioral performance. Parents may also contact their child's teacher or school site administrator with concerns about their child's academic or behavioral performance.

Concerns may be addressed in an RTI meeting. This meeting may be initiated by school staff or parents/guardians/student. During the RTI meeting, the team can document concerns and which strategies are being implemented or will be implemented to attempt to address the student's concerns related to their learning.

A parent request for assessment starts the assessment process and CSCS must respond in writing within 15 days. Director of Special Education or designee will notify RTI Team of the parent's request. CSCS will hold a meeting within 10 days to address the parent's concerns and determine if an assessment is required. If so, parent will receive a written Assessment Plan within 15 days. Assessment Plan and Prior Written Notice (PWN) will be developed by Special Education staff to determine assessments needed to address all areas of suspected disability. The parent will be given at least 15 days to provide written consent. A pupil shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized (EC 56303). The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment. If assessment is not required, parent will be provided with a Prior Written Notice (PWN) indicating denial of request within 15 days of the request.

6. IEP Meetings

CSCS shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. CSCS shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the CSCS designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; the parent/guardian; and other CSCS representatives who are knowledgeable about the regular education program at CSCS and/or about the student. CSCS shall also arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, special education teacher, and behavior specialist; and shall document the IEP meeting and provide the notice of parental rights.

7. IEP Development

CSCS understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible CSCS students in the least restrictive environment in accordance with the policies and procedures of the Charter School and requirements of State and Federal law. For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals shall be developed.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
- After the student has received a formal assessment or reassessment
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request)
- When an Individual Transition Plan is (ITP) required at the appropriate age
- When CSCS seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability

8. IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEIA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress. If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, CSCS will have 30 days, not including school vacations greater than five days, to hold the IEP meeting.

9. IEP Implementation

CSCS shall ensure that all progress reporting complies with state and local guidelines. CSCS shall be responsible for implementation of IEPs and supervision of services. CSCS shall provide the parents with timely reports on the student's progress as provided in

the student's IEP, as frequently as progress reports are provided for CSCS's non-special education students, which is at least once during each academic term. CSCS shall also provide all homeschool coordination and information to the parent/guardian each semester. CSCS shall also be responsible for providing all curriculum, classroom materials, and modifications and accommodations. All special education services and supports shall be developed to ensure student receives a free, appropriate education (FAPE) in the least restrictive environment (LRE).

10. Interim and Initial Placements of New Charter School Students

For students who enroll during the school year in CSCS from another school district with a current IEP, CSCS shall implement comparable services in accordance with the most recent agreed-upon and implemented IEP from previous school district to the extent practicable or as otherwise agreed between CSCS and the parent/guardian. CSCS will conduct an Interim IEP meeting within 30 calendar days. Prior to such meeting and pending agreement on a new IEP, CSCS shall implement the existing IEP at CSCS, to the extent practicable or as otherwise agreed between CSCS and the parent/guardian.

11. Non-Public School Placements/Non-Public Agencies

CSCS shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. CSCS shall immediately address all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement in accordance with applicable law.

12. Non-Discrimination

It is understood and agreed that all children will have access to CSCS and no student shall be denied admission nor counseled out of CSCS due to the nature, extent, or severity of his or her disability or due to the student's request for, or actual need for, special education services.

13. Procedural Safeguards and Parent/Guardian Complaints

CSCS shall adopt policies and procedures for responding to parental concerns or complaints related to special education services in accordance with applicable law. Parents or guardians of students with IEPs must provide written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP. CSCS will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions at least once per year. CSCS will utilize the Notice of Procedural Safeguards used by the El Dorado SELPA.

CSCS shall receive any concerns raised by parents/guardians regarding related services and rights. CSCS's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. An IEP meeting will be scheduled if necessary to address the parent complaint. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. CSCS shall respond to any complaint to or investigation by the California Department of Education, the United States Department of Education, Office of Civil Rights, or any other agency.

14. Dispute Resolution

CSCS may initiate a due process hearing or request for mediation with respect to a student enrolled in CSCS if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, CSCS shall defend the case. In the event that CSCS determines that legal representation is needed, it shall select appropriate legal counsel.

15. SELPA Representation

CSCS understands that it shall represent itself at all SELPA meetings.

16. Funding

CSCS understands that it will be subject to the allocation plan of the SELPA.

17. Section 504 of the Rehabilitation Act

CSCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of CSCS. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by CSCS.

A 504 team will be assembled by CSCS's 504 Coordinator or other designated staff and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program

and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not qualify to receive services is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by CSCS's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Director will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that she or he review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

E. English Learners

CSCS will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

CSCS complies with all applicable federal and state laws concerning services and the education of EL students. CSCS shall adopt policies and procedures ensuring the:

- Identification of EL Students
- Development of a program designed to provide assistance to EL students
- Development of appropriate evaluation standards, including formalized testing procedures to identify the level of proficiency

Under the management of the Superintendent, CSCS takes an active role in the recruitment and staffing of authorized personnel for all EL programs and makes it a priority to hire CLAD and BCLAD teachers. Teachers not currently authorized but who are serving ELs shall be required to sign a memorandum of understanding stipulating that they will be actively participating in professional development designed to secure an appropriate authorization within two years. The Superintendent, or designee, will then monitor attendance at professional development activities to ensure that such teachers remain on track to complete the necessary training for their authorizations.

1. Home Language Survey

CSCS will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

2. CELDT or ELPAC Testing

All students who indicate that their home language is other than English will be California English Language Development Test (“CELDT”) or English Language Proficiency Assessments for California (“ELPAC”) tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

CSCS will notify all parents of its responsibility for CELDT or ELPAC testing and of CELDT or ELPAC results within thirty days of receiving results from publisher. The CELDT or ELPAC shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

3. Reclassification Procedures

The No Child Left Behind Act of 2001, Title III requires that reclassified students be monitored for a period of at least 24 months following reclassification. The Coordinator of EL Services and the assistant superintendent overseeing EL will supervise the process of monitoring reclassified students. School staff will use the CAASPP, multiple measure scores, teacher assessments and observations to semi-annually monitor the progress of R-FEP students for a period no less than 24 months after reclassification. Student performance shall be reviewed at least at each semester. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need.

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- a) Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT or ELPAC.
- b) Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- c) Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- d) Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- e) The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

4. Parent Notification and Involvement

The school shall send a notification of the results of English proficiency assessments to all parents/guardians of pupils assessed, whether the pupil is designated as fluent English proficient or limited English proficient. These notifications shall be written in English and in the pupil's primary language. In addition, the notice shall be given orally

when staff has reason to believe that a written notice would not be understood. Parents/guardians also shall be notified of the results of any reassessments. Before pupils are enrolled in a program for English language learners, parents/guardians also shall receive information about the program and their opportunities for parental involvement as specified by law. This information shall include the fact that an individual pupil's participation in the program is voluntary on the part of the parent/guardian. Before pupils are enrolled in a program for English language learners, parents/guardians also shall receive information about the program and their opportunities for parental involvement as specified by law. This information shall include the fact that an individual pupil's participation in the program is voluntary on the part of the parent/guardian.

5. Strategies for English Learner Instruction and Intervention

CSCS will create an environment in which non-English speaking families feel supported and welcomed. CSCS will employ bilingual staff whenever possible, and all communication materials for parents and guardians will be available in English or other home language. All meetings that involve parents or other members of the community will offer the appropriate translation services as needed.

Teachers will engage in best practices to support ELs, with the specific strategy modified according to the need of the student and the program in which the student is enrolled. In the classrooms, ELs have daily access to the core curriculum and are taught in English with additional support as necessary such as CLAD and BCLAD instructors, tutors, peer support, and after-school study halls. In independent study/homeschool, students will be supported daily with a variety of online tools including i-Ready, Rosetta Stone, Canvas and Adobe Connect, which allows students to connect with their credentialed teacher via a virtual platform. In addition, face-to-face instruction with a credentialed CLAD or BCLAD instructor will occur each week.

CSCS staff will continue to receive professional development in Specially Designed Academic Instruction in English as part of their ongoing professional development activities. Instruction techniques, assessments, materials and approaches are aligned with California EL and Content Standards and focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills.

These practices include, but are not limited to project-based learning with an emphasis on multiple ways of showing mastery of knowledge, online vocabulary skills development, heterogeneous groupings in core academic classes, supplemental pullout instruction with a focus on academic language acquisition, after-school support and tutoring.

In addition, the CSCS instructional program is designed to promote language acquisition and proficiency, oral language development, and enriched learning opportunities for all ELs. Subject area teachers, advisors, and the EL coordinator meet biannually to ensure

that EL students receive EL and core content instruction appropriate for their English proficiency and grade levels.

During these meetings, all students classified EL will be evaluated and placed into one of four categories through discussion, test scores, and/or other evaluations:

- EL–Core: students who are recent English learners or immigrants, and will benefit most from strategies specifically directed at transitioning them to English
- EL–Reclassify: higher-skilled students who are listed as EL but who should be tested and reclassified as soon as possible
- EL–With Learning Differences: students who are likely to have tested as EL due to learning differences that may be better supported through an IEP plan
- EL – Low-Skilled: students who have tested as EL because they are below grade level, as opposed to being English learners or having learning differences

This list is shared with instructors and administrators, with the goal of allowing more targeted and effective interventions to support ELs of all types. In addition, those EL students not ready for reclassification will be enrolled in an EL-specific after-school study program with additional scaffolding, bilingual-friendly environment, and one that meets their reading level in order to ensure that SSR is used to raise their reading fluency.

6. Monitoring and Ongoing Evaluation of Program Effectiveness

EL Students will be assessed on English language proficiency level in the fall and the spring annually. The EL Coordinator administers and reports CELDT or ELPAC results to staff and monitors and supports reclassification of ELs on a continuous basis. ELA lead staff coordinates/conducts EL professional development, administers non-CELDT or ELPAC assessments, coordinates additional EL interventions, and supports all content areas with EL strategies. Finally, administration monitors teacher qualifications for legal compliance and the availability of adequate resources.

CSCS's evaluation for the program effectiveness for ELs includes:

- a) Adhering to CSCS-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- b) Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- c) Monitoring of student identification and placement.
- d) Monitoring of parental program choice options.

e) Monitoring of availability of adequate resources.

7. English Learner Advisory Committee (ELAC)

When there are 21 or more English learners at CSCS, parent/guardian ELAC shall be maintained to serve the advisory functions specified in law. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as their children represent of the total number of pupils in the school. ELAC has four legal responsibilities that is the focus of their work. They must advise the school and staff on the following:

- Development or revision of a master plan for English learner education for the individual school.
- Development of the school's needs assessment.
- Administration of the school's annual language census.
- Ways to make parents aware of the importance of regular school attendance

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F. Charter School Goals and Actions to Achieve the Eight State Priorities

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

Local Control and Accountability Plan (“LCAP”)

The Charter School will produce a Local Control and Accountability Plan (“LCAP”) using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. The Charter School shall submit the LCAP to its authorizer and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into “subpriorities.”

STATE PRIORITY #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUBPRIORITY A – TEACHERS

| | |
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| GOAL TO ACHIEVE SUBPRIORITY | 100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned. |
| ACTIONS TO ACHIEVE GOAL | All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Assistant Superintendent or Designee will annually review credential status. |

SUBPRIORITY B – INSTRUCTIONAL MATERIALS

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| GOAL TO ACHIEVE SUBPRIORITY | 100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition. |
| ACTIONS TO ACHIEVE GOAL | Instructional materials purchased will be aligned to CA Common Core State Standards per the charter petition. |

| SUBPRIORITY C – FACILITIES | |
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| GOAL TO ACHIEVE SUBPRIORITY | Maintain clean and safe school facilities. |
| ACTIONS TO ACHIEVE GOAL | Daily general cleaning by custodial staff will maintain campus cleanliness; Regular facility inspections will screen for safety hazards. |
| STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS <i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i> | |
| SUBPRIORITY A – CCSS IMPLEMENTATION | |
| GOAL TO ACHIEVE SUBPRIORITY | 100% of teachers will participate in annual professional development on the implementation of Common Core State Standards. |
| ACTIONS TO ACHIEVE GOAL | Identify and participate in intensive professional development and trainings on the CCSS and Technology in Teaching and Learning. |
| SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE | |
| GOAL TO ACHIEVE SUBPRIORITY | 90% of EL students will gain academic content knowledge through the implementation of the CCSS. |
| ACTIONS TO ACHIEVE GOAL | EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. |
| SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY | |
| GOAL TO ACHIEVE SUBPRIORITY | 90% EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies. |
| ACTIONS TO ACHIEVE GOAL | EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum. Teachers of EL students participate in professional development activities to bridge the 2012 ELD standards and the existing ELD curriculum. |
| STATE PRIORITY #3— PARENTAL INVOLVEMENT <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i> | |
| SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT | |
| GOAL TO ACHIEVE SUBPRIORITY | Per the charter, “parents who enroll their children in (the charter) shall, through specific enrollment and curriculum contracts, accept primary responsibility for their children’s education.” |
| ACTIONS TO ACHIEVE GOAL | Parents will be involved through either learning plan meetings or parent/teacher conferences. |
| SUBPRIORITY B – PROMOTING PARENT PARTICIPATION | |

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| GOAL TO ACHIEVE SUBPRIORITY | Maintain the School Site Council. |
| ACTIONS TO ACHIEVE GOAL | School administration will work with the Parent Participation Group to recruit parents to the SSC via flyers. |
| SUBPRIORITY C | |
| GOAL TO ACHIEVE SUBPRIORITY | Solicit parent feedback via annual satisfaction surveys. |
| ACTIONS TO ACHIEVE GOAL | Annually, School administration as well as teachers will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion and implementation |
| STATE PRIORITY #4— STUDENT ACHIEVEMENT | |
| <i>Pupil achievement, as measured by all of the following, as applicable:</i> | |
| <ul style="list-style-type: none"> A. CA Assessment of Student Performance and Progress (CAASPP) statewide assessment B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness | |
| SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS | |
| GOAL TO ACHIEVE SUBPRIORITY | 5% growth of students at every applicable grade level, including all student subgroups, scoring proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics. |
| ACTIONS TO ACHIEVE GOAL | Instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a program for assisting at-risk students; use of instructional technology in the area of mathematics; use of MTSS pyramids of intervention. |
| SUBPRIORITY B – API | |
| GOAL TO ACHIEVE SUBPRIORITY | Schoolwide and all student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education. |
| ACTIONS TO ACHIEVE GOAL | Instruction will incorporate testing strategies in preparation for the |

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| | CAASPP. |
| SUBPRIORITY C – EL PROFICIENCY RATES | |
| GOAL TO ACHIEVE SUBPRIORITY | EL students will show growth per the CELDT/ELPAC each academic year. |
| ACTIONS TO ACHIEVE GOAL | EL students will receive additional instructional support which includes small group work, usage of SDAIE and ELD instructional strategies, and reading instruction per MTSS pyramid. |
| SUBPRIORITY D – EL RECLASSIFICATION RATES | |
| GOAL TO ACHIEVE SUBPRIORITY | Qualifying EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment. |
| ACTIONS TO ACHIEVE GOAL | EL students will receive additional instructional support which includes small group work, usage of SDAIE and ELD instructional strategies, and reading instruction per MTSS pyramid. |
| STATE PRIORITY #5— STUDENT ENGAGEMENT | |
| <i>Pupil engagement, as measured by all of the following, as applicable:</i> | |
| <ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates | |
| SUBPRIORITY A – STUDENT ATTENDANCE RATES | |
| GOAL TO ACHIEVE SUBPRIORITY | Charter School will maintain a 95% ADA rate. |
| ACTIONS TO ACHIEVE GOAL | Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. |
| SUBPRIORITY B – STUDENT ABSENTEEISM RATES | |
| GOAL TO ACHIEVE SUBPRIORITY | Students will demonstrate adequate progress, as defined by our Master Agreement and CSCS Board policy, at every learning period. |
| ACTIONS TO ACHIEVE GOAL | Collaboration with parents and implementation of interventions as specified in our Adequate Progress Policy. |
| SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE | |
| GOAL TO ACHIEVE SUBPRIORITY | Charter School will promote 98% of 7 th and 8 th grade students. |
| ACTIONS TO ACHIEVE GOAL | Charter School will offer an academically engaging learning environment for all its students, including members of all subgroups. |

STATE PRIORITY #6— SCHOOL CLIMATE

School climate, as measured by all of the following, as applicable:

- A. *Pupil suspension rates*
- B. *Pupil expulsion rates*
- C. *Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*

SUBPRIORITY A – PUPIL SUSPENSION RATES

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| GOAL TO ACHIEVE SUBPRIORITY | Charter School will maintain an annual suspension rate of less than 1%. |
| ACTIONS TO ACHIEVE GOAL | Teachers will be trained on Social Emotional Wellbeing component of our school policy which outlines the discipline processes. Executive Director and Assistant Director work with teachers and families to manage student behavior issues and concerns. |

SUBPRIORITY B – PUPIL EXPULSION RATES

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| GOAL TO ACHIEVE SUBPRIORITY | Charter School will maintain an annual expulsion rate of less than 1%. |
| ACTIONS TO ACHIEVE GOAL | Teachers will be trained and follow Section 13 of our Charter Handbook which outlines our expulsion policy and behavior approach. Executive Director and Assistant Director work with teachers and families to manage student behavior issues and concerns. |

SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)

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| GOAL TO ACHIEVE SUBPRIORITY | Charter School students and staff will adhere to the School Safe Plan. |
| ACTIONS TO ACHIEVE GOAL | Annually, all school employees will be trained on the elements of the School Safe Plan. Students who attend resource centers will participate in regular Fire, Earthquake, and safety drills. |

SUBPRIORITY D

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| GOAL TO ACHIEVE SUBPRIORITY | Charter School staff and parents will host various community building events and activities throughout the year. |
| ACTIONS TO ACHIEVE GOAL | Charter School will host at least three community events through collaboration with parents, students, and community members. |

STATE PRIORITY #7— COURSE ACCESS

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics,

visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

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| GOAL TO ACHIEVE SUBPRIORITY | Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s Charter. |
| ACTIONS TO ACHIEVE GOAL | All academic content areas will be available to all students, including student subgroups, at all grade levels. |

STATE PRIORITY #8— OTHER STUDENT OUTCOMES
Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

SUBPRIORITY A - ENGLISH

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| GOAL TO ACHIEVE SUBPRIORITY | All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy. |
| ACTIONS TO ACHIEVE GOAL | All students participate in Charter School’s ELA program on each school attendance day. Instructional strategies implemented throughout include: small group work, one-to-one tutoring, reading intervention program; speaking skills to present information, narrative and response to literature; consultation and collaboration with colleagues to support student-learning goals. |

SUBPRIORITY B - MATHEMATICS

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| GOAL TO ACHIEVE SUBPRIORITY | All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics. |
| ACTIONS TO ACHIEVE GOAL | All students participate in Charter’s math program. Instructional strategies implemented in math include: direct instruction; spiraling math curriculum; small group work, one-to-one tutoring, peer tutorial support, small group after-school tutorial; collaboration with colleagues to support student goals and learning. |

SUBPRIORITY C – SOCIAL SCIENCES

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| GOAL TO ACHIEVE SUBPRIORITY | All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, civics and social science. |
| ACTIONS TO ACHIEVE GOAL | Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on |

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| | projects. |
| SUBPRIORITY D - SCIENCE | |
| GOAL TO ACHIEVE SUBPRIORITY | All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science. |
| ACTIONS TO ACHIEVE GOAL | Utilizing an inquiry based approach students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. Strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects. |
| SUBPRIORITY E – VISUAL AND PERFORMING ARTS | |
| GOAL TO ACHIEVE SUBPRIORITY | Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in visual and performing arts. |
| ACTIONS TO ACHIEVE GOAL | Through a variety of learning strategies, including direction instruction and hands on learning experiences students will study content using the Visual and Performing Arts standards for California Public Schools, kindergarten through grade twelve to ensure that students have a variety of experiences for imagining, exploring, and creating the visual and performing arts. |
| SUBPRIORITY F – PHYSICAL EDUCATION | |
| GOAL TO ACHIEVE SUBPRIORITY | Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Physical Education. |
| ACTIONS TO ACHIEVE GOAL | Through a variety of learning strategies, including authentic learning experiences students will study content using the Physical Education Content Standards for California Public Schools, kindergarten through grade twelve to ensure that students have a variety of experiences for acquiring the knowledge that all students need to maintain a physically active, healthy lifestyle. |
| SUBPRIORITY G – HEALTH (GRADES TK-12) | |
| GOAL TO ACHIEVE SUBPRIORITY | Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Health. |
| ACTIONS TO ACHIEVE GOAL | Through a variety of learning strategies, including authentic learning experiences students will study content using the Health Content Standards for California Public Schools, kindergarten through grade twelve to ensure that students have a variety of experiences for |

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| | acquiring the knowledge that all students need to relate to health education. |
| SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY) | |
| GOAL TO ACHIEVE SUBPRIORITY | Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Foreign Language. |
| ACTIONS TO ACHIEVE GOAL | Through a variety of learning strategies, including authentic learning experiences students will study content using the World Language Content Standards for California Public Schools, kindergarten through grade twelve to ensure that students have a variety of experiences for acquiring the knowledge that all students should know and be able to do in this subject area. |
| SUBPRIORITY I – CTE (GRADES 7-12 ONLY – SEE APPENDIX W) | |
| GOAL TO ACHIEVE SUBPRIORITY | Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in CTE. |
| ACTIONS TO ACHIEVE GOAL | Through a variety of learning strategies, including authentic learning experiences students will study content using the CA CTE Standards grade seven through grade twelve to ensure that students have a variety of experiences for acquiring the knowledge that all students should know and be able to do in this subject area. |

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Element B: Measurable Pupil Outcomes

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

CSCS will measure student achievement in the following three (3) ways:

1. CSCS will meet state calculated growth target annually in all significant subgroups and school-wide in two (2) of the last three (3) years.
2. CSCS will meet state calculated state-mandated assessment participation rate school-wide in two (2) of the last three (3) years.
3. Students who are identified as Multi-Tiered Systems of Support (MTSS) Tier II will show improvement in proficiency as measured by the CSCS systematic online standards-based assessment tool in two (2) of the last three (3) years.

CSCS has developed clearly defined schoolwide and student outcome goals in compliance with Education Code Sections 47605(b)(5)(B) and 52060(d).

Accomplishments in each of the goals and outcomes directly support the mission to foster the innate curiosity of students, empower their parents, and promote optimum learning by collaboratively developing a personalized learning program for each student.

As the state finalizes new standardized assessment tools (e.g., the California Assessment of Student Performance and Progress ("CAASPP") assessment system) and new school performance measures (e.g., API), CSCS will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support this mission.

| CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES |
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| <p>Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School's outcomes that align with the state priorities and the Charter School's goals and actions to achieve the state priorities, as identified in Element A of the charter.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p> |

STATE PRIORITY #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUBPRIORITY A – TEACHERS

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| GOAL TO ACHIEVE SUBPRIORITY | 100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned. |
| ACTIONS TO ACHIEVE GOAL | All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Assistant Superintendent or Designee will annually review credential status. |
| MEASURABLE OUTCOME | 100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned. |
| METHODS OF MEASUREMENT | Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card. |

SUBPRIORITY B – INSTRUCTIONAL MATERIALS

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| GOAL TO ACHIEVE SUBPRIORITY | 100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition. |
| ACTIONS TO ACHIEVE GOAL | Instructional materials purchased will be aligned to CA Common Core State Standards per the charter petition. |
| MEASURABLE OUTCOME | 100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition. |
| METHODS OF MEASUREMENT | Staff will review all instructional materials before purchase pursuant to E.C. § 60119. |

SUBPRIORITY C – FACILITIES

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| GOAL TO ACHIEVE SUBPRIORITY | Maintain clean and safe school facilities. |
| ACTIONS TO ACHIEVE GOAL | Daily general cleaning by custodial staff will maintain campus cleanliness; Regular facility inspections will screen for safety hazards. |
| MEASURABLE OUTCOME | 90% of all items on regular site inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within six months. Daily cleanliness spot checks will also be performed. |
| METHODS OF MEASUREMENT | Monthly site inspection documents prepared by Director of Operations; Annual Facility Inspection Reports. |

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS*Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency***SUBPRIORITY A – CCSS IMPLEMENTATION**

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| GOAL TO ACHIEVE SUBPRIORITY | 100% of teachers will participate in annual professional development on the implementation of Common Core State Standards. |
| ACTIONS TO ACHIEVE GOAL | Identify and participate in intensive professional development and trainings on the CCSS and Technology in Teaching and Learning. |
| MEASURABLE OUTCOME | Annually, 100% of teachers will participate in at least five hours of Professional Development and trainings in CCSS and at least 15 hours of Professional Learning Communities. |
| METHODS OF MEASUREMENT | Professional Development calendar and sign in sheets will evidence participation by teachers in professional development activities. |

SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE

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| GOAL TO ACHIEVE SUBPRIORITY | 90% of EL students will gain academic content knowledge through the implementation of the CCSS. |
| ACTIONS TO ACHIEVE GOAL | EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. |
| MEASURABLE OUTCOME | Annually, 90% of EL students will gain academic content knowledge through the implementation of the CCSS. |
| METHODS OF MEASUREMENT | EL student performance on the CAASPP statewide assessments; CELDT/ELPAC Assessments; learning plan/lesson plan; teacher assessments; annual report cards. |

SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY

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| GOAL TO ACHIEVE SUBPRIORITY | 90% EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies. |
| ACTIONS TO ACHIEVE GOAL | EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum. Teachers of EL students participate in professional development activities to bridge the 2012 ELD standards and the existing ELD curriculum. |
| MEASURABLE OUTCOME | 100% EL students will reach English language proficiency by graduation through the implementation of the CCSS, and ELD curriculum and related instructional strategies. |
| METHODS OF MEASUREMENT | Student performance on CELDT/ELPAC Assessment, curriculum assessments, and reclassification documentation. |

STATE PRIORITY #3— PARENTAL INVOLVEMENT*Parental involvement, including efforts to seek parent input for making decisions for schools, and how*

the school will promote parent participation

SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT

| | |
|------------------------------------|--|
| GOAL TO ACHIEVE SUBPRIORITY | Per the charter, “parents who enroll their children in (the charter) shall, through specific enrollment and curriculum contracts, accept primary responsibility for their children’s education.” |
| ACTIONS TO ACHIEVE GOAL | Parents will be involved through either learning plan meetings or parent/teacher conferences. |
| MEASURABLE OUTCOME | 100% of parents will accept primary responsibility of their children’s education. |
| METHODS OF MEASUREMENT | Annual review by supervisors of learning plans and lesson plans. |

SUBPRIORITY B – PROMOTING PARENT PARTICIPATION

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|------------------------------------|---|
| GOAL TO ACHIEVE SUBPRIORITY | Maintain the School Site Council. |
| ACTIONS TO ACHIEVE GOAL | School administration will work with the Parent Participation Group to recruit parents to the SSC via flyers. |
| MEASURABLE OUTCOME | Annually, the School Site Council will be comprised of at least 2 parents. |
| METHODS OF MEASUREMENT | School Site Council meeting agendas and minutes identify parents who form part of the SSC. |

SUBPRIORITY C

| | |
|------------------------------------|--|
| GOAL TO ACHIEVE SUBPRIORITY | Solicit parent feedback via annual satisfaction surveys. |
| ACTIONS TO ACHIEVE GOAL | Annually, School administration as well as teachers will conduct school and classroom satisfaction assessments to generate strategies for improvement. Results of parent satisfaction surveys will be presented to the Governing Board for discussion and implementation |
| MEASURABLE OUTCOME | Campus community surveys will generate a consistent rate of return of at least 25% unduplicated community members. |
| BASELINE PERFORMANCE LEVEL | 20% of parents completed the 2013 School Community Survey. |
| METHODS OF MEASUREMENT | Results and reports of community satisfaction surveys will be shared with parents, Governing Board members, and staff upon completion of its results and analysis. |

STATE PRIORITY #4— STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

- A. CA Assessment of Student Performance and Progress (CAASPP) statewide assessment*
- B. The Academic Performance Index (API)*
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education*
- D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency*

Assessment for California (ELPAC)

E. EL reclassification rate

F. Percentage of pupils who have passed an AP exam with a score of 3 or higher

G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS

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|------------------------------------|---|
| GOAL TO ACHIEVE SUBPRIORITY | 5% growth of students at every applicable grade level, including all student subgroups, scoring proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics. |
| ACTIONS TO ACHIEVE GOAL | Instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a program for assisting at-risk students; use of instructional technology in the area of mathematics; use of MTSS pyramids of intervention. |
| MEASURABLE OUTCOME | At least 95% participation rate in the CAASPP statewide assessments; at least 5% growth at every applicable grade level, including all subgroups, score proficient or higher on the CAASPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics in at least two (2) of the last three (3) years. Students who are identified as Multi-Tiered Systems of Support (MTSS) Tier II will show improvement in proficiency as measured by the CSCS systematic online standards-based assessment tool in two (2) of the last three (3) years. |
| METHODS OF MEASUREMENT | CAASPP Score reports; evidence of student learning as demonstrated on Learning Plan; Readers & Writers Workshop Assessments; teacher observations; assignment & project rubrics; and benchmarks. |

SUBPRIORITY B – API

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|------------------------------------|--|
| GOAL TO ACHIEVE SUBPRIORITY | Schoolwide and all student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education. |
| ACTIONS TO ACHIEVE GOAL | Instruction will incorporate testing strategies in preparation for the CAASPP. |
| MEASURABLE OUTCOME | All student subgroups, will meet the annual API Growth Target or equivalent as mandated by the CA State Board of Education in two (2) of the last three (3) years. |
| METHODS OF MEASUREMENT | CAASPP Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education. |

SUBPRIORITY C – EL PROFICIENCY RATES

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| GOAL TO ACHIEVE SUBPRIORITY | EL students will show growth per the CELDT/ELPAC each academic |
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| | year. |
| ACTIONS TO ACHIEVE GOAL | EL students will receive additional instructional support which includes small group work, usage of SDAIE and ELD instructional strategies, and reading instruction per MTSS pyramid. |
| MEASURABLE OUTCOME | All EL students that show growth will advance at least one performance level per the CELDT/ELPAC each academic year. |
| METHODS OF MEASUREMENT | CELDT/ELPAC Score Reports; EL Reclassification documentation maintained by ELPAC/CELDT Coordinator; ELD curriculum assessments and annual report cards. |
| SUBPRIORITY D – EL RECLASSIFICATION RATES | |
| GOAL TO ACHIEVE SUBPRIORITY | Qualifying EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment. |
| ACTIONS TO ACHIEVE GOAL | EL students will receive additional instructional support which includes small group work, usage of SDAIE and ELD instructional strategies, and reading instruction per MTSS pyramid. |
| MEASURABLE OUTCOME | At least 10% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment. |
| METHODS OF MEASUREMENT | Analysis and review of CELDT/ELPAC results, and CAASPP statewide assessment scores. |
| STATE PRIORITY #5— STUDENT ENGAGEMENT | |
| <i>Pupil engagement, as measured by all of the following, as applicable:</i> | |
| A. School attendance rates | |
| B. Chronic absenteeism rates | |
| C. Middle school dropout rates (EC §52052.1(a)(3)) | |
| D. High school dropout rates | |
| E. High school graduation rates | |
| SUBPRIORITY A – STUDENT ATTENDANCE RATES | |
| GOAL TO ACHIEVE SUBPRIORITY | Charter School will maintain a 95% ADA rate. |
| ACTIONS TO ACHIEVE GOAL | Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. |
| MEASURABLE OUTCOME | Annual Average Daily Attendance will be at least 95%. |
| METHODS OF MEASUREMENT | Weekly and Periodic ADA reports. |
| SUBPRIORITY B – STUDENT ABSENTEEISM RATES | |
| GOAL TO ACHIEVE SUBPRIORITY | Students will demonstrate adequate progress, as defined by our Master Agreement and CSCS Board policy, at every learning period. |

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| ACTIONS TO ACHIEVE GOAL | Collaboration with parents and implementation of interventions as specified in our Adequate Progress Policy. |
| MEASURABLE OUTCOME | 90% of enrolled students will demonstrate adequate progress during all learning periods. |
| METHODS OF MEASUREMENT | Monthly attendance from our student information system and Adequate Progress records. Evidence of success, is determined by monthly and annual attendance reports. |
| SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE | |
| GOAL TO ACHIEVE SUBPRIORITY | Charter School will promote 98% of 7 th and 8 th grade students. |
| ACTIONS TO ACHIEVE GOAL | Charter School will offer an academically engaging learning environment for all its students, including members of all subgroups. |
| MEASURABLE OUTCOME | 98% of the 7 th and 8 th grade students successfully complete their grade-level program and be promoted to the subsequent grade. |
| METHODS OF MEASUREMENT | Attendance records and Adequate Progress Reports. |
| STATE PRIORITY #6— SCHOOL CLIMATE | |
| <i>School climate, as measured by all of the following, as applicable:</i> | |
| <ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness | |
| SUBPRIORITY A – PUPIL SUSPENSION RATES | |
| GOAL TO ACHIEVE SUBPRIORITY | Charter School will maintain an annual suspension rate of less than 1%. |
| ACTIONS TO ACHIEVE GOAL | Teachers will be trained on Social Emotional Wellbeing component of our school policy which outlines the discipline processes. Executive Director and Assistant Director work with teachers and families to manage student behavior issues and concerns. |
| MEASURABLE OUTCOME | Annually, 1% or fewer of all enrolled students will be suspended. |
| METHODS OF MEASUREMENT | Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence. |
| SUBPRIORITY B – PUPIL EXPULSION RATES | |
| GOAL TO ACHIEVE SUBPRIORITY | Charter School will maintain an annual expulsion rate of less than 1%. |
| ACTIONS TO ACHIEVE GOAL | Teachers will be trained and follow Section 13 of our Charter Handbook which outlines our expulsion policy and behavior approach. Executive Director and Assistant Director work with teachers and families to manage student behavior issues and concerns. |
| MEASURABLE OUTCOME | Annually, 1% or fewer of enrolled students will be expelled. |
| METHODS OF MEASUREMENT | Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence. |

| SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS) | |
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| GOAL TO ACHIEVE SUBPRIORITY | Charter School students and staff will adhere to the School Safe Plan. |
| ACTIONS TO ACHIEVE GOAL | Annually, all school employees will be trained on the elements of the School Safe Plan. Students who attend resource centers will participate in regular Fire, Earthquake, and safety drills. |
| MEASURABLE OUTCOME | 100% of staff will participate in at least four hours of Safe School training; Students will participate in regular fire, earthquake or safety drills annually. |
| METHODS OF MEASUREMENT | Professional Development agenda and calendared events. |
| SUBPRIORITY D | |
| GOAL TO ACHIEVE SUBPRIORITY | Charter School staff and parents will host various community building events and activities throughout the year. |
| ACTIONS TO ACHIEVE GOAL | Charter School will host at least three community events through collaboration with parents, students, and community members. |
| MEASURABLE OUTCOME | At least three community events will be held throughout the academic year. |
| METHODS OF MEASUREMENT | Master Calendar. |
| STATE PRIORITY #7— COURSE ACCESS | |
| <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i> | |
| <i>“Broad course of study” includes the following, as applicable:</i> | |
| <i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i> | |
| <i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i> | |
| GOAL TO ACHIEVE SUBPRIORITY | Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s Charter. |
| ACTIONS TO ACHIEVE GOAL | All academic content areas will be available to all students, including student subgroups, at all grade levels. |
| MEASURABLE OUTCOME | Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available. |
| METHODS OF MEASUREMENT | Student, teacher, course, and grade level schedules. |
| STATE PRIORITY #8— OTHER STUDENT OUTCOMES | |
| <i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i> | |

| SUBPRIORITY A - ENGLISH | |
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| GOAL TO ACHIEVE SUBPRIORITY | All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy. |
| ACTIONS TO ACHIEVE GOAL | All students participate in Charter School’s ELA program on each school attendance day. Instructional strategies implemented throughout include: small group work, one-to-one tutoring, reading intervention program; speaking skills to present information, narrative and response to literature; consultation and collaboration with colleagues to support student-learning goals. |
| MEASURABLE OUTCOME | Annually, all students will progress one grade/skill level each academic year, as evidenced by Benchmark Assessments, students’ grades, and diagnostic assessments. Annually, all students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level score Proficient or higher on the CAASPP statewide test in the area of English Language Arts/Literacy. |
| METHODS OF MEASUREMENT | Charter School’s lesson plans and learning plans are used to monitor and track student progress throughout the year as well as CAASPP test results, formative and benchmark assessments, and i-Ready diagnostic assessments. |
| SUBPRIORITY B - MATHEMATICS | |
| GOAL TO ACHIEVE SUBPRIORITY | All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics. |
| ACTIONS TO ACHIEVE GOAL | All students participate in Charter’s math program. Instructional strategies implemented in math include: direct instruction; spiraling math curriculum; small group work, one-to-one tutoring, peer tutorial support, small group after-school tutorial; collaboration with colleagues to support student goals and learning. |
| MEASURABLE OUTCOME | Annually, all students will progress one grade/skill level each academic year. Annually, all students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level score proficient or higher on the CAASPP statewide test in the area of Mathematics. |
| METHODS OF MEASUREMENT | Charter School’s lesson plans and learning plans are used to monitor and track student progress throughout the year as well as CAASPP test results, formative and benchmark assessments, and i-Ready diagnostic assessments. |
| SUBPRIORITY C – SOCIAL SCIENCES | |

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| GOAL TO ACHIEVE SUBPRIORITY | All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, civics and social science. |
| ACTIONS TO ACHIEVE GOAL | Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects. |
| MEASURABLE OUTCOME | Annually, all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments. |
| METHODS OF MEASUREMENT | Assessments include: benchmarks, end of unit quizzes, and essay exams. Authentic assessments include: presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency. |
| SUBPRIORITY D - SCIENCE | |
| GOAL TO ACHIEVE SUBPRIORITY | All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science. |
| ACTIONS TO ACHIEVE GOAL | Utilizing an inquiry based approach students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. Strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects. |
| MEASURABLE OUTCOME | All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments. |
| METHODS OF MEASUREMENT | Assessments include: pre and post testing, end of unit quizzes, and reports. Authentic assessments include: experimentations, presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency. |
| SUBPRIORITY E – VISUAL AND PERFORMING ARTS | |
| GOAL TO ACHIEVE SUBPRIORITY | Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in visual and performing arts. |
| ACTIONS TO ACHIEVE GOAL | Through a variety of learning strategies, including direct instruction and hands on learning experiences students will study content using the Visual and Performing Arts standards for California Public Schools, |

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| | kindergarten through grade twelve to ensure that students have a variety of experiences for imagining, exploring, and creating the visual and performing arts. |
| MEASURABLE OUTCOME | All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formative and summative assessments including schoolwide benchmarks. |
| METHODS OF MEASUREMENT | Formal assessments include: pre and post testing, end of unit quizzes, and essay exams. Authentic assessments include: presentations, projects, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency. |
| SUBPRIORITY F – PHYSICAL EDUCATION | |
| GOAL TO ACHIEVE SUBPRIORITY | Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Physical Education. |
| ACTIONS TO ACHIEVE GOAL | Through a variety of learning strategies, including authentic learning experiences students will study content using the Physical Education Content Standards for California Public Schools, kindergarten through grade twelve to ensure that students have a variety of experiences for acquiring the knowledge that all students need to maintain a physically active, healthy lifestyle. |
| MEASURABLE OUTCOME | All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formative and summative assessments. |
| METHODS OF MEASUREMENT | Formal assessments include: pre and post testing, fitness tests and end of unit quizzes. Authentic assessments include: presentations, performance of physical activities, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency. |
| SUBPRIORITY G – HEALTH (GRADES TK-12) | |
| GOAL TO ACHIEVE SUBPRIORITY | Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Health. |
| ACTIONS TO ACHIEVE GOAL | Through a variety of learning strategies, including authentic learning experiences students will study content using the Health Content Standards for California Public Schools, kindergarten through grade twelve to ensure that students have a variety of experiences for acquiring the knowledge that all students need to relate to health education. |
| MEASURABLE OUTCOME | All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formative and summative assessments. |

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| METHODS OF MEASUREMENT | <p>Formal assessments include: pre and post testing, fitness tests and end of unit quizzes.</p> <p>Authentic assessments include: presentations, projects, essays, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.</p> |
| SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY) | |
| GOAL TO ACHIEVE SUBPRIORITY | Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Foreign Language. |
| ACTIONS TO ACHIEVE GOAL | Through a variety of learning strategies, including authentic learning experiences students will study content using the World Language Content Standards for California Public Schools, kindergarten through grade twelve to ensure that students have a variety of experiences for acquiring the knowledge that all students should know and be able to do in this subject area. |
| MEASURABLE OUTCOME | All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formative and summative assessments. |
| METHODS OF MEASUREMENT | <p>Formal assessments include: pre and post testing, end of unit quizzes, essay.</p> <p>Exams and benchmarks. Authentic assessments include: presentations, projects, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.</p> |
| SUBPRIORITY I – CTE (GRADES 7-12 ONLY) | |
| GOAL TO ACHIEVE SUBPRIORITY | Charter School students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in CTE. |
| ACTIONS TO ACHIEVE GOAL | Through a variety of learning strategies, including authentic learning experiences students will study content using the CA CTE Standards grade seven through grade twelve to ensure that students have a variety of experiences for acquiring the knowledge that all students should know and be able to do in this subject area. |
| MEASURABLE OUTCOME | All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formative and summative assessments. |
| METHODS OF MEASUREMENT | <p>Formal assessments include: pre and post testing, end of unit quizzes.</p> <p>Authentic assessments include: presentations, projects, essays, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.</p> |

Element C: Methods of Measuring Student Progress

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a School Accountability Report Card. Education Code Section 47605(b)(5)(C).

CSCS expects all students will achieve the state content standards by graduation but not all will progress at the same rate. Education Specialists shall consider each student's individual abilities, interests, and talents in utilizing these measurements. CSCS administers the mandated state assessments as an independent entity and also meets any required state performance standards developed. CSCS conducts tri-annual evaluations of student academic performance in ELA and mathematics to determine if students are achieving academic levels that are at least equivalent to or exceeding those achieved by students in similar type schools both within Orange County and across the State of California.

Please refer to the table in the previous section for a description of the assessments CSCS shall utilize in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. CSCS affirms that its methods for measuring pupil outcomes for the Eight State Priorities shall be consistent with the way information is reported on a School Accountability Report Card (SARC) as required by Education Code Section 47605(b)(5)(C).

Additionally, student progress is assessed through the current state mandated assessment tool(s) per Education Code Sections 60605 and 60851 and a variety of the following:

1. Monthly review of work
2. Annual portfolios
3. Parent, student, and Education Specialist observation
4. Norm and criterion referenced tests
5. In-house formative student assessment,
6. Assessments given through Professional Learning Communities
7. Continuous, personalized assessments through independent study courses
8. Student demonstrations
9. Student projects
10. Student grades
11. Student work samples
12. Student self-evaluations

The staff of CSCS believes all students can learn and will achieve at high levels when offered appropriate curriculum, time, and support. All students will have a personalized learning plan developed that matches their current academic achievement level, learning style, and interests while developing skills to meet or exceed the challenges of grade level work. Students performing substantially below grade level expectations will be referred to a team of teachers and administrators to discuss the parents' and teacher's concerns. This team will develop a plan for meeting the student's needs, including evaluating curriculum used by the student and the delivery method(s).

Teachers will meet monthly in Professional Learning Communities (PLCs) to evaluate student assessment data, identify targeted areas of improvement, and collaborate to plan instruction for students in those areas. Student data will include standardized benchmark assessments, mastery quizzes by standard, authentic work products, and writing samples.

Each CSCS program will collaborate on analysis of their students' progress, including student demographics, attendance, behavior, achievement in all areas, retention, budget, extracurricular activities, parent involvement, etc.

Regular meetings are held with the parent and the student to review the progress of the student. It is a primary goal of CSCS to ensure that parents and students are empowered with information about their progress and support to help them reach their goals. These meetings occur regularly and include a focus on data-driven instruction.

When students enter the ninth grade as CSCS, staff will ensure that they are informed of their course options, testing options, and deadlines for test registration. The staff will provide students with information on college selection, financial aid, and scholarships as well as the opportunity to assess their own interests, values, and proclivities as related to education and career planning. The CSCS guidance team will advertise opportunities for students to apply for scholarships for which they may qualify.

A. Use and Reporting of Data

CSCS will use Key Data System's INSPECT/OARS as a data warehousing platform to manage student progress. Key Data's INSPECT has been aligned to the Common Core State Standards CST questions and will be used to assess formatively and summatively. By using CSCS's INSPECT mastery quizzes, students will have the opportunity to follow their own progress and determine when they are ready to take larger benchmark assessments.

Additionally, CSCS will use the i-Ready platform to produce timely reports on a variety of measures for diagnostic assessments to determine how students perform overall, by standard, by numerically significant subgroup, and in comparison to other charter schools in California. I-Ready reports are nationally normed and provide a wealth of information in a parent-friendly format.

CSCS will also annually create and post the School Accountability Report Card (SARC) with overall school conditions, demographics, and performance. The SARC report will also allow for further disaggregation of student performance data by numerically significant subgroup.

CSCS teachers will use an online learning management/gradebook system, Canvas, and will enter a minimum of three grades per week across categories such as “homework”, “citizenship”, or “performance assessments” in order to create a rich picture of student performance in each class.

CSCS students will also be required to regularly check their grades using Canvas’s online student interface. Students will learn how to analyze this data, use it to advocate for themselves, and comprehend it deeply in order to make improvements. Teachers will use an individual student’s grade data from Canvas to make decisions about necessary Student Support Plan meetings and will use this data during those meetings. CSCS parents will be educated at the beginning of the year about how to monitor their own student’s data via the Canvas online interface.

B. Improvement Plan

CSCS is committed to understanding the data in order to improve student outcomes. This philosophy also reflects CSCS’ commitment to repeated assessment using a variety of measures to generate data about student learning and understanding. The CSCS staff participates in bi-monthly Professional Learning Communities to engage in two levels of inquiry using data. CSCS staff uses a cycle of inquiry to move students toward improvement.

C. Cycle of Inquiry Stages

1. Identify an issue that relates to one of the measurable pupil outcomes
2. Frame the issue with questions
3. Set goals and measures for success
4. Build a plan to meet said goals
5. Implement the plan
6. Analyze the data and reflect to inform ongoing practice

D. Grade Level Teams

Teachers across disciplines meet as a grade level team and use discipline report data, classroom observations, and grade reports to discuss progress on both social and leadership skills and core academic skills. Teachers are involved in a cycle of inquiry to raise the outcomes of the students in that grade level. Results are relayed to the teachers of individual students so that pertinent information can be used in personalized learning plan meetings with parents and the student.

E. Department Teams

Teachers in the same department meet as a team and use formative assessment data and classroom observations to discuss progress primarily on the core academic skills. Teachers are

involved in a cycle of inquiry to identify ways to improve student achievement in that discipline. These focused data meetings take place monthly.

F. Reporting of Data to the CSCS Board and Community

The CSCS director compiles an annual school performance report for each program to be presented to the Board of Directors. This report includes, at a minimum, the following information:

- Summary data showing student progress toward the goals and outcomes specified in the charter from assessment instruments and techniques listed.
- An analysis of whether or not student performance is meeting the goals specified in the charter.
- Data on the level of parent involvement in program activities.
- Data regarding the number of staff working at the program and their qualifications.
- An overview of the program's demographics, including numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Information demonstrating whether or not the program implemented the means listed in the charter to achieve a racially and ethnically balanced student population.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally.

The report is presented to the CSCS Board at the end of the school year at a public meeting. Data from the performance report is translated into the School Accountability Report Card (SARC) that is published on CSCS' website.

G. Reporting of Data to Families and Students

Students and families will be informed of the results of their student's assessments at regular parent meetings along with discussion of the implication of the results and goals for future assessments. Individual student results will be relayed to parents during personalized learning plan meetings, and via grade reports and progress reports. Teachers will relay class-wide and grade-wide data to students after assessments. Teachers will help students review and analyze their own data on a regular basis and help students understand their own strengths and areas for growth.

H. SARC & LCAP

CSCS will comply with state mandated requirements applicable to charter schools regarding the SARC and Local Control Accountability Plan (LCAP). The SARC will be accessible to all parents via the CSCS website. Progress toward LCAP goals will be tracked through a variety of instruments,

such as OASIS, our student database system; OARS, our assessment reporting system; and our budget. This data will be analyzed quarterly by administrative leadership to help us meet our LCAP goals.

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Element D: School Governance Structure and Parental Involvement

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).

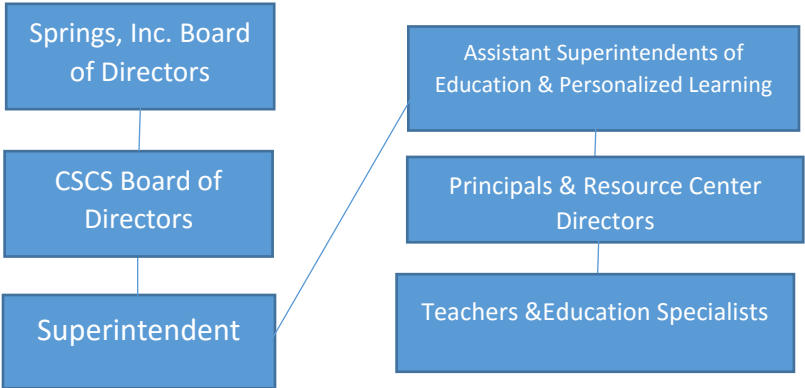
A. Legal Status

Citrus Springs Charter School (CSCS) will be a directly funded independent charter school and will be operated by Citrus Springs Charter School, Inc. (CSCS, Inc.), a California nonprofit public benefit corporation, upon approval of this charter. CSCS, Inc. is a stand-alone corporation and not a subsidiary of the District or other body.

CSCS will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and CSCS. As outlined in Education Code Section 47604(c), the District shall not be liable for the debts and obligations of CSCS, operated by a nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by CSCS as long as the District has complied with all oversight responsibilities required by law. CSCS shall maintain a comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the District. Details of this policy will be outlined in a Memorandum of Understanding (MOU) between CSCS and the District, and a copy of this policy will be available to the District before opening. CSCS will act as its own fiscal agent to the fullest extent of the law.

CSCS, Inc. Articles of Incorporation, draft Bylaws, and draft Conflict of Interest Code can be found in Appendices X, Y, and Z, respectively.

Organizational Chart



B. Sole Statutory Member

The sole statutory member of CSCS, Inc. is Springs Charter Schools, Inc., a California nonprofit corporation with tax exempt 501(c)(3) status. This nonprofit was created to promote charter schools affiliated with Springs Charter Schools, Inc. Springs Charter Schools will be responsible for approving the appointment of the individuals who will serve on the CSCS Board of Directors. Additional rights include: (1) filling vacancies on the CSCS, Inc. Board of Directors; (2) removal of the CSCS, Inc. Directors; (3) vote on the disposition of all or substantially all of the corporations assets; (4) approving any merger and its principal terms and any amendment of those terms; and (5) any election to dissolve the corporation.

C. Conflict of Interest

The CSCS, Inc. Board of Directors shall adopt a Conflict of Interest Code that complies with the Political Reform Act, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval. Annual disclosure statements shall be required.

CSCS will abide by Government Code Section 1090 as follows:

All officers, board members, and employees of the LEA shall not be financially interested in any contract made by them in their official capacity, or by any body of which they are members. Officers, board members or employees shall not be purchasers at any sale or vendors of any purchase made by them in their official capacity. For full Conflict of Interest Policy, see Appendix Z.

D. Board of Directors

CSCS will be governed by a Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board of Directors of CSCS, Inc. will include no less than three (3) and no more than seven (7) voting board members. All directors shall be nominated by the Board, with nominations submitted to the Statutory Member, and appointed only with the written approval of the Statutory Member. In accordance with Education Code Section 47604(b), the District may appoint a single representative to sit on the CSCS, Inc. Board of Directors. If the District appoints a representative, the CSCS, Inc. Board shall have the right to appoint an additional director to maintain an odd number of directors.

E. Board Member Qualifications

When a vacancy arises on the CSCS, Inc. Board, applicants will submit a resume and/or employment application to the SCS, Inc. Board for consideration. As a sole statutory member, SCS, Inc. Board elects members for the CSCS, Inc. Board. Applicants must:

- reside in Orange County or in a contiguous county where Citrus Springs Charter School (CSCS) students are served
- not be an interested person i.e., must not have received compensation from CSCS for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as a director and must not be the brother, sister, ancestor, descendent, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person
- be able to attend at least 80% of regularly scheduled board meetings and workshops
- display a willingness to actively support and promote the vision and mission of Citrus Springs Charter School
- have a record of non-adverse behavior towards Citrus Springs Charter School; and
- be dedicated to Citrus Springs Charter School's educational philosophy and mission.

Except for the initial Board of Directors, whose terms expire on June 30, 2016, the first terms for members of the Board of Directors shall be staggered. Three (3) seats shall serve a first term of three (3) years. Four (4) seats shall serve a first term of two (2) years. All subsequent terms, after the first term following the initial Board, shall be for three (3) years. . Following the end of the initial Board, Directors may serve no more than two (2) consecutive terms.

F. Board Member Responsibilities

As a 501(c)(3) nonprofit public benefit corporation, the Governing Board of Citrus Springs Charter School serves as the corporate board of directors and is governed in its operations and actions by the corporate bylaws of Citrus Springs Charter School, which are consistent with the terms of the charter, the Charter Schools Act, and all other applicable laws. The Governing Board has final authority for all aspects of the school's operation and educational programs. The Governing Board's primary mission is to ensure that students are achieving success and that the school's mission guides all decision-making. Additional roles and responsibilities of the Governing Board include but are not limited to:

- **Finance**
Monitor fiscal solvency and management
Approve budgets/spending and fiscal policies

- **Educational Program**
Monitor student performance
Ensure curriculum aligns with the school's mission
- **Student Enrollment Hearings**
Determine enrollment of students who have previous suspensions/expulsions
- **Personnel**
Hire/evaluate superintendent
Approve personnel policies
- **Facilities**
Enter into financing and building contracts
Approve construction and remodeling of facilities

The initial Board of Directors shall be as follows:

Rachel Corliss, Chair (For full résumé, see Appendix AA)

- MBA in Executive Management & Information Technology – University of LaVerne, California
- Corporate & Small Business experience
- Board Experience: MOMS Club, AYSO Soccer

Don Vawter, Secretary (For full résumé, see Appendix BB)

- Bachelor of Science in Business Management – University of Nevada
- Extensive Corporate Management Experience
- Covenant Mentor, Tutor, Gang Reduction Mentor – Bresee Youth Center

Michael Solomon, Treasurer (For full résumé, see Appendix CC)

- Active Business & Community Member
- Grew up as an Immigrant Child; Bi-Lingual
- Strong Advocate of Parent-Choice Education

G. Superintendent

The superintendent will have the authority and responsibility of managing the day-to-day operations of CSCS including the selection of administrative, certificated, and classified

personnel. Additionally, the superintendent will direct, administer, and coordinate activities in support of organizational policies, goals, and objectives by performing the following duties personally or through subordinate managers:

- Serve as liaison between management and Board of Directors
- Supervise members of the Senior Management Cabinet made up of management employees who direct department activities that implement the organization's policies and procedures
- Guide and direct management in the development, production, promotion, and financial aspects of the organization's products and services
- Direct the preparation of short-term and long-range plans and budgets based on broad corporate goals and growth objectives
- Implement programs that meet corporate goals and objectives
- Create the structure and processes necessary to manage the organization's current activities and its projected growth
- Maintain a sound plan of corporate organization, establishing policies to ensure adequate management development and to provide for capable management succession
- Direct the development and installation of procedures and controls to promote communication and adequate information flow within the organization
- Establish operating policies consistent with the broad policies and objectives of the corporation and ensure their execution
- Evaluate the results of overall operations regularly and systematically
- Ensure that the responsibilities, authorities, and accountability of all direct subordinates are defined and understood
- Ensure that all organization activities and operations are carried out in compliance with local, state, and federal regulations and laws governing business operations
- Ensure professional quality relationships with contracted agencies
- Assist charter school directors in school accreditation process

H. Board Meetings

All meetings of the Board of Directors shall comply with the Ralph M. Brown Act (Chapter 9 commencing with Section 54950 of Division 2 of Title 5 of the Government Code) and the bylaws. Board meetings will occur no less than four times per fiscal year at a mutually agreed upon location.

I. Memorandum of Understanding with District

The details of the working relationship between the District and CSCS will be delineated in a memorandum of understanding (MOU). For draft MOU, see Appendix DD.

J. Parent Involvement

Parents will be encouraged to form a Parent Advisory Council to be responsible for parent involvement in school activities, fundraising, and advising the CSCS, Inc. Board of Directors on any and all matters related to the strengthening of the CSCS community. Parent participation will play a vital role in the effectiveness of our program.

In addition to encouraging parents to serve on the CSCS, Inc. Board of Directors, and parent participation on the Parent Advisory Council, parents will be encouraged to volunteer at CSCS. The CSCS administration shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at charter school Board meetings; participation in the planning of, or attendance at, fundraising or academic/arts events; or, other activities. No child will be excluded from CSCS or school activities due to the failure of his or her parent or legal guardian to volunteer at the school.

Element E: Qualifications of Individuals Employed by the Charter

Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).

CSCS will employ professional staff members who are certificated in their teaching field and other qualified staff personnel who subscribe to the mission and educational philosophy of the school. In accordance with Education Code 47605 (d) (1), CSCS is nonsectarian in their employment practices and all other operations. CSCS does not discriminate against any employee or potential employee on the basis of race, ethnicity, religion, national origin, gender, gender identity, sexual orientation or disability. All certificated staff are approved by the California Department of Education and issued licensure as per legal guidelines governed by the No Child Left Behind Act. All CSCS employees are “at-will” employees. All at-will employees may be terminated with or without cause.

A. Recruitment of Citrus Springs Staff

CSCS strives to recruit and hire the best-qualified candidate for each position within the organization. To that end, vacancies are advertised in various locations and formats. Applications are screened for competency and suitability for the particular position. Qualified candidates are tested and interviewed, and ultimately the best-suited candidate receives an offer of employment.

B. General Qualifications for Key Positions

1. Superintendent

As outlined in Board Policy, the superintendent is responsible for overseeing all aspects of the school operations and staff. The CSCS governing Board delegates authority for the overall administration of the school’s day-to-day affairs to the superintendent. The superintendent provides leadership and oversight for the instructional, operational and financial aspects of each school including CSCS. The superintendent also provides leadership and supervision to ensure agency compliance with all federal, state, and county regulations governing the education of students.

The superintendent will be responsible for:

- Providing leadership and supervision for the development and implementation of effective instructional programs for all students
- Ensuring that all such programs comply with Education Code, IDEIA and all regulations
- Ensuring adequate staffing in all departments and overseeing personnel practices

- Providing visionary instructional leadership and sound fiscal management for all schools
- Attending all regular Board of Directors' meetings
- Providing leadership and supervision of professional development on an ongoing basis for all staff
- Ensuring departmental and academic goals are addressed and met on an annual basis

Person holding this position must possess, at minimum:

- A master's degree, with a minimum of 10 years of experience working with youth/adolescents
- Administrative and educational experience and appropriate credentials per California Commission on Teaching Credentialing requirements
- Previous administrative experience with charter schools or similar institution
- Excellent communication and community building skills
- Excellent financial, business and quantitative skills
- Demonstrated leadership, decision-making and managerial skills
- Passionate about working with youth/adolescents and their families

Preferred skills:

- Doctorate or other higher education degree

2. Principal/Resource Center Director

The principal or resource center director supervises both instructional and non-instructional staff, and is responsible for implementing the mission and vision of the charter school, its philosophies and practices. The principal/resource center director is responsible for engaging the community and ensuring that program staff stress the importance of the community as the extended classroom. The principal/resource center director is responsible for ensuring that personalized instruction takes place for each student, each day, throughout the school year. Other responsibilities include:

- Providing leadership for the development of school programs and curricula on a daily basis
- Serving as the liaison between parents, teachers, and students when appropriate
- Serving as the “voice” for her/his resource center and reporting to the superintendent as required
- Conducting research and implementing best instructional practices to meet the needs of each student on a personalized level
- Ensuring safest and most productive measures resulting in a productive school environment
- Fostering and nurturing a positive and supportive school culture for all students, staff and parents
- Collaborating with teachers, staff, parents, and students as stakeholders in key decisions that affect the school
- Providing professional development opportunities for all staff to grow professionally
- Ensuring that vacancies are filled with the best staff possible and working closely with the Human Resources department
- Evaluating staff and ensuring supervision of volunteers
- Collaborating with community agencies

Person holding this position possess, at minimum:

- A master’s degree, with a minimum of 5 years of experience working with youth/adolescents
- Administrative and educational experience and appropriate credentials per California Commission on Teaching Credentialing requirements
- Previous administrative experience with charter schools or similar institution
- Excellent communication and community building skills
- Demonstrated leadership, decision-making and managerial skills
- Passionate about working with young/adolescents and their families

Preferred skills:

- Bilingual proficiency in English and Spanish

3. Teachers

Teachers are responsible for implementing the educational programs for all students while personalizing instruction to meet the needs of each individual student, and creating challenging activities consistent with the subject matter under study. Teachers will assess students throughout the year and vary the modes of instruction to the learning style of each student. Teachers will also be responsible for collaborating with other staff members, both within and outside their discipline/department. In addition to their classroom instructional role, the duties of the teacher include, but are not limited to:

- Understanding the mission and vision and practices of charter schools
- Overseeing student academic progress, including assessment and recommendation(s)
- Promoting a school culture/environment that maximizes student learning and critical thinking
- Engaging in ongoing professional development activities
- Collaborating with colleagues and administration
- Promoting multicultural understanding and gender equity in and outside the classroom
- Communicating with parents
- Utilizing the community as an extension of the classroom

CSCS teachers will hold appropriate California teaching credentials (including CLAD and BCLAD if necessary), permits, and/or other documents issued by the Commission on Teacher Credentialing from the State of California, and to the extent required of charter schools. Core subject teachers providing instruction in mathematics, language arts, science, and history/social science will meet the applicable definitions of “highly qualified” requirements as outlined in the No Child Left Behind Act, and Education Code Section 47605 (l).

When appropriate, CSCS also employs or retains non-certificated staff to teach non-core classes, where a prospective staff member has an appropriate blend of subject matter expertise, professional experience and has demonstrated capacity to work successfully as a teacher with school age children.

All CSCS teachers are expected to demonstrate the following abilities, experiences, and attitudes:

- Professionalism and commitment to personalized learning
- Understanding and appreciation for diversity and the contribution of each to the learning environment
- Belief that all students should be prepared for college and or career upon high school graduation
- Ability to communicate clearly and collaborate with other colleagues
- Capable of managing a well-disciplined and productive classroom or home study environment conducive to the needs of each student
- Understanding of how to modify lessons and differentiate instruction for different learning styles
- Ability to work with parents in a friendly manner, demonstrating problem solving skills
- Ability to multitask
- Ability to empathize with students while still holding students responsible to a high level of social and academic standards
- Commitment to the development of students as young adults
- Desire to advocate on behalf of students and parents/families
- Commitment to academic rigor and utilizing data to drive instruction

4. Subject Specialists

Subject specialists are responsible for developing, coordinating and evaluating the assignments within their subject area. They are responsible for supporting the instructional department, teachers and ESes, as well as developing curriculum, mentoring teachers, and supporting the use of our online learning management tools. Subject Specialists must hold a valid California single subject teaching credential, possess a valid CA driving license and be able to travel to CSCS sites each week. Employee may be assigned additional related duties as required by CSCS.

Essential Duties and Responsibilities:

- Support the vision and work of Citrus Springs Charter School
- Coach and support of all single subject teachers in the department, including mentoring new teachers in the beginning teacher induction program (BTSA)
- Develop curriculum and pacing guides for all high school classes within the department
- Attend monthly face-to-face meetings with assistant superintendent of education as required to develop department-meeting agendas and discuss departmental issues
- Develop the agenda and chair monthly departmental meetings to share best practices and effective instructional techniques within the department
- Perform monthly teacher support and informal observation in the classroom with the goal of developing the teachers' skills in personalizing education within the classroom setting
- Collaborate with members of the department regarding needs of students and parents and find solutions to meet needs, including attending CSI meetings as they are scheduled
- Establish basic competencies for each course offered by the department, as well as at each level (general education and CP/A-G)
- Support teachers in our online LMS, including setting up course syllabi, assignments, grade book usage, and resources
- Support teachers in online synchronous course environments, such as Adobe Connect
- Provide support for TK-8 teachers in areas of curriculum and content delivery methods
- Assist in planning of academic staff development days
- Plan and implement quarterly parent/student workshops at learning center locations
- Maintain the department web content under the direction of the assistant superintendent of education

- Develop and maintain the annual department budget with input from department personnel
- Collaborate with grant writer, providing answers to questions for grant submissions
- Inform site directors through CSCS email of the content of each PLC meeting, including attendance, content of discussions, and decisions made as a collaborative team
- Coordinate with each site director to supervise and support department teachers, sharing insights and strategies
- Develop additional curriculum for students during the summer months as assigned by the assistant superintendent of education

5. Education Specialists (ESes)

Citrus Springs Education Specialists (ESes) teachers are primarily responsible for ensuring that the school's educational program is implemented in the students' homes or the communities. ESes act as instructional leaders for the homeschool families, serving an ambassador role between the family and the school. ESes must be able to support and disseminate curriculum in their subject area, as well as those areas created by other highly qualified teachers. ESes will be expert assessors with the ability to assess in a variety of modes and for a variety of skills. ESes are also responsible for collaborating with parents and other staff—both in their department and outside their department - to ensure the delivery of rigorous content and instruction in a way that maintains consistency and works toward CSCS' mission of personalized learning.

In addition to their academic/instructional leader role, the duties of ESes include, but are not limited to:

- Understanding the Charter and its mission and practices
- Overseeing the students' academic progress
- Administering student assessment
- Promoting a school culture that maximizes student learning and critical thinking
- Participating in the governance of the school
- Engaging in ongoing professional development activities

- Collaborating with fellow faculty and administrators
- Promoting multicultural understanding and gender equity in and outside the classroom
- Communicating with parents

CSCS teachers will hold appropriate California teaching credentials (including CLAD and BCLAD), permits, and/or other documents issued by the Commission on Teacher Credentialing from the State of California, and to the extent required of charter schools. Core subject teachers providing instruction in mathematics, language arts, science, and history/social science will meet the applicable definitions of “highly qualified” requirements as outlined in the No Child Left Behind Act, and Education Code Section 47605 (I).

All ESEs are expected to demonstrate the following abilities, experiences, and attitudes:

- Belief that all of our students can and should set and reach personalized academic goals
- Understanding and appreciation of the backgrounds of our students
- Resiliency and perseverance
- Professionalism and a commitment to the seriousness of our work
- Ability to communicate promptly and clearly
- Willingness to do “whatever it takes” to help our students succeed
- Assuming best intentions in our working relationships
- Commitment to all students mastering CSCS’ I CAN!s
- Promotion of academic rigor
- Desire to collaborate with other disciplines
- Capable of running a well-managed and productive classroom
- Ability to work with English Language Learners
- Understanding of how to modify lessons and differentiate instructions for different learning styles
- Ability to multi-task

- Desire to be self-reflective about teaching
- Ability to clearly communicate learning goals and outcomes
- Dedicated to being an advisor in addition to a content-area teacher
- Desire to advocate on behalf of students
- Commitment to the development of our students as people
- Ability to empathize with students
- Honesty with self and with students
- Willingness and ability to hold all students to a high social and academic standard

6. Non-Instructional staff

At CSCS, all non-instructional staff will possess experience and expertise appropriate for their position as outlined in their job description and consistent with personnel practices and policies. With the assistance of the department of Human Resources, job descriptions, job qualifications, selection processes and evaluation tools appropriate for non-instructional staff members have been developed.

Minimum requirements for office administrative staff include but are not limited to:

- Computer skills (including working knowledge of word processing, spreadsheets, and internet communication management)
- Written and verbal communication in English
- Filing skills, including organizational management
- Phone etiquette and an interest/desire to promote best human resources practices
- Punctuality
- Ability to fulfill the physical requirements of the job as prescribed by the job description
- Strong work ethic
- Ability to communicate and interact with youth and adults in a positive manner

C. Training and Professional Development

All Citrus Springs staff members will receive regular, ongoing professional development throughout the year, consistent with their location or area of concentration. Annually, staff members participate in a concentrated, back-to-school professional training where speakers, breakout sessions, and particular areas of focus are provided for all staff members. Parents also invited to participate, and specific topics are provided for them.

Element F: Health and Safety of Pupils and Staff

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, CSCS will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. A full draft will be provided to the District for review at least 30 days prior to operation.

CSCS shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

A. Procedures for Background Checks

CSCS will comply with all applicable federal and state laws regarding criminal background checks and fingerprinting. CSCS will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment and/or any more than limited contact with CSCS pupils. Non-credentialed staff must submit two sets of fingerprints to the California Department of Justice. The Assistant Superintendent of Personnel shall monitor compliance with this policy as well as prepare quarterly board reports. The Board Chair shall monitor the fingerprinting and background clearance of the superintendent. Volunteers outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

B. Role of Staff as Mandated Child Abuse Reporters

All classified and certificated staff are mandated child abuse reporters and will follow all applicable reporting laws, the policies and procedures adopted by the CSCS Board of Directors.

C. TB Testing

CSCS will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees prior to commencing employment.

D. Immunizations

CSCS will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of

Regulations Section 6000-6075 and will include the requirements for pertussis vaccination. Students will be required to submit verification of required immunizations before enrolling in CSCS.

E. Medication in School

CSCS will adhere to Education Code Section 49423 regarding administration of medication in school. Medication policies will be included in the parent handbook and will be explained to parents during a parent-student-school meeting prior to enrollment at CSCS.

F. Vision/Hearing/Scoliosis

CSCS will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by CSCS.

G. Emergency Preparedness

CSCS will adhere to an Emergency Preparedness Handbook developed specifically for the needs of the school site. This handbook will include, but not be limited to the following responses: fire, bomb threat, flood, earthquake, crash, intrusion, pandemics, hostage situations, or any other disaster. The purpose of the Handbook is to be prepared to handle any emergency with the safety of students and staff as our top priority. The Handbook will be reviewed and updated annually.

H. Blood Borne Pathogens

CSCS will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

I. Drug Free/Smoke Free Environment

CSCS will maintain a drug and alcohol and smoke-free environment.

J. Trainings

CSCS staff will receive training on CPR, sexual harassment, and other safety related issues annually as required by position.

K. Facility

In accordance with EC Section 47610, CSCS’ school facility will be certified by the City of Santa Ana to be in compliance with all regulations for schools including ADA. CSCS will assess potential and current school buildings for structural safety, using the existing state, county and

city standards. CSCS, at its own cost and expense, will be responsible for obtaining appropriate permits from the local public entity with jurisdiction over the issuance of such permits, including building permits, occupancy permits, fire/life safety inspections and conditional use permits, all as may be required to ensure a safe school and facilities for staff and students. CSCS will obtain a Certificate of Occupancy prior to the start of school.

CSCS shall conduct monthly fire drills for staff and students. Additionally, CSCS will test sprinkler systems, fire extinguishers, and fire alarms annually to ensure they are maintained.

L. Comprehensive Sexual Harassment Policies and Procedures

CSCS will provide a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. CSCS will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the CSCS sexual harassment policy.

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Element G: Racial and Ethnic Balance

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

CSCS shall actively seek to match the racial and ethnic backgrounds of the general population residing within the territorial jurisdiction of the District. CSCS will implement an open enrollment policy and active recruitment strategies to target the under-represented student populations generally reflective of the District's population. Recruitment efforts of CSCS will include but not be limited to the following:

1. Development of promotional and information materials that appeal to the racial and ethnic groups represented in the District and Orange County.
2. Distribution of promotional and informational materials to a broad variety of community groups and agencies.
3. Outreach meetings for prospective students and parents.

Recruitment

In effort to recruit a student population that is reflective of the local Santa Ana community, CSCS will engage in the following specific actions:

- Provide flyers to local libraries within Orange County boundaries and follow up on these
- Contact PTSO and PTSA parents at Orange County schools with diverse populations near our learning center location(s).
- Ask to send and/or drop off bilingual flyers to the local schools
- Contact local private elementary, middle and high schools to share about CSCS
- Place an advertisement in Rumores Spanish newsletter and the Orange County Reporter
- Request information about parent events at local schools
- Contact local community education networks, churches, and youth centers to disseminate information about our program

CSCS will provide all materials in English and Spanish and in other languages as needed. CSCS will allocate a recruitment budget in our proposed budget that will cover at minimum the following items: production of recruitment materials, advertising, and personnel costs.

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Element H: Student Admission Requirements

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

CSCS actively recruits a diverse student population from Orange County and surrounding contiguous counties eligible for enrollment under state law. The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition.

CSCS shall admit all pupils who wish to attend the charter school. No test or assessment shall be administered to students prior to acceptance and enrollment into the charter school. CSCS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

Students admitted to CSCS must understand and value the school's mission and be committed to the school's instructional and operational philosophy. Admission to CSCS shall be open to any resident of Orange County or the contiguous counties. Prospective students and their parents will be briefed regarding CSCS's instructional and operational philosophy and will be informed of any student-related policies. CSCS has established an annual recruiting and admissions cycle which shall include: (1) outreach and marketing, (2) orientation sessions for parents and students, (3) an admissions application period, (4) an admissions lottery if necessary, and (5) enrollment.

The nature of Personalized Learning allows for a great deal of flexibility in time management and instructional options without regular teacher supervision. Students who enroll in Personalized Learning must be properly motivated and have adequate home supervision. To ensure that students and parents clearly understand these requirements, all prospective students will undergo a pre-enrollment application and orientation process.

CSCS may enroll students from a wide geographic area that includes Orange, Los Angeles, San Bernardino, Riverside, and San Diego Counties. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that the number of students who wish to attend CSCS exceeds the charter school's capacity, a public random lottery will be used to determine those selected to attend, with the exception of existing students, who are guaranteed admission in the following school year. Admission preference in the case of a public random drawing shall be granted in the following order: 1) residents of Orange County and contiguous counties, 2) siblings of current students, 3) children of currently employed staff, and 4) residents of the District.

Lottery Procedures

The lottery will be led by the superintendent or designee. The lottery will be open to the public; however, families are not required to be present at the time of the drawing to be eligible for admission.

Numbers, each representing an application submitted to CSCS, will be placed on cards that are of equal size and shape. The cards will indicate if the applying student has any siblings that are applying for admission the same year. The name on each card will be read as it is placed into a container or lottery device that will randomly mix the cards. The person leading the lottery will draw the cards one at a time at random and read the name on the card. As each card is pulled it will be posted visibly on a display in the order it was chosen. Names will be given a numerical ranking based on the order they were chosen. The drawing will continue until all cards have been drawn and all names have been assigned a numerical ranking. These rankings will be recorded in an electronic database that will be double-checked by the lottery official.

Separate lotteries shall be conducted for each grade and program in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. Due to preference given to siblings of CSCS students, if a card is drawn that indicates a sibling (of any grade) is also applying, the sibling will also be assigned the next available numerical ranking for the appropriate grade level.

If an applicant drawn during the process described above has a sibling(s) who has (have) also applied for admission during the current enrollment period and for the same grade level, that sibling(s) will be offered the next available slot(s) or if no such slot(s) remain they will be placed in the first available slot(s) on the appropriate waiting list. If maximum capacity has been reached in a particular grade level and the applicant drawn in the lottery has a twin, triplet, or other siblings of a multiple birth that has also submitted a timely application, enrollment shall be determined on a case-by-case basis as determined by the superintendent. If an applicant drawn during the process described above has a sibling(s) who has (have) also applied for admission during the current enrollment period and for a different grade level which has already been assigned slots, that sibling(s) will be offered an open slot, if available, or placed in the first available slot(s) on the appropriate waiting list. If an applicant drawn during the process described above has a sibling(s) who has (have) also applied for admission during the current enrollment period and for a different grade level which has not yet been assigned slots, that sibling(s) will be given sibling preference (as defined above) at the time of assignment of slots for their grade level.

Waiting List

Once maximum enrollment is reached, the remaining names will be placed on a waiting list in the order received. If vacancies occur during the school year, the vacancies may be filled according to the waiting list, which will be prioritized in the same manner described in the previous section according to rank on the list of preferences.

Families will be immediately notified by phone call or email of their placement on the waiting list within two (2) weeks of the lottery. Families may call the main office to track their status on the waiting list.

Students who are not offered seats for the academic school year for which the lottery was held will remain on the waiting list until the end of that academic school year unless otherwise requested in writing by the parent to be removed. Students who remain on the waiting list at the end of the academic year will be required to enter the lottery again for the next school year.

CSCS and the District mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program (PCSGP), such modifications may be made at CSCS's discretion without any need to materially revise the charter as long as such modifications are consistent with the law and written notice is provided by CSCS to the District.

Students otherwise eligible for enrollment will not be denied admission due to ethnicity, nationality, race, gender, gender expression, gender identity, disability, religion, sexual orientation, or upon any of the characteristics listed in Education Code Section 220. Further, students with exceptional needs may not be denied admission to CSCS solely due to missing copies of IEP or 504 plans, or due to the nature, extent, or severity of his or her disability or due to the student's request for, or actual need for, special education services.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Prior to admission, all parents must sign a parent/student contract regarding CSCS outcomes, philosophy, program, and any other applicable requirements. Continued enrollment for all students depends upon fulfilling the terms of the parent/student contract.

Students who are enrolled in CSCS may not be concurrently enrolled in a private school. Any changes to admissions preferences shall require authorizer review and may constitute a material revision.

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Element I: Audit of Financial Operations

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

The CSCS, Inc. Board of Directors will contract with an independent auditor experienced in charter school finance to conduct an annual audit of CSCS's financial affairs. The auditor will have at a minimum, a CPA and educational institution audit experience, and be approved by the California Department of Education to conduct audits for LEAs. The audit will verify the accuracy of CSCS's financial statements and reporting practices. The audit will be conducted in accordance with generally accepted accounting principles applicable to public schools and in compliance with the audit provisions of the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The Board of Directors will review any audit exceptions or deficiencies and determine the means for resolving any such exceptions or deficiencies. The Board will submit a report to the District describing how the exception and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit exceptions must be resolved to the satisfaction of the District.

Audit reports will be completed and available for review by the school members and the public and submitted to the District, the County Superintendent of Schools, the California Department of Education, and the State Controller's Office by December 15 of each year. Procedures and/or processes that caused the exceptions and/or deficiencies will be modified to meet the auditor's specifications and such modifications will be sent to the Board of Directors within three (3) months of the auditor's report. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

CSCS shall comply with the provisions of Education Code 47604.3 regarding financial reporting and accountability. In addition, as outlined in Education Code Section 47604.3, CSCS shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding its financial records, from its chartering authority or from the Superintendent of Public Instruction, and shall consult with the chartering authority or the Superintendent of Public Instruction regarding any inquiries.

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Element J: Suspension, Expulsion, and Student Disciplinary Procedures

Governing Law: The procedures by which pupils can be suspended or expelled—California Education Code Section 47605(b)(5)(J)

This Student Suspension and Expulsion Policy (hereafter “Policy”) has been established in order to promote learning and protect the safety and well-being of all students at Citrus Springs Charter School (hereafter “CSCS”). When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as CSCS’s policy and procedures for student suspension and expulsion, and it may be amended from time to time to mirror changes to the suspension and expulsion offenses applicable to school districts in Education Code Section 48900 without the need to amend the charter so long as the amendments conform to legal requirements. Changes to suspension or expulsion procedures may be material revisions and need to be reviewed by OCDE. For CSCS’s full Suspension and Expulsion Policy, please see Appendix EE.

CSCS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion. It is the intent of CSCS to administer even-handed discipline and use alternative means of discipline that are “age appropriate and designed to address and correct the pupil’s specific misbehavior” in lieu of suspension and expulsion (AB 1729). Alternative means of discipline include but are not limited to, conferences between school personnel, parents, and the pupil, study teams, and participation in a restorative justice program, among others (AB 1729).

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

CSCS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request from the Administration Office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch

period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance.
- d) Committed or attempted to commit robbery or extortion.
- e) Caused or attempted to cause damage to school property or private property.
- f) Stole or attempted to steal school property or private property.
- g) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- h) Committed an obscene act or engaged in habitual profanity or vulgarity.
- i) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- j) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm.
- m) Committed or attempted to commit a sexual assault or committed a sexual battery.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing.

- q) Made terrorist threats against school officials and/or school property.
- r) Committed sexual harassment, as defined in Education Code Section 212.5.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1. Bullying

- i. At CSCS, we want each of our students to be safe, respected and enjoy a positive environment at school. Our policies strictly prohibit bullying or any other form of harassment of our students, staff or other persons affiliated with our school. We are proactive in preventing this unlawful behavior, including providing preventative education for our students and staff, offering a quick response to reports of bullying and harassment, making available school counseling to any students involved and initiating appropriate school investigative and disciplinary actions as state law directs. We define bullying as extreme or continuous actions directed toward one or more students with the result or expected result of causing a reasonable student to fear personal harm, or harm to the student's property, or harm to the student's physical, mental or academic well-being or interference with the student's access to service, activities or privileges of the school.

2. Cyber Bullying

- i. Cyber bullying is bullying through any electronic medium, such as emailing, texting, imaging or social networking. We are committed to working with parents, law enforcement officers and school officials to discourage cyber bullying, and to provide a quick response should such behavior occur. Our policies strictly prohibit any form of bullying, and we expect our students and anyone else affiliated with the school to comply with these policies.

2. Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance.
- d) Committed or attempted to commit robbery or extortion.
- e) Caused or attempted to cause damage to school property or private property.
- f) Stole or attempted to steal school property or private property.
- g) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- h) Committed an obscene act or engaged in habitual profanity or vulgarity.
- i) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
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4. Non-Discretionary Expellable Offenses

Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object Unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or the Superintendent's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Superintendent or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Superintendent or Superintendent’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Superintendent or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the Charter School’s governing board. The Administrative Panel may be comprised of educators within the Springs community, in local charter schools, or in local school districts. The Administrative Panel may recommend expulsion of any student found to have committed an

expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing.

F. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

G. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

H. Written Notice to Expel

The Superintendent or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

As indicated in the Affirmation and Assurances section, above, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves CSCS without graduating or completing the school year for any reason and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

I. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

J. Right to Appeal

The student or the parent/guardian is entitled to file an appeal of the decision of the Administrative Panel for an expulsion or a suspended expulsion to the Governing Board of Citrus Springs Charter School. The appeal must be filed within 30 calendar days following the decision of the Administrative Panel to expel the student.

K. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

L. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

M. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Superintendent or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

N. Students with Disabilities

A student identified as an individual with disabilities or for whom CSCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. CSCS will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom CSCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

The Charter School will follow these procedures for the consideration of suspension and expulsion of students with disabilities.

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to

one of the child's teachers, that the student is in need of special education or related services.

- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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Element K: STRS, PERS, and Social Security Participation

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

Certificated employees of CSCS shall participate in the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and/or Social Security depending upon eligibility with the corresponding agency. In the event that PERS is not available to CSCS classified employees, such employees will be covered by Social Security. The CSCS, Inc. Board of Directors reserves the right to offer its employees additional retirement options such as a 403(b) or 401(k) program. Eligibility of new employees in a particular retirement program will be determined by the CSCS Human Resources Department as part of the new hire process. The CSCS Human Resources Department shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made. All employees leaving the District to work at CSCS shall enjoy the same employee benefits as all other employees of CSCS with similar job classifications. A complete list of the positions covered under each system resides in the CSCS Human Resources Department and are available for inspection by the District.

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Element L: Student Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

Attendance at CSCS is entirely voluntary on the part of the students who enroll and no student may be required to attend CSCS. If a student chooses not to attend CSCS, they have the option of attending a public school in their district of residence or other educational alternatives. Parents and guardians of each student enrolled in CSCS will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in CSCS, except to the extent that such a right is extended by the local education agency.

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Element M: Return Rights of District Employees

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at CSCS. Persons employed by CSCS are not considered employees of the District for any purpose whatsoever. Employees of the District who resign from employment to work at CSCS and who later wish to return to the District shall be treated the same as any other former the District employee seeking reemployment and will have no automatic rights of return to the District after employment by CSCS unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

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Element N: Dispute Resolutions Related to Charter Provisions

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

CSCS recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. CSCS is willing to consider changes to this process outlined below as suggested by the County.

Any dispute between CSCS and the County (collectively "the Parties") shall be resolved in accordance with the following procedure. The term dispute means any alleged violation, misinterpretation, or misapplication of a specific provision of this Charter or the MOU between the Parties which does not constitute a severe and imminent threat to the health and safety of pupils.

In the event of a dispute between CSCS and the County, CSCS staff, employees, and Board Directors and the County agree to first frame the issue in written format ("dispute statement") and to refer the issue to the County Superintendent and Superintendent of the Charter School. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, CSCS requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Charter School Superintendent and County Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the County Superintendent and the Superintendent of the Charter School and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If the Parties are unable to reach agreement, the dispute may be referred to nonbinding mediation before a single neutral mediator. A request for mediation shall be in writing and must be received by the Parties no later than fourteen (14) calendar days from the date the Parties last met to discuss the dispute and attempted to reach an agreement. A request for mediation shall succinctly state the nature of the dispute and the relevant provisions of the Charter and/or MOU. The mediator shall be selected by mutual agreement from a list of mediators provided by the American Arbitration Association or other mutually acceptable alternative dispute resolution service. The mediation shall commence within thirty (30) calendar days from the date of receipt of the request

for mediation unless extended by mutual agreement for the convenience of the parties and/or mediator. The costs of mediation shall be shared equally by all of the Parties. The cost to CSCS for the dispute resolution process will be paid for through unrestricted dollars. No party shall commence any action in connection with a dispute under this Charter or an MOU without exhausting this dispute resolution procedure.

If the mediation result is not mutually agreeable, both Parties will have been deemed to have "exhausted their administrative remedies" and may pursue other legal options for resolution. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.

CSCS is aware that the County's Board of Education's discretion to revoke the Charter is not proscribed by the requirement to participate in the dispute resolution process. Additionally, CSCS will ensure that parties involved will sign a privacy disclosure form agreeing that no comments will be made publicly during the dispute resolution process, adhering to state and federal laws governing mediation and conflict resolution.

Internal Disputes

CSCS shall maintain a Uniform Complaint Policy and Procedure, as required by law, to be used for all internal disputes related to CSCS's operations. Parents, students, Board members, volunteers, and staff at CSCS will be provided with a copy of CSCS's policies and internal dispute resolution process. The County will refer all disputes not related to a possible violation of the Charter or law to CSCS.

Element O: Declaration of Collective Bargaining Issues and Exclusive Employer

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).

Persons employed by CSCS are considered employees of CSCS, Inc. for all purposes. CSCS, Inc. shall be deemed the exclusive public school employer for the purposes of the Educational Employment Relations Act (“EERA”; Gov. Code §§ 3540, et seq.). CSCS, Inc. shall comply with the EERA.

CSCS shall adopt and implement a comprehensive Employee Policy Manual that shall be distributed to all employees annually.

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Element P: Charter School Closure and Disposition of Assets

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).

In the event that CSCS decides to cease operations, the following procedures will ensue:

1. The CSCS, Inc. Board of Directors shall adopt resolutions electing to close the charter school. The resolution shall identify the reason for closure. The Superintendent, or another individual selected by the Board, will be responsible for closure-related activities.
2. The Board of Directors will promptly notify parents and students of CSCS, the County, the Charter School's SELPA, the retirement systems in which CSCS's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and Federal Social Security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.
3. The Board will ensure that the notification to the parents and students of CSCS of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close CSCS.
4. The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence, which they will provide to the entity responsible for closure-related activities.
5. As applicable, CSCS will provide parents, students, and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.S. §1232g. CSCS will ask the County to store original records of CSCS students. All CSCS student records will be transferred to the County upon closure. If the County will not or cannot store the records, the Charter School shall work with the County to determine a suitable alternative location for storage.
6. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

7. As soon as reasonably practical, CSCS will prepare final financial records. CSCS will also have an independent audit completed within six months after closure. CSCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant and selected by CSCS and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to CSCS.
8. CSCS will complete and file annual reports required pursuant to Education Code section 47604.33.
9. On closure of CSCS, all assets of CSCS, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending CSCS, remain the sole property of CSCS and upon the dissolution of the nonprofit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the County or the County property will be promptly returned upon CSCS closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
10. On closure, CSCS shall remain solely responsible for all liabilities arising from the operation of the Charter School.
11. As CSCS is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. The sole statutory member has the right to vote on any election to dissolve the nonprofit public benefit corporation and to vote on the disposition of all or substantially all of the nonprofit public benefit corporation's assets.
12. As specified in the CSCS budget, CSCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

The CSCS, Inc. Board of Directors will designate a school employee(s) to remain on the payroll of the charter school beyond the charter school's closing for the purpose of overseeing the transfer of

student records and distribution of assets, as well as matters directly related to the closure procedures.

Additional Considerations

A. Revision/Amendments of the Charter

This Charter may be amended by the written mutual agreement of the CSCS, Inc. Board of Directors and the District. Material revisions to the charter may be made only with the District's approval and shall be governed by Education Code Section 47607 and the same standards and criteria that apply to new charter petitions as set forth in Education Code Section 47605.

Any material revision to the charter must be presented to the District for approval.

In the event of changes to state law or regulations applicable to charter schools enacted subsequent to granting this charter that are inconsistent with the terms of this charter, the parties agree to amend this charter and any applicable MOU provisions to accord with any such changes.

B. Term of the Charter

The term of this charter shall be five years commencing July 1, 2016 through June 30, 2021 and may be renewed for subsequent five-year terms by the District Board of Education.

C. Revoking the Charter

The County Board of Education may pursue revocation of the charter pursuant to Education Code Section 47607 and its implementing regulations if any of the following apply:

1. CSCS committed a material violation of any of the conditions, standards, or procedures set forth in the charter or MOU.
2. CSCS failed to meet or pursue any of the pupil outcomes identified in the charter.
3. CSCS failed to meet generally accepted accounting principles or engaged in fiscal mismanagement.
4. CSCS violated any provision of law.

D. Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

Details of any business or administrative services, special education services, costs, and funding between the County and CSCS shall be detailed in a separate MOU.

CSCS will contract with River Springs Charter School for back office services per the draft MOU found in Appendix FF. The draft MOU outlines the respective roles and responsibilities of CSCS, its Board of Directors, and River Springs Charter School. A copy of the MOU shall be provided to the District promptly following its execution. The CSCS, Inc. Board of Directors reserves the right to contract with a different back-office provider at any time pursuant to the needs of CSCS and budget considerations as determined by the Board.

Pursuant to California law, the authorizer will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of CSCS not to exceed one (1) percent of the revenue of the charter school. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

CSCS agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

E. Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

CSCS shall have a location at 2121 N. Grand, Santa Ana, CA 92705.

CSCS shall operate its primary Administrative Offices at 43466 Business Park Drive, Temecula, CA 92590. CSCS also rents occasional temporary space for events and activities.

As our population grows, CSCS will consider operating resource centers to meet the needs of our families in Orange County and adjacent counties pursuant to all applicable laws and regulations including, but not limited to, Education Code Section 47605.1(c).

Some possible resource center locations include:

- Oceanside
- San Juan Capistrano

- Garden Grove
- Newport Beach
- Corona
- Riverside

CSCS will request (in writing) approval for new learning (resource) centers which will be subject to the approval of OCDE. Before the opening of a learning center, the County will receive a copy of the lease agreement and operating permit.

Should CSCS propose to establish operations at one or more additional site(s), it shall request a material revision to the charter and notify the County of the additional location(s).

F. Budgets and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

The following documents are included in Appendix I:

- A projected first year budget including startup costs
- Budget assumptions
- Financial projections and cash flow for the first three years of operation

These documents are based upon the best data available to the petitioners at this time.

CSCS shall provide reports to the District as follows as required by Education Code Section 47604.33, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

G. Insurance

CSCS shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and CSCS's insurer. The District Board of Education shall be named as an additional insured on all policies of CSCS. Prior to opening, CSCS will provide evidence of the above insurance coverage to the District.

H. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

CSCS shall be operated by CSCS, Inc. as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. CSCS shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of CSCS.

Further, CSCS and the District shall enter into a memorandum of understanding, wherein CSCS shall indemnify the District for the actions of CSCS under this charter.

The corporate bylaws of CSCS, Inc. shall provide for indemnification of the CSCS, Inc. Board, officers, agents, and employees, and CSCS will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and CSCS's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of CSCS.

The CSCS, Inc. Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

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Kathleen Hermsmeyer

1920 Alderwood Circle
Vista, California 92081
(951) 252-8800 (W)
(760) 716-7112 (C)

Career Experience

Harbor Springs & Empire Springs Charter Schools

July 2013 to Present

Business Park Drive, Temecula, CA

Superintendent

- *Received and developed two additional non-classroom based charter schools, one in San Bernardino County and one in San Diego County, to serve as "sister schools" to River Springs Charter (below)
- *Enrolled and served over 1200 students between the two schools
- *Managed a budget in excess of 8 million dollars.
- *Developed and opened 4 student classroom locations throughout Southern California

River Springs Charter School

July 2006 to Present

Business Park Drive, Temecula, CA

Executive Director/ Superintendent

- *Received and developed a non-classroom charter school program sponsored through Riverside County Office of Education.
- *Built program of 5200 K-12th grade students which provides independent study, classroom-based learning and community-based learning activities.
- *Managed a budget in excess of 39 million dollars.
- *Created mission-driven programs that provide students with voice and choice and the skills to learn independently
- *Created interactive, choice-driven online curriculum for independent study students
- *Developed and opened 12 student classroom locations throughout Southern California

Eagles Peak Charter School

July 2000 to January 2007

Vale Terrace Drive, Vista, CA

Executive Director

- *Built and developed Southern California's largest non-classroom based charter school (approximately 4,000 students).
- *Oversaw a budget in excess of 23 million dollars.
- *Managed all departments throughout the school.
- *Developed a wide variety of "site-based" support programs.

Horizon Instructional Systems3rd Street, Lincoln, CA*Education Specialist***July 1998 to 2000**

*Mentored parents who homeschooled their children, and worked with high school students who chose to obtain their diplomas via independent study. Duties included assigning and grading work, ordering curriculum materials, setting and recording goals and objectives and assessing student progress.

Sacramento City College

Freeport Blvd, Sacramento, CA

*Adjunct Faculty, Communication Information Systems***March 1997 to 2000**

*Taught a variety of computer classes including Beginning and Intermediate Microsoft Access, Microsoft Word, Beginning and Intermediate Microsoft Excel and Windows 95.

Chapman University

Sacramento, CA

*Adjunct Faculty***October, 1997 to 2000**

*Taught graduate courses on multiculturalism, Ed 570, entitled "Voice, Diversity, Equity and Social Justice."

*Taught graduate courses in computers, Ed 551, entitled, "Microcomputers for educators."

University of the Pacific

Stockton, CA

*Adjunct Faculty, School of Education***September, 1995 to 1998**

*Taught Pre-K to 12th grade fieldwork course *CURR 87) Summer '97, '98, '99 and 2000

Graduate Assistant for the School of Education

*Provided inservice computer training and technical support for faculty and staff (Fall, 1997)

*Supported and scheduled fieldwork students in their public school assignments (1995-1997)

*Assisted two professors with research on fieldwork students (1995-1997)

National University

Sacramento, CA

*Adjunct Faculty***January 1997**

*Taught one month graduate course required for all multiple subject credential candidates, "Teaching Math and Science in the CLAD Elementary Classroom"

St. Mary's College

Moraga, CA

*Lecturer/Supervisor for CLAD Student Teachers***January, 1996 to August, 1996**

*Taught two summer school sessions of "Microcomputers for Elementary School Teachers"

*Scripted, evaluated and supported CLAD student teachers during their full-time student teaching

Monroe Elementary School
701 N. Madison St., Stockton, CA

September, 1993 to August, 1995

Language Arts Resource Specialist

- *Assisted teachers in planning and implementing their reading/language arts programs
- *Provided oral language support for ESL students
- *Led support groups for children in crisis using the “Rainbows” curriculum
- *Began a community involvement project focused on building a love of reading

Southbank International School
36-38 Kensington Park Rd., London

September, 1991 to June, 1993

Grade K/1 teacher and computer resource teacher K-6 (9/92-6/93)

- *Taught children from all over the world using many ESL techniques
- *Presented workshops on various topics for the International School Association
- *Wrote computer curriculum for grades K-6
- *Produced creative arts programs for parents and guests which included song, dance and drama
- *Taught computing to all classes K-6; Coordinated K-6 computers and network

Computer Teacher grades 4-12, Science Teacher grade 7 (9/91-6/92)

- *Taught all aspects of computing, including IGCSE level
- *Taught general science using all lab apparatus and equipment
- *Founded and supervised a school newspaper, produced on the computer
- *Cooperated with teachers from other subject areas to provide an integrated program

Stockton Unified School District
701 N. Madison St., Stockton, CA

September, 1988 to August, 1991

Monroe Elementary School (9/89-6/91)
First Grade Teacher

- *Used a “whole-language” literature-based approach to teach all subjects
- *Piloted a semantic-based phonics program with great success
- *Aided in the installation of the new computer system and inservice of teachers on the computer

Roosevelt Elementary School (9/88-6/89)
Fourth Grade Teacher

- *Used cooperative learning to enhance student involvement
- *Implemented Fred Jones’ Positive Classroom Discipline after receiving training by Fred Jones

P r o f e s s i o n a l H o n o r s & E d u c a t i o n – R e l a t e d E x p e r i e n c e

- *Research consultant for Lodi Unified School District (see attached)
- *Book review published in Educational Studies, Summer 1996 edition
- *Traveled to Japan as Stockton's Exchange Teacher to Shimizu, Japan in June, 1994
- *California Teacher's Society
- *Alpha Chi Omega Society
(Public Relations Chairman, Song and Spirit Leader)

E d u c a t i o n

University of the Pacific
Stockton, CA

Received Ed.D. in June, 2000

Doctorate in **Curriculum and Instruction**, minor in **Educational Administration**
Dissertation: Training Low-Income Parents of First Grade Students in Paired
Reading: The Effects on Reading Fluency and Attitudes Toward Reading School.

California Polytechnic State University, San Luis Obispo
San Luis Obispo, CA

Master of Arts in **Computer-Based Education**

Received June, 1991. GPA 3.83

Bachelor of Arts in **Liberal Studies**

Received June, 1987. GPA 3.65 – Cum Laude

California Multiple Subject Credential

Clear status attained June, 1991

Language Development Specialist Certificate

Received June, 1994



signed original on file

CHARTER SCHOOL TEACHER APPROVAL SIGN-OFF

Citrus Springs Charter School
(name of school)

START-UP SCHOOL: Total number of teachers estimated to be employed at school during first year of operation: 16

We agree to the contents of the attached charter proposal dated November 17, 2015 and will work toward its implementation. Our signatures indicate that we are teachers meaningfully interested in teaching at the charter school.

| Teacher's Name (Please Print) | Signature | Address | Phone | Type of Credential(s) & Credential # | Credential Expiration Date | College Degree Held |
|-------------------------------|----------------------------|--|----------------|--------------------------------------|----------------------------|---|
| Marlen Tierrablanca | <i>Marlen Tierrablanca</i> | 485 Shady Oak Dr. Corona, CA | (714) 658-2133 | Multiple Subject | 02/01/18 | B.S. in Child & Adolescent Studies Masters in Ed. |
| Kimberly Oxmseth | <i>Kimberly Oxmseth</i> | 1851 W. Flower Ave. Fullerton CA 92833 | (714) 914-9470 | Multiple Subject | 01/01/16 | B.S. in Child & Adolescent Development |
| Karla McIlroy | <i>Karla McIlroy</i> | 10601 Lakeside Dr. S. #C | 714 376-3362 | Multiple Subjects | 7/1/16 | B.S. ChildDev MastersEd. |
| Natlie Cristina | <i>Natlie Cristina</i> | 1500 Cherry St #9307 Placentia, CA 92870 | 700-793-3702 | Char credential multiple subject | June 2018 | B.S. in Child Adolescent Studies Masters Education |



signed original on file

CHARTER SCHOOL TEACHER APPROVAL SIGN-OFF

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(name of school)

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| Teacher's Name (Please Print) | Signature | Address | Phone | Type of Credential(s) & Credential # | Credential Expiration Date | College Degree Held |
|-------------------------------|-----------|---|----------------------|--|----------------------------|---------------------|
| Jameka Stark | | 25471 U Parc #31 | (561) 339-1041 | Preliminary style subj. | | Master's ED |
| Olimpas Hernandez | | 2424 N. Tustin #G14 Santa Ana Ca 92705 | 512 541-8432 | Preliminary Multiple/Special subject/ed K-12 | 4/2017 | Bachelor Degree |
| Melissa Magee | | 315 A Encino Ca. San Clemente Ca. 92672 | 951- 591- 0884 | 123158912 MULT. Subj. | 10/1/17 | BS Therapeutic |
| Elizabeth Trevino | | 2952 Inverness Da. | 714 231-6390 | Prof. Credential MS Credential | 07/10 | MA ED |




signed original on file

CHARTER SCHOOL TEACHER APPROVAL SIGN-OFF

Citrus Springs Charter School
(name of school)

16

START-UP SCHOOL: Total number of teachers estimated to be employed at school during first year of operation: 16
 We agree to the contents of the attached charter proposal dated November 17, 2015 and will work toward its implementation.
 Our signatures indicate that we are teachers meaningfully interested in teaching at the charter school.

| Teacher's Name (Please Print) | Signature | Address | Phone | Type of Credential(s) & Credential # | Credential Expiration Date | College Degree Held |
|---|-----------------------|--|------------------|---|----------------------------|-------------------------|
| Stephanie Gard | <i>Stephanie Gard</i> | 2022 N. Greengrove Orange, CA 92805 | 760 330-1275 | #12315165 Mild/Mod II | 07/17 | BA |
| Andrea Jauhari | <i>Andrea Jauhari</i> | 31798 Mordock Ln. Temecula, CA 92592 | 951 293 8265 | OTR/L #8111 | | BS in OT |
| Robyn Boyd | <i>Robyn Boyd</i> | 27636 Morningstar Ln San Juan Capistrano 92675 | 949- 419-5828 | Mild/Mod Level II Clinical Rehab Services | 9/2019 Clear 9/18 | BA M.A. 130152517 |
|  | | | | | | |

2015-16 Springs Charter School Master Course List

Springs Charter Master Course List serves as a guide for high school advisement. Courses are developed and listed in compliance with No Child Left Behind (NCLB), California Department of Education Diploma Requirements and “best practices” in advisement for students whose graduation goals are to achieve a high school diploma, prepare to enter the workforce, enlist in the military, attend community college or apply for freshman admissions to a four year college.

Students who plan to attend a UC, CSU, or other university or college are recommended to follow the A-G course sequence. All A-G course descriptions are submitted to the University of California Regents for approval of course content, key assignments, significant reading and writing, critical and analytical assignments.

Algebra – 10 Units (1 Year Course)

Courses listed meet SCS Algebra requirements

| Course Title | Pre-Requisite/Placement | Grade Level | Graduation Goal |
|--|--------------------------------|-------------|-----------------|
| Algebra 1 A/B (P) | None | 8-9 | UC/CSU |
| Math 2 A/B (P) | Math 1 (with “C” or higher) | 9-12 | UC/CSU |
| Algebra 2 A/B (P) | Algebra 1 (with “C” or higher) | 9-12 | UC/CSU |
| <p><i>* Completion of the one year Algebra I requirement may be met through successful completion of a two-year Math 1 and 2 sequence</i></p> <p><i>* Completion of the first year of Math 1, without completion of the two-year sequence may be counted toward 10 units of Mathematics but does not meet the Algebra 1 requirement.</i></p> | | | |

Mathematics – 20 Units

Courses listed meet SCS Mathematics requirements (see also Algebra Course List).

| Course Title | Pre-Requisite/Placement | Grade Level | Graduation Goal |
|---|-----------------------------------|-------------|-----------------|
| Geometry A/B (P) | Algebra 1 or instructor approval | 9-11 | UC/CSU |
| Math 1 A/B (P) | None | 8-9 | UC/CSU |
| Pre-Calculus A/B (P) | Algebra 2 (with “C” or higher) | 10-12 | UC/CSU |
| Calculus A/B (P) | Pre-Calculus (with “C” or higher) | 11-12 | UC/CSU |
| Statistics & Probability A/B (P) | Algebra 2 (with “C” or higher) | 10-12 | UC/CSU |
| College Math - Elementary Algebra (P) | Algebra 2 (with “C” or higher) | 12 | UC/CSU |
| College Math - Intermediate Algebra (P) | Algebra 2 (with “C” or higher) | 12 | UC/CSU |

English – 40 Units

Courses listed meet SCS English requirements

| <i>Course Title</i> | <i>Pre-Requisite/Placement</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|---|--------------------------------|--------------------|------------------------|
| English I A/B (P) | None | 9 | UC/CSU |
| English II A/B (P) | A-G English I (recommended) | 10 | UC/CSU |
| English II A/B (H) | A-G English I | 10 | UC/CSU |
| English III A/B (P) | A-G English II (recommended) | 11 | UC/CSU |
| AP English Literature and Composition A/B | A-G English II (recommended) | 11-12 | UC/CSU |
| English IV A/B (P) | A-G English III (recommended) | 12 | UC/CSU |
| AP English Language and Composition A/B | A-G English III (recommended) | 12 | UC/CSU |
| Expository Reading & Writing A/B (P) | A-G English III (recommended) | 12 | UC/CSU |

United States History – 10 Units (1 Year Course)

Courses listed meet SCS United States History requirements

| <i>Course Title</i> | <i>Pre-Requisite / Placement</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|------------------------------------|----------------------------------|--------------------|------------------------|
| AP U. S. History w/ Geography A/B | World History (recommended) | 11 | UC/CSU |
| U. S. History w/ Geography A/B (P) | World History (recommended) | 11 | UC/CSU |

World History – 10 Units (1 Year Course)

Courses listed meet SCS World History requirements

| <i>Course Title</i> | <i>Pre-Requisite / Placement</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|------------------------------------|----------------------------------|--------------------|------------------------|
| World History w/ Geography A/B (P) | None | 10 | UC/CSU |
| World History A/B (H) | None | 10 | UC/CSU |
| World History By Design (P) | None | 10 | UC/CSU |

Economics – 5 Units

Courses listed meet SCS Economics requirements

| <i>Course Title</i> | <i>Pre-Requisite / Placement</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|---------------------|----------------------------------|--------------------|------------------------|
| Economics (P) | Government Recommended | 12 | UC/CSU |

Government – 5 Units

Courses listed meet SCS Government requirements

| <i>Course Title</i> | <i>Pre-Requisite / Placement</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|--|----------------------------------|--------------------|------------------------|
| AP American Gov. & Politics A/B | U.S History Recommended | 12 | UC/CSU |
| American Government (P) | U.S History Recommended | 12 | UC/CSU |

Physical Science – 10 Units (1 Year Course)

Courses listed meet SCS physical science requirements

| <i>Course Title</i> | <i>Pre-Requisite</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|-------------------------------------|---------------------------------|----------------------------|------------------------|
| Earth Science w/Lab A/B (P) | None | 9 recommended, 11-12 ok | UC/CSU |
| Environmental Science w/Lab A/B (P) | None | 10 recommended, 9-12 ok | UC/CSU |
| Chemistry w/ Lab A/B (P) | Algebra I with “C” or higher | 10-12 | UC/CSU |
| Physics w/Lab A/B (P) | Algebra I with “C” or higher | 11-12 | UC/CSU |

Life Science – 10 Units (1 Year Course)

Courses listed meet SCS biological science requirements

| <i>Course Title</i> | <i>Pre-Requisite</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|--------------------------------|---------------------------------|-------------------------------|------------------------|
| AP Biology w/ Lab A/B | Algebra I with “C” or higher | 10 recommended, 9-12 ok | UC/CSU |
| Biology w/ Lab A/B (P) | None | 10 recommended, 9-12 ok | UC/CSU |
| Anatomy & Physiology w/lab A/B | Algebra I with “C” or higher | 11-12 recommended, 9-12 ok | UC/CSU |

Health – 5 Units

Courses listed meet SCS Health requirements

| <i>Course Title</i> | <i>Pre-Requisite</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|---------------------|----------------------|--------------------|------------------------|
| Health | None | 9-12 | Diploma |

Physical Education – 20 Units

Courses listed meet SCS Physical Education requirements

| <i>Course Title</i> | <i>Pre-Requisite</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|---------------------|----------------------|--------------------|------------------------|
| PE 1 A/B | None | 9-12 | Diploma |
| PE 2 A/B | None | 9-12 | Diploma |
| PE 3 A/B | PE 1 & 2 Recommended | 9-12 | Diploma |
| PE 4 A/B | PE 1 & 2 Recommended | 9-12 | Diploma |

VPA/Foreign Language – 10 Units

Courses listed meet SCS VPA/Foreign Language requirements. The Visual Performing art must be a one-year course (10 units of the same course) to fulfill the graduation requirement.

| <i>Course Title</i> | <i>Pre-Requisite /Placement</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|--------------------------------|---------------------------------|--------------------|------------------------|
| Band I A/B (P) | None | 9-12 | UC/CSU |
| French 1A-2B (P) | None | 9-12 | UC/CSU |
| Spanish 1A-3B (P) | None | 9-12 | UC/CSU |
| Visual Arts 1A-2B (P) | None | 9-12 | UC/CSU |
| Intro to Photography I A/B (P) | None | 9-12 | UC/CSU |

Special Interest –60 Units

Courses listed meet SCS Special Interest requirements

| <i>Course Title</i> | <i>Pre-Requisite /Placement</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|------------------------------|---------------------------------|--------------------|------------------------|
| Speech A/B (P) | None | 9-12 | UC/CSU |
| American Sign Language 1A-2B | None | 9-12 | Diploma |
| Ancient Civilization A/B | None | 9-12 | Diploma |
| Animal Behavior A/B | None | 9-12 | Diploma |
| Animal Science w/ Lab 1 A/B | None | 9-12 | Diploma |
| Art 1A-3B | None | 9-12 | Diploma |
| Band 1 A/B | None | 9-12 | Diploma |
| Creative Game Design A/B | None | 9-12 | Diploma |
| Dance 1A-2B | None | 9-12 | Diploma |
| Digital Media 1 A/B | None | 9-12 | Diploma |
| Drama 1A-2B | None | 9-12 | Diploma |
| Drawing 1A-2B | None | 9-12 | Diploma |
| Horsemanship 1A-2B | None | 9-12 | Diploma |
| Japanese 1A-2B | None | 9-12 | Diploma |
| Math Essential 1A-2B | Instructor/Counselor Placement | 9-12 | Diploma |
| Mixed Media 1 A/B | None | 9-12 | Diploma |
| Music Instrument 1A – 4B | None | 9-12 | Diploma |
| Music Instrument 1A-4B | | 9-12 | Diploma |
| Music Theory 1A-2B | None | 9-12 | Diploma |
| Music Vocal 1A/B | None | 9-12 | Diploma |
| Musical Theater 1 A/B | None | 9-12 | Diploma |
| Mythology 1 A/B | None | 9-12 | Diploma |
| Psychology 1A/B | None | 9-12 | Diploma |
| Reader's Workshop A/B | None | 9-12 | Diploma |
| Spanish 1A-3B | None | 9-12 | Diploma |
| Visual Arts 1A-2B | None | 9-12 | Diploma |
| World Geography A/B | None | 9-12 | Diploma |
| Yearbook 1 A/B | None | 9-12 | Diploma |

Life Skills – 25 Units

Courses listed below SCS Life Skills Electives requirements

| Course Title | Pre-Requisite | Grade | Graduation Goal |
|---|----------------------|--------------|---------------------------|
| CTE Marketing and Advertising 1 A/B (P) | None | 9-12 | Diploma & Career Specific |
| Baking 1 A/B | None | 9-12 | Diploma |
| Career Exploration 1 A/B | None | 9-12 | Diploma & College Bound |
| Child Development 1 A/B | None | 9-12 | Diploma & Career Specific |
| Community Service 1 A-4B | None | 9-12 | Diploma & College Bound |
| Computer Skills 1 A/B | None | 9-12 | Diploma |
| Consumer Math 1 A/B | None | 9-12 | Diploma & Career Specific |
| CTE Applied Networking A/B | | | |
| CTE Aviation Seminar 1A – 2B | None | 9-12 | Diploma & Career Specific |
| CTE Careers in Education A/B | | | |
| CTE Child Development A/B | None | 9-12 | Diploma & Career Specific |
| CTE Cisco Networking Basic Routing A/B | | | |
| CTE Cisco Networking Fundamentals A/B | | | |
| CTE Dental Sciences and Occupations A/B | | | |
| CTE Digital Imaging 1A/B | None | 9-12 | Diploma & Career Specific |
| CTE Electrical & Computer Engineering A/B | None | 9-12 | Diploma & Career Specific |
| CTE Elementary Literacy Development A/B | | | |
| CTE Engineering Essentials A/B | None | 9-12 | Diploma & Career Specific |
| CTE Ground School | None | 9-12 | Diploma & Career Specific |
| CTE Health, Safety, and Nutrition A/B | | | |
| CTE Improv Dance and Theatre 1 A/B | None | 9-12 | Diploma & Career Specific |
| CTE Interactive Publishing | None | 9-12 | Diploma & Career Specific |
| CTE Internship 1A/B | None | 9-12 | Diploma & Career Specific |
| CTE Intro Business A/B | None | 9-12 | Diploma & Career Specific |
| CTE Mechanical Engineering Design 1 A/B | None | 9-12 | Diploma & Career Specific |
| CTE Medical Front Office 1A/B | None | 9-12 | Diploma & Career Specific |
| CTE Medical Insurance Billing 1A/B | None | 9-12 | Diploma & Career Specific |
| CTE Medical Terminology 1 A/B | None | 9-12 | Diploma & Career Specific |
| CTE Networking Fundamentals A/B | | | |
| CTE PC Essentials A/B | | | |
| CTE Robotics 1A- 4B | None | 9-12 | Diploma & Career Specific |
| Culinary Arts 1A-2B | None | 9-12 | Diploma & Career Specific |
| Driver Education / Training | None | 9-12 | Diploma |
| Family Studies 1 A/B | None | 9-12 | Diploma & Career Specific |
| First Aid 1 A/B | None | 9-12 | Diploma |
| Home Economics 1A-2B | None | 9-12 | Diploma & Career Specific |
| Internship 1A/B | Instructor Approval | 9-12 | Diploma & Career Specific |
| Intro to CTE A/B | None | 9-12 | Diploma |
| Intro to CTE and Internship 1 A/B | None | 9-12 | Diploma |
| Intro to Independent Study | None | 9-12 | Diploma |
| Karate 1A-2B | Instructor Approval | 9-12 | Diploma |
| Leadership 1A-4B | None | 9-12 | Diploma |
| Logic 1 A/B | None | 9-12 | Diploma |
| Personal Finance 1A/B | None | 9-12 | Diploma |
| SAT Prep | None | 9-12 | Diploma |
| Sewing 1A -2B | None | 9-12 | Diploma & Career Specific |
| Speech / Debate 1 A/B | None | 9-12 | Diploma |
| Study Skills | None | 9-12 | Diploma |
| Teacher Assistant 1A-2B | None | 9-12 | Diploma & Career Specific |
| Tutoring 1 A-2B | None | 9-12 | Diploma |
| Weight Training 1A/B | None | 9-12 | Diploma |
| Work Experience Education 1A-2B | Instructor Approval | 11-12 | Diploma & Career Specific |



2015–16 High School Handbook

Guidance & Counseling Department

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The mission of each Springs Charter School 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.



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For additional resources and information, reference the following documents:

- Getting to College from Springs Charter Schools
- The Academy Teacher's Guide to Teaching the Springs Charter Way



Advisement Process

Springs Charter Schools Mission Statement

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.

WASC Accredited California Public K-12 School

Springs Charter Schools are California Public Charter Schools that serve grades K-12 in Riverside, San Bernardino, San Diego, Orange, and L.A. Counties. Each school was founded on the principle that parent involvement and a personalized educational program for each student will lead to optimal levels of student achievement.

We believe that the best learning occurs when:

- The parent is directly involved in the teaching and learning process
- Learning is tailored to each individual student's needs
- One-on-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

The current WASC Report can be found online at
www.springscharterschools.org > About Us > Accreditation

For more detailed information about program options, visit our website at
www.springscharterschools.org and click on "Our Programs."

Three Important Questions

All high school advisement conversations begin with three important questions:

1. How will the school prepare students for college and career readiness?
2. What are the student's post-graduation goals?

Question 1: How will the school prepare students for college and career readiness?

Springs Charter School's graduation requirements and course offerings are designed to provide students with a variety of options upon graduation. The schools place a high value on the importance of college and career readiness. School counselors will work with high school students to develop an academic plan that optimizes each student's options for achieving their post-graduation goals.

Important considerations include:

- ♦ Does the student plan to return to their district school to complete graduation requirements? If the answer is yes, course schedules should be aligned to match the district's graduation requirements. It is the parent and student's responsibility to provide information about their district's graduation requirements to Springs' staff.
- ♦ Does the student plan to complete their high school graduation requirements at Springs Charter Schools? If so, students should be scheduled into classes that lead towards receiving a diploma.
- ♦ Will the student attempt a sequence of courses that align with California State University freshman admissions requirements?

Question # 2: What are the student's post-graduation plans?

Academic planning for high school students involves early identification of post high school goals, as well as, educational and career options.

California State University & University of California Admissions

Springs Charter graduates who plan on attending a CSU or UC are advised to:

- ☆ Follow the CSU/UC “a-g” sequence of courses
- ☆ Enroll in Springs “a-g” courses. All “a-g” courses are certified by the University of California
- ☆ Maintain a C or higher in all courses
- ☆ Complete all SAT and other entrance exams prior to December of their senior year
- ☆ Apply during the month of November to both CSU and UC campuses (Application Deadlines for CSU/UC – November 1-30)

Private and Out of State Colleges and Universities

Students should research college admissions requirements for private and out of state colleges. In general, students are advised to follow UC Freshman Admissions criteria during the early years of high school.

Community College

High school students interested in attending community college after graduation may begin to prepare themselves for the rigors of college level work during the high school years. Students are encouraged to:

- ☆ Take as rigorous of courses in high school as possible. At Springs Charter, it is recommended that community college bound students take as many “a-g” level courses as possible.
- ☆ Juniors & seniors may be approved for up to 9 units per semester (no more than two classes) of community college courses, which will count towards high school and college degree general education requirements

Diploma

All high school students are expected to take a sequence of courses and examinations that lead to receiving a high school diploma. School staff is expected to ensure that each student is scheduled in classes that are designed to meet Springs’ high school graduation requirements. Students are expected to complete courses in a recommended sequence each year unless otherwise approved by the school counselor.

Once a student begins to develop an area of interest, staff may want to begin helping them to think creatively about whether this interest has potential for a future career. Students may explore their interests by taking any of the following course options:

CTE at Springs Charter Schools

Springs Charter offers CTE Pathway Programs. These programs are offered at academy sites and online and are designed to prepare students for either immediate employment in an industry following high school graduation or for continued education at a college or university. Refer to the CTE flyer in the appendix for information on specific courses and sites. Students can contact their ES/Teacher or counselor to find out about local course availability and how to sign up.

CTE Courses (formerly ROP)

Career Technology Education courses provide entry-level job skills and experience in a large variety of career fields. High school students 16 years or older may want to begin their vocational training and experience while still in high school. Many CTE courses provide students with certificates of competency upon completion. An online Google search will quickly lead to a CTE program in your area.

****Please note:** Any CTE or ROP program that is offered outside of Springs must be pre-approved by the student's counselor. Program descriptions and proof of enrollment must be submitted to the counselor prior to beginning CTE courses, and a meeting will be held to determine course credit. Upon completion of the course or sequence, students must provide SCS with a certificate of completion.

Work Experience:

Work Experience Education is the combining of an on-the-job training with related academic instruction designed to maximize the on-the-job experience. The emphasis being a career based learning opportunity for the student through part-time paid employment. WEE is part of a total educational process that helps student to choose a career path wisely, prepares them for full-time employment that is suitable for their abilities and interests and allows students the opportunity to learn to work collaboratively in a successful way. Students will develop professional skills, habits and attitudes conducive to job success and personal growth. The employment will serve the function of a practical laboratory activity for reinforcing the academic instruction. By linking academic core curriculum with an on-the-job work experience this course will promote the students' school-to-career transition.

Internships:

SCS internships are semester-long high school courses that students in grades 10 through 12 take in order to experience a career in their area of interest. Internships focus on development of success-driven work ethics, professional skills, computer applications, and interpersonal skills in the workplace.

Certificate & Associate of Arts Programs @ Community College

Similar to CTE, students may choose to begin instruction towards a Certificate Program or an Associate of Arts Degree (AA) at the community colleges. Certificate Programs consist of 6-8 classes in specific areas and are designed to be used for entry level job skills or can be applied to the Associate of Arts Degree offered through the community college system. Check your local community college course catalog for specific programs in your area.

Renaissance Real World Academy

The mission of the Renaissance Real World High School Academy is to offer a college and career readiness program that will for meaning careers. Students take an active role in their learning and are supported by staff as they gain skills and knowledge necessary to achieve future success and to become life-long learners. RRWA provides a small school setting that creates a sense of community and student well-being that supports academic achievement and student interests and passions.

Staff and parents play an important role in each student's success. Most important to student achievement for underperforming students is to help the student to identify his/her support systems and resources within and outside of the school setting. Springs' students must be able to stay motivated, read and comprehend instructions and materials, ask questions of adults, and have adequate organizational skills.

English enrollment

It is important that staff set high expectations in all courses, especially English. Springs's graduates must be able to read and write at or above grade level in order to access increasingly complex concepts and instruction. All Springs' students are expected to be enrolled in UC "a-g" English courses. Students are expected to enroll in English courses each year.

Mathematics

Springs Charter Schools has several enrollment policies in regards to high school students, including Math I enrollment for all high school students. Students are expected to enroll in a math course each year until they have completed the minimum three year mathematics graduation requirement.

Response to Intervention (RTI)

Students who have low test scores on state-wide and school adopted assessments are placed in the school's RTI process. Staff, parents and occasionally students work together to identify the student's areas of need and develop strategic plans to assist the student towards greater levels of success in all academic areas, particularly English and Mathematics.

Strategies for teachers working with under-performing independent study students (edited from <http://www.ncpublicschools.org>)

- Maintain and support high expectations
- Use pacing guides to plan the instruction and cover competencies
- Teach comprehension strategies and skills
- Relate the subject matter to everyday life situations
- Use various types of ongoing assessment periodically to monitor student learning
- Hold conferences with students regarding their work
- Teach to learning styles
- Use manipulative and other active learning strategies
- Incorporate test vocabulary into daily instruction
- Place emphasis on the application of the new learning
- Model and demonstrate strategies for students and serve as a coach for them
- Provide choices for students (e.g., choosing their own books, research projects, etc.)
- Provide opportunities for students to assume responsibility for their own learning by requiring them to set goals, keep records of their progress, share their learning, exhibit and evaluate their work
- Hold true to the mission of the school
- Develop and maintain positive home-school relations

Serving the Needs of Gifted Learners

Springs Charter has a variety of services, resources, and opportunities for high achieving students, resources and web links, and alternative options for students to receive credit for academically advanced coursework. High school students may earn credits as concurrent enrollment in community college and distance learning opportunities.

Advanced Placement (AP) Program:

Completing an AP course lets colleges and universities know that a student has what it takes to succeed in an undergraduate environment. When admissions officers see “AP” on a transcript, they know that what students experienced in a particular class has prepared them well for the challenges of college. Taking AP courses is a sign that students can be successful in the most rigorous classes a high school has to offer. Students should consult with their counselor or ES/TOR to discuss if AP is right for them and to discuss course offerings.

The Springs Guidance Department administers AP exams in the spring of each school year. Advanced Placement exams are administered to directly coincide with the completed courses. If a student passes the AP exam with a score of three or higher (on a scale of one to five), they could receive college credit for the course through College Board. For more information about AP testing, visit

<http://apcentral.collegeboard.com>

Dual Enrollment

Dual enrollment is a program that allows qualified high school students to earn college and high school credit while meeting graduation requirements. For some students it may be an additional option to achieve college credit in both the academic and vocational pathways.

Honors Courses

Select programs at Springs Charter Schools also offer honors courses, which offer advanced curriculum, more in-depth study, and/or changes in pace from an A-G course.

National Honors Society (NHS)

Membership in NHS is based on four criteria: scholarship, leadership, service, and character. Students are expected to pay membership dues, participate in community services projects and attend monthly chapter meetings. NHS members in good standing are eligible for state and national scholarships offered through the NHS organization.

California Scholastic Federation (CSF)

Membership in CSF is based on scholarship and citizenship only. CSF members are eligible for a variety of tuition scholarships at universities across California and in select colleges nationwide.

GPA - Overall, Overall Weighted, Academic Weighted

- Overall GPA: Average grade in all classes from 9-12th grade, based on a 4.0 scale.
- Weighted Academic GPA: Average grades in all classes from 9-12 with extra point for Honors/AP in which a C or better is earned in the course.
- Academic (weighted) GPA: Our academic GPA is aligned with the UC/ CSU Weighted GPA.

Overall GPA can be found on the student’s transcript. Contact your school counselor for official calculation of weighted

Concurrent Enrollment Policy

Springs Charter students may obtain both high school and college credit for specific courses taken at the community college level provided certain guidelines are followed.

- A student enrolled full time with Springs may take 2 community college courses (not to exceed 9 units) at the community college and receive dual credit for the courses. Full time enrollment is defined as a student who is attempting 20 units of Springs Charter School courses within any given term.
- The following factors will be reviewed by the school administrator prior to granting approval for Springs students to attend community college courses through the concurrent enrollment process:
 - GPA: Students requesting 2 community college general education courses must maintain A & B grades in Springs' core courses.
 - Career Technical Education (CTE) Courses: Students requesting 2 community college vocational courses must maintain A & B grades in all Springs courses and take a sequence of courses that meet the student's post-graduation goals.
 - Continued Community College Class Enrollment: Students will be considered for continued enrollment in community college courses based on successful completion of previous community college classes.
 - Academic History: Students requesting concurrent enrollment typically have a history of strong academic performance in both high school and community college level.

Unit Calculations for Community College courses

College courses that are listed on the CSU and/or UC Transferable Course Lists will be calculated for high school units at 3.33 high school units for each 1 community college course unit and not to exceed 10 SCS units per course. Lab requirements for specific science courses are not awarded additional units toward Springs graduation requirements. CSU and UC Transferable Course Lists may be found at www.assist.org.

Examples include:











| | CC Units | x 3.33 = | SCS Units |
|-------------|-----------------|-----------------|------------------|
| English 100 | 3 | x 3.33 = | 10 |
| PE | 1 | x 3.33 = | 3.33 |
| Spanish I | 5 | x 3.33 = | 10 |

High school students may take any community college course, however those courses that are not on the CSU/UC Transferable course list will receive 3-5 SCS units for each 3 unit community college course. Students are responsible to submit the transcript to the SCS administration office, attention to the Transcript Technician

Non-publicly funded options

Students who are enrolled in private college sponsored programs in which the entire tuition is paid by the parent or the student and in which there is no known state apportionments payments for the course, are not restricted to concurrent enrollment guidelines.

Concurrent Enrollment Checklist

| TASK | Student | SCS Staff |
|---|---|---|
| <p>Complete Matriculation Process at Desired College of Attendance Refer to individual college website for required steps</p> |  | |
| <p>Complete Required Concurrent Enrollment Paperwork & Submit to SCS for Approval</p> <ul style="list-style-type: none"> • Refer to individual college website for required form(s) and documents. • It is recommended you turn your forms in early; processing may take up to 7 business days. • Students who do not submit forms to the Guidance Department for approval prior to starting the course may not receive high school credit for completed courses. |  |  |
| <p>Request Transcripts from SCS if Required Not all colleges require official transcripts for concurrent enrollment. Request transcripts by emailing transcripts@springscs.org. Please include</p> <ul style="list-style-type: none"> • Student's Name • Student's date of birth • Reason for Request • Where you would like the transcript sent (address, attention/department, etc.) |  |  |
| <p>Submit Required Forms and Documents to College SCS will not submit documents on a student's behalf.</p> |  | |
| <p>Register for Approved College Courses Refer to college website for registration process, date, and time.</p> |  | |
| <p>Complete College Course with a C or Better</p> |  | |
| <p>Request College Send Official Transcripts to SCS It is the student's responsibility to submit official transcripts to SCS so that high school credit can be awarded. Refer to the college for transcript its request procedure. Transcripts should be sent or hand delivered directly to –</p> <p style="text-align: center;">Springs Charter Schools Attn: Transcript Technician 43466 Business Park Dr. Temecula, CA 92590</p> <p>Only a sealed official transcript will be accepted for high school credit. It is highly advised that students submit transcripts immediately following the semester in which a college course is completed to ensure accurate academic advisement and assessment of progress towards graduation requirements.</p> |  | |
| <p>Credits Awarded on High School Transcript</p> | |  |

Community College Documentation and Transcripts

Courses taken at the community college may or may not need to be documented in the student's learning record. There are two options:

1. Homeschool only: Community College courses in which the school has paid for any portion of the college course materials must be showing as an active course in OASIS, documented in the Learning Plan, showing a portfolio sample and a grade recorded. The ES will enroll the student in one of the corresponding course titles below and select "N" to indicate that the courses should not show on the high school transcript.

| | |
|----------------------------------|--------------------------------|
| College Course Algebra 2 | College Course World History |
| College Course Pre-Calc | College Course US History |
| College Course Integrated Math 1 | College Course Biology |
| College Course Integrated Math 2 | College Course Chemistry |
| College Course Integrated Math 3 | College Course Earth Science |
| College Course Other 1 | College Course Physics |
| College Course Other 2 | College Course Prob & Stat |
| College Course English 101 | College Course College Algebra |
| College Course English 103 | |

2. All community college courses that are completed by the student will be posted on the Springs' transcripts after submission of an official transcript from the college to the guidance department and with written permission from the parent/guardian or adult age student. It is the student's responsibility to have the Official Transcript sent from the college. The ES/Teacher may use unofficial documentation for purposes of tracking academic progress towards graduation however, the High School diploma will not be complete until official documents have been received and posted to the student's transcript.

Note: It is the student's responsibility to provide enrollment and/or verification of completed course work to the ES/TOR at the beginning and completion of each semester. The ES/TOR is responsible for monitoring academic progress towards completion of Graduation Requirements.

What is Dual Enrollment?

Dual enrollment is a program that allows qualified high school students to earn college and high school credit while meeting graduation requirements. For some students it may be an additional option to achieve college credit in both the academic and vocational pathways.

Dual Enrollment Objectives

Dual Enrollment creates access for high school students participating in post-secondary education opportunities (academic & career).

- ☆ Reduces college costs for students and families
- ☆ Reduces the length of time for students to obtain their academic and/or career goals
- ☆ Increases college credits awarded to high school students

Who Can Participate?

Students must be **juniors or seniors** having the support of parents, ES, and a high school counselor who verifies appropriate college level capability based on assessment scores and/or program pathways.

Why Take Dual Enrolled Courses?

Begin college early. High school students can begin working on a vocational certificate, associate's degree and/or university transfer requirements while completing as much as one year of college.

Save money. Students and their families can save thousands of dollars of college costs.

Easier transition to college. Students will gain confidence in their ability to do college work and may have an easier transition into postsecondary education.

Which Courses are Offered?

Fall 2015-16 courses: English 101 – Freshman Composition, Math 105 – College Algebra, HIST 111 – U.S. History to 1877

Spring 2015-16 courses: English 103 – Critical Thinking and Composition, Math 110 – Pre-Calculus, HIST 112 – U.S. History Since 1865

Who Teaches These Courses?

Dual enrolled classes may be taught by approved MSJC Associate Faculty. Instructors use college curriculum and textbooks, and deliver a college level course, which will require students to work at a higher level.

Counselor Role in High School Advisement

The Springs Charter Schools' guidance staff consists of a team of specialists committed to providing quality services to students, parents, staff and the general public. Credentialed counselors, teachers, technicians and support staff work together in addressing the needs of all students to ensure the maximum benefit from the educational experience. The guidance department maintains that the education and development of student potential is vested in the individual, family, school and community and is therefore committed to a collaborative process that is inclusive of all stakeholders.

Departmental functions include:

- Professional counseling & support services
- High school advisement and course enrollments
- Grade level placement
- 504 Plans
- RTI Behavior Support

Guidance staff is committed to the following student related services:

- Student advocacy and assistance toward independence and responsibility in action
- Participate as an integral part of the school in addressing the complex issues that students are confronted with in today's society
- Early identification and advisement for college and career readiness
- Crisis intervention – Response, staff development, written school policies & processes
- Coordination of student services with all departments (Special Education, Student Records, Instruction and Curriculum, Discipline, etc)
- Develop systematic academic advisement policies and practices to insure that all high school students are placed in courses appropriate to meeting both SCS graduation requirements, enrollment policies and student post-graduation goals
- Develop increased understanding in the educational community of students' social, emotional and developmental needs and proven strategies for responding to all students
- Foster the belief that every individual is capable of learning and deserving of respect
- Support the belief that education must prepare students to live and work in a complex and ever-changing global society
- To foster reflection, re-evaluation, and openness to change as key elements toward program and individual improvement

Advisement Functions:

- Develop four year academic plans for all SCS programs
- 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 on course advisement issues and scheduling
- Provide advisement for parents and students ongoing development of the student's four year academic plan
- High School course enrollment

All high school students are advised to meet with the school counselor for yearly transcript and academic reviews of their high school students' advisement plan. It is preferred that parents, students and teachers be present at the yearly review, however it is not required. Contact the Guidance Department to schedule an appointment with the counselor that serves your area.

Counselor/Student Assignments: All students are assigned a school counselor. Counselors are assigned based on the student's teacher of record.

High School Units for Middle School Students:

Springs Charter Schools provides 7th and 8th grade students the opportunity to earn high school credits in the areas of a-g approved mathematics courses and a-g approved foreign language courses. The policy is consistent with the UC/CSU policy to accept these units when taken in middle school.

Parents who would like their middle school student to receive high school units must send a written request to the transcript technician for the courses and units to be recorded on the transcript. It is also important to note that:

- Another school may not accept the units
- **Only** a-g mathematics and a-g foreign language courses can be considered for high school credit

Middle School Math Course Tracking:

All middle school math courses will be designated on the Student Agreement/Addendum to indicate the specific math course that each student is taking.

Listed below are the middle school math course titles/sequence:

For 7th Grade Only

Math 7
Math 7 Accelerated
Math I (P)

For 8th Grade Only

Math 8
Math I (P)
A-G Geometry A/B

Placement Criteria for Math Courses: The following multiple measures should be considered when placing students in the middle school math sequence.

- I-Ready Math Assessment results or Inspect Assessments
- Other recommended math assessments (as appropriate)
- Current math course performance on homework, quizzes, and test scores
- Teacher observations and recommendations

Student Agreement and Course Approval Process: The Student Agreement for middle school students will have a similar appearance and function as the high school Student Agreement currently in use for enrollment. The ES/TOR will follow the process below when enrolling middle school students:

1. Input generic menu of courses for K-8 students
2. Delete the generic math course title
3. Add the specific math course title that the student is enrolling in
4. Select "0" for the units attempted and "N" so the course does not appear on the transcript.
5. Student Record's CT staff will approve all initial courses based on advisement criteria
6. Addendums: Changes to middle school math courses must be done by using the addendum process w/counselor approval.

Math Course Sequence Advisement

The California State Standards math sequence began with incoming 9th grade students in the 2014-15 school year. The courses listed below will meet UC and CSU “a-g” freshmen admissions requirements and count toward completion of Springs’ graduation requirements in the math subject area.

Middle School Students:

In 2015-16, Middle school students may enroll in the following courses:

- * Math 7
- * Math 7 Accelerated
- * Math 8
- * Math 1 (P) A / B (high school level course)
- * Geometry (P) A / B (high school level course)

High School Students

California State Standards course sequence will be:

- * Math 1 (P) A / B (Algebra 1/Geometry) – available for Fall 2014-15 enrollment
- * Math 2 (P) A / B (Algebra 1/Geometry/Algebra II) – available for Fall 2015-16 enrollment
- * Math 3 (P) A / B (Algebra II, advanced math) – availability TBD

High School Shadow/Support Course

Students who are struggling or at risk of successful completion of the State Standards Math Sequence within four years of high school, will be enrolled in a shadow course. The shadow course will be designed to fill in the gaps in foundational math skills and will be personalized to each student’s individual needs. The courses listed below will count toward completion of Springs’ graduation requirements in the special interest area.

Shadow course titles will be:

- * Math Essentials 1 A / B – available for Fall 2014-15 enrollment
- * Math Essentials 2 A / B - available for Fall 2015-16 enrollment
- * Math Essentials 3 A / B – availability TBD

Sample Mathematics Sequences:

Typical Sequence

| | 7 th | 8 th | 9 th | 10 th | 11 th | 12 th |
|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|
| Math 7 | ✓ | | | | | |
| Math 8 | | ✓ | | | | |
| Math 1 (P) | | | ✓ | | | |
| Math 2 (P) | | | | ✓ | | |
| Math 3 (P) | | | | | ✓ | |
| Pre-Calc (P) | | | | | | ✓ |
| Prob & Stat (P) | | | | | | ✓ |

Sequence for students who struggle in mathematics

As defined by multiple measures, including assessments, academic performance, etc.

| | 7 th | 8 th | 9 th | 10 th | 11 th | 12 th | Shadow Class |
|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|--------------|
| Math 7 | ✓ | | | | | | |
| Math 8 | | ✓ | | | | | |
| Math 1 (P) | | | ✓ | | | | Math Essn 1 |
| Math 2 (P) | | | | ✓ | | | Math Essn 2 |
| Math 3 (P) | | | | | ✓ | | Math Essn 3 |
| Pre-Calc (P) | | | | | | | |
| Prob & Stat (P) | | | | | | | |

Sequence for Students who are “at risk” in mathematics

Criteria for “at risk” includes objective assessment of multiple measures, including assessment, academic performance, etc. These students will need additional support through the RTI II and/or IEP processes.

| | 7 th | 8 th | 9 th | 10 th | 11 th | 12 th | Shadow Class |
|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|--------------|
| Math 7 | ✓ | | | | | | |
| Math 8 | | ✓ | | | | | |
| Math Essn 1 | | | ✓ | | | | |
| Math 1 (P) | | | | ✓ | | | Math Essn 2 |
| Math 2 (P) | | | | | ✓ | | Math Essn 3 |
| Math 3 (P) | | | | | | ✓ | |
| Pre-Calc (P) | | | | | | | |
| Prob & Stat (P) | | | | | | | |

Advanced Mathematic Sequence

Springs Charter Schools encourage advanced mathematics students to accelerate by beginning the high school (P) level math course sequence in 8th grade. Students who score a course letter grade of an A or B and earn a full year credit (ie: 10 units) may advance into the next course level.

The math teacher, parent, student and school counselor will determine math course placement based on multiple measures including assessment, student performance in math courses, and sample of student work and progress toward completion of graduation requirements with the expected four years.

UC and CSU school systems require three years of college-preparatory mathematics (four years recommended) that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.

| | 7 th | 8 th | 9 th | 10 th | 11 th | 12 th |
|-----------------------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|
| Math 7 | ✓ | | | | | |
| Math 7 Accelerated | ✓ | | | | | |
| Math 8 | | ✓ | | | | |
| Math 1 (P) | ✓ | ✓ | ✓ | | | |
| Math 2 (P) / Geometry (P) | | ✓ | ✓ | ✓ | | |
| Math 3 (P) / Algebra II (P) | | | ✓ | ✓ | ✓ | |
| Pre-Calculus (P) | | | | ✓ | ✓ | ✓ |
| Prob & Stat (P) | | | | ✓ | ✓ | ✓ |
| Calculus (P) | | | | | ✓ | ✓ |

High School Advisement Worksheet – Transcript Analysis

Student academic advisement will be calculated using the advisement sheet. Counselor developed advisement sheets should be reviewed yearly with the student for ongoing academic evaluation and planning; this will ensure progress towards meeting expected graduation requirements and post-graduation goals. The advisement sheet is designed for transcript analysis for students transferring from other high schools and well as for use in providing clear communication and expectations between staff, parents, and students.

Transcripts from Other Schools:

Many of Springs' high school students earn grades and units from other high schools during their high school academic career. Some important tips when working with transcripts from other schools include:

- ♦ Always work from the original transcript
- ♦ Understand course titles and equivalent course levels

SCS (P) designated courses are submitted and approved through the UC Regents office. These college-prep courses have equivalent rigor to standard CA public high school courses.

Most course titles may be researched through UC Doorways. Google search a-g course lists and select the school that the student attended (as listed on the student's transcript).

- ♦ Use the credit summary often included on transcripts—the credit summary indicates the graduation requirements met from the student's previous school.
- ♦ When unsure of whether a course title will meet Springs' graduation requirements, record the course title in the Special Interest section of the advisement sheet until verification of the course content is complete
- ♦ The ES or teacher of record should contact the student's previous school for additional information on questionable course titles and content.
- ♦ Parents and students may be expected to obtain course descriptions and/or course syllabi or other verifying documentation to verify questionable course titles or content.



Springs Charter Schools - Guidance Advisement Sheet – Grades 9th -12th
 Course Schedule recommendations for 2015-16 school year

| | | | |
|----------------------|--|-------------|--|
| STUDENT NAME: | | GRD: | |
|----------------------|--|-------------|--|

Student Post Graduation Goals

- 4 Year College
 2+2 Community College/4 Year College
 Community College/Work

Career Interest: _____

Program:

- Real World Academy / FAPA
 Home School

- Keys High School
 Venture Online

| GRADUATION REQUIREMENTS 230 Units total | a-g | Units | Fall / Spring Course Recommendations | Units needed |
|--|-----|-------|---|-----------------|
| English I (P) - 10 units | y | | | |
| English II (P)- 10 units | y | | | |
| English III (P)- 10 units | y | | | |
| English IV (P)- 10 units | y | | | |
| Health - 5 units | | | | |
| PE 1 - 10 units | | | | |
| PE 2 - 10 units | | | | |
| CTE / Life Skill - 10 Units | | | | |
| CTE / Life Skill - 10 Units | | | | |
| CTE / Life Skill - 5 Units | | | | |
| Math 1 (P) - 10 units* | y | | | |
| Math 2 (P) – 10 units* | | | | |
| Algebra 1 (P) – 10 units** | y | | | |
| Geometry (P) - 10 units | y | | | |
| Algebra II/Pre-Calc (P) - 10 units | y | | | |
| Chemistry/Physics (P) - 10 units | y | | | |
| Biology (P) – 10 units | y | | | |
| World History (P) - 10 units | y | | | |
| US History (P) - 10 units | y | | | |
| American Government (P) – 5 units | y | | | |
| Economics (P) – 5 units | y | | | |
| Foreign Language 1 (P) - 10 units | y | | | |
| Foreign Language 2 (P) - 10 units | y | | | |
| Visual/Perform Art (P) - 10 units | y | | | |
| Elective (P) - 10 units | y | | | |
| Special Interest - 10 units | | | | |
| Special Interest - 10 units | | | | |

* For graduating classes of 2018 & 2019

** For graduating classes of 2016 & 2017



High School Policies & Procedures

Graduation Requirements

| | Springs Charter Schools 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 |
| SAT or ACT exams | | |

*CSU/UC requirements listed reflect the minimum expectations. Students are encouraged to exceed unit expectations for entrance to more competitive colleges. See counselor.

**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.

NOTE: Students will be expected to be continuously enrolled in the core courses required for graduation until they have met all the requirements listed.

High School Student Enrollment Policy – College and Career Readiness

Springs Charter School recognizes the importance of ensuring that all graduates reach their highest potential in the areas of college and career readiness. Springs' graduates will be prepared to access college level coursework depending on post-graduation, college, and career plans. Springs high school students will be encouraged to take a series of career exploration and pathway programs that include internships, work experience, career pathways, career certification, CTE (formerly ROP) classes, and other career and vocational exploration and training programs

College Readiness for Springs Charter schools can be defined through some of the following criteria:

- Completion of CSU/UC Freshmen Admissions Requirements
- Completion of college level transferable courses through concurrent or dual enrollment.
- College admissions exam scores that meet expected entrance criteria (Accuplacer, SAT, ACT, EAP, Advanced Placement, SAT Subject Exams, and others)
- Completion of advanced high school coursework in mathematics, English, foreign language, science, social studies, visual and performing arts, career technical education.
- Other similar factors

Enrollment in High School Courses

All high school students will be enrolled in courses that are approved through the UC Regents as meeting college preparatory levels of rigor. These course titles are designated on the transcript as (P). For more information, see the University of California's a-g Course List on the UC website.

All high school students will be enrolled in courses that follow the CSU/UC Freshmen Admissions a-g course sequence. These courses are aligned to the school's high school graduation requirements. For more information, see the University of California and California State University websites for freshmen admissions requirements.

Exceptions to enrollment policy:

Educational Specialists and teachers who are requesting that a student be exempt from completion of high school course work at the a-g level of rigor, may request an exemption to the school's course enrollment policy. All exemptions will be determined through either the RTI, 504, or IEP process and based on objective criteria that includes student academic performance in each course, test scores, adequate progress, teacher recommendations, and additional factors. The student's counselor must be in attendance as one member of the multi-disciplinary team. Determinations for exemption will be made within individual subject disciplines. If a determination is made that the student schedule should be modified to the general level of rigor, the RTI, 504, or IEP team will meet at regularly scheduled intervals to monitor student progress and ensure that interventions and supports are effective.

UC/CSU Freshmen Admission Subject Requirements

General requirements, by subject area

High school seniors who fulfill the following three requirements will be entitled to a comprehensive review of their applications at each UC campus to which they apply.

- Complete 15 A-G courses, with 11 of those done prior to the start of 12th grade
- Maintain a GPA of 3.0 or better
- Take the ACT with Writing or SAT Reasoning test

For more information regarding the comprehensive review process contact your guidance counselor.

The A-G requirements can be summarized as follows:

A History / Social Science - Two years required, including one year of world history, cultures, and geography **and** one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.

B English - Four years of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature.

C Mathematics - Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry (students are required to take 1 year of Geometry).

D Laboratory Science - Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology (which includes anatomy, physiology, marine biology, aquatic biology, etc.), chemistry, and physics.

E Language Other Than English - Two years of the same language other than English.

F Visual & Performing Arts - One year, including dance, drama/theater, music, or visual art.

G College Preparatory Elective - In addition to those courses required in "a-f" above, one year (two semesters) of college preparatory electives are required, chosen from advanced visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and language other than English.

Exam Requirements

SAT I or ACT

CSU Entrance Exams

UC/CSU Application Deadlines

November 1-30 of the previous year

Financial Aid Applications

FASFA and Cal Grant (due January to March)

** See "Getting to College from Springs Charter School" in appendix or consult a guidance counselor for details about applying for financial aid.

Assessment and placement in support classes is most effective when done early as early as possible once a student has been identified to be in need of additional support.

9th Grade Math Options for 2015-16

1. All 9th grade students will be enrolled in Math 1 (P) if they have not yet already met the one-year algebra requirement.
2. During the first 4 weeks of fall semester, the ES or math teacher will assess the student's ability toward successful completion of the course. Teachers will use multiple measures to determine the student's level of mastery in pre-requisite concepts and identify specific gaps that need to be addressed. Teachers may use a variety of multiple measures including, but not limited to:
 - ~ i-Ready Diagnostic
 - ~ Inspect Online Assessment (Algebra Readiness Diagnostic)
 - ~ Pre-tests from curriculum and other sources (ALEKS, Saxon), Symphony, ST Math
 - ~ Student work samples
 - ~ Teacher observations
 - ~ UC Algebra I readiness exam result
3. 9th grade students who do not have the prerequisite knowledge to successfully pass Math I (P) with a C or better and full units (based on the Test for Units) may be recommended for an alternate course placement:

Option #1

- a) Student remains enrolled in Math I (P)
- b) Increase support and resources by enrolling the student in the Math Essentials I courses and provide additional resources including:
 - ~ ALEKS (supplemental)
 - ~ On-site instruction (RHSA)
 - ~ Tutoring
 - ~ Additional on-site instruction days (academies)

Option #2

- a) Conduct parent, student, teacher conference (RTI 2 meeting) to discuss assessment results, develop intervention and frequent monitoring plan, and to discuss implications towards meeting graduation requirements if student enrolls in Math Essentials I
- b) Enroll student in Math Essentials I (meets Special Interest)
- c) Add significant support and resources
 - ~ Frequent parent & student conferences and progress monitoring (RTI Tier 2)
 - ~ Supplemental curriculum and instruction
 - ~ Tutoring
 - ~ Additional on-site instruction days for academy students

Assigning Student Grade Level

Springs Charter School considers multiple criteria for grade level placement for High School Students. We believe that doing so offers students a more realistic view of their progress towards accomplishing the goal of attaining a high school diploma. The criterion that is considered for grade level placement includes the number of units a student has completed at the end of each school year, as well as completion of specific core classes that would be expected to contribute to the successful completion of courses at the next higher level.

- All high school grade level placements will be determined during the spring enrollment meeting or at the Intake enrollment meeting for new students.
- Grade level placement will be based on a transcript review and on a projected, academic plan for completion of units and benchmark courses as listed on the chart below.
- Students who need to repeat grade levels should be held back in grades nine and eleven grades.
- Students should not repeat 10th grade.
- No grade level changes will be considered during the school year unless circumstances dictate the need for exception and the counselor & program director approve.
- It is expected that staff will make every attempt to place all high school student in grade levels according to this guidelines set forth. Exceptions to this policy will be considered on a case-by-case basis with approval from the guidance counselor.

The goal for all high school students would be to complete all high school diploma requirements within a four-year time frame, including summer school. Typically, this would require that each student be enrolled in a minimum of 30 units each semester.

| Grade Placement | Minimum Unit Completion | Grade level Benchmarks Courses attempted |
|-----------------|-------------------------|--|
| Freshman | 50 | English course Math course Science – (Earth/Life) |
| Sophomore | 100 | English course Math course World History Biology |
| Junior | 150 | English course Math Course US History |
| Senior | 230 | All graduation requirements completed by the end of summer following the senior year |

Course Sequence

Each semester high school transcripts are reviewed by the school counselor and appropriate adjustments made to the student's schedule. Student course selection should indicate a progression of advancing course levels and titles. Ex: The natural progression of Spanish classes is: Spanish I, II, III, etc.

Credit for Course in Religious Studies

Springs Charter School awards units for courses that teach about religion. Courses that are devotional in nature will not be awarded units. Contact the director of Guidance if any clarification is needed.

Standard of Measurement/Equivalent Unit

Springs awards five units for a semester's worth of assigned course work. This should not be confused with a semester's length of time. Students are expected to cover and master the educational material in each course in order to earn all attempted units. Partial completion of assigned work within a semester's time may result in partial units in the course. The course teacher determines the number of units to be awarded in each course.

Springs awards traditional Carnegie units to students; those units will transfer to a traditional high school if the student chooses that option.

The ES/Teacher is responsible for documenting and evaluating learning, which shows progress towards the student standards. Students confer with the ES/Teacher to decide the most appropriate course, or body of work, for them in each growth area. High school students must complete all core course requirements as defined by the curriculum/instruction department subject specialists. Core courses include essential standards/concepts, key assignments, seminar discussions with highly qualified instructors and a final exam.

The ES/Teacher considers the appropriateness of the body of work in terms of the age and ability of the student. When awarding units, the ES/Teacher also considers the following:

- If this body of work were to be studied in a traditional classroom setting, would it warrant the amount of units being awarded? As an example, traditional high schools consider the material covered from the Civil War to present, as that necessary to receive 10 units in U.S. History.
- Students are expected to cover that same amount of time regardless of curriculum and method of instruction. When the student learns the expected amount of information they will have earned 10 units, regardless of the time required to learn the material.
- Students also allowed the freedom to diverge from texts or develop their own course of study. It is possible for a student to learn the same amount of material without depending on a traditional text.
- It is important to keep standards high when working outside the parameters of a published course of study. If there is any question about a course, please speak to an advisor/director or curriculum specialist at the beginning of the course or immediately after a problem arises due to insufficient work. Reporting these concerns in a timely matter is essential.

High School Credit Alert

In order for a student to be enrolled with Springs Charter School, they must be attempting a minimum of 20 units each semester. Most students take between 30 and 35 units each semester. Students may not exceed 40 attempted units in a semester without prior approval from school counselor or program director.

Students who are concurrently enrolled in community college courses may count each course as five attempted units towards the maximum required units (40). (ex: student takes 25 units through Springs and 2 community college courses to equal attempted units of 35). See concurrent enrollment information in this handbook.

Units: Students typically receive five units of credit for each semester of course work completed with a passing grade.

Repeated Units: Any course repeated beyond the maximum units allowed will not receive additional credit. However, if a student repeats a course to improve his/her grade, units will be given for the course with the higher grade.

Course Prerequisites: A course prerequisite is a prior qualifying condition, education experience, or level of performance which is used to predict the probability of success in the course. It does not in itself determine the probability of success in the course or eligibility for enrollment in a course. Counselors also use standardized test scores, past academic performance, teacher recommendation, and assessed motivation to place students in classes commensurate with their abilities, interests, and needs. See 2015-16 Master Course List for details.

Grades to Date Policy

New students who enroll at a Springs Charter School during mid-semester are encouraged to request Grades to Date (also known as check-out or withdrawal grades) from the previous school during the check-out process. Springs will accept Grades to Date from the previous school under the following conditions:

- **Option 1:** Grades to date will be accepted when the student continues in the same course/courses at Springs Charter that they were taking at the time of withdrawal from their previous school. Final semester grades will be determined by averaging the courses grade to date from the previous school with the Springs grade. Final semester grades are determined by the ES or teacher.

Example: The student transfers to Springs Charter in the middle of the semester point with a letter grade of "C" in English 10A. The student enrolls in English 10A at Springs Charter and completes all semester coursework with a grade of "B". The ES/Teacher will average the C and B grades to determine a final course grade of C+ or B- with 5 semester units earned.

- **Option 2:** The parent or student may request that the student be awarded the previous school's grade from the grade to date report with variable units based on an average of the student's actual attendance divided by the total of expected semester attendance as indicted on the previous school's records.

Example: The student transfers to Springs Charter at the mid semester point with a letter grade of "B" in Ceramics A. Based on the student's actual attendance of 38 days out of the school's semester expected attendance of 90 days, this student would receive a grade of "B" and 2 units for Ceramics A on their Springs transcript.

Process for documentation:

- Parents and students may present Grades to Date information at either the Intake enrollment meeting or to their ES or academy advisement staff at any time within the first semester of enrollment with Springs Charter.
- School staff will fax the Grades to Date report with completed grades to the guidance department staff with written instructions about how the grades to date will be used for the individual student.

Other clarification for accepting grades to date:

- Grades to date will only be accepted if there has been no more than a two week gap in missed work or attendance between the drop date from the previous school and the start date with Springs Charter.
- The parent or student must provide the written grade to date report from their previous school within the student's first semester of enrollment with Springs Charter. It is the parent and student's responsibility to provide the Grade to Date form to intake staff, their ES or program advisement staff.

Withdrawal Grades for Springs Charter Students: When a student withdraws or is removed from a class after the first four weeks of a semester, partial units will be awarded with a grade for the work done up to the point of withdrawal. Under Independent Study guidelines, students are awarded grades and units based on work completed. Springs high school students who withdraw from school during the semester are expected to be awarded all grades and full or partial units that have been earned up to the point of withdrawal. The ES or teacher of record is expected to post grades and units on the student's report card within a reasonable time frame of the student's departure in order that the receiving school can assign courses accurately. A copy of the report card should be provided to the student at the time of withdrawal, regardless of the circumstances for the student drop. Withdrawal grades will appear on the high school transcript and be sent to the new school as part of the cumulative file.

Incomplete and Pass/Fail Grades: Under Independent Study guidelines, students are to be awarded letter grades and units based on work completed. Springs does not award Incomplete or Pass/Fail grades.

"No Mark" Grades: All attempted courses must remain on the student's transcript, regardless of final grade and units earned. Attempted courses are defined as courses in which the student 1) was enrolled, 2) met with a teacher, and 3) received lessons assignments and/or instructional materials. In addition, if school staff claimed any portion of ADA (attendance) for the class, then the course must remain on the student's transcript. Students who do not complete sufficient work to earn at least 1 full unit of credit may have a grade of NM and zero units posted on the transcript.

Students or parent/guardians who are enrolled in, but did not attempt a specific course (see definition above) may have a course removed from the transcript by requesting that the ES, TOR or credentialed administrator or counselor by submission of a completed addendum to the Guidance Department.

The High school transcript is the official, permanent record of each high school students' academic accomplishments. Credentialed teachers are responsible to follow all Springs Charter school enrollment policies and teacher responsibilities as determined by administrative staff including principals, program directors, school administrators, governing board policies, and other requirements as written in the charter.

Grades: (per *Education Code* sections 49066 and 49070b) Credentialed teachers are responsible to determine and submit the final course grades and units. The grade given to a pupil by the teacher of the course (in the absence of clerical or mechanical error, bad faith, incompetency, or fraud) shall be final. Neither the local governing board nor superintendent or other administrative staff shall order a grade changed without first giving the teacher who has assigned the grade the opportunity to state orally or in writing the reasons for which the grade in question was given.

Exceptions: On rare occasion, other credentialed staff may determine courses, grades and unit assignments under the following conditions 1) when the teacher assigned to oversee the student's work is not available or no longer employed at Springs Charter school, 2) when the parent or student contests the course, grade or units assigned and a credentialed administrator reviews the entire body of student work or documented completion of lessons, grading policies, etc. or 3) by written school policy and 4) when a parent or student requests consideration of grades/units for non-traditional course work, such as: Withdrawal Grades for another school, CTE and other course certificates, independent study work completed under non-credentialed staff, parent designed transcripts, international transcripts, and college work completed outside of guidelines as stated in SCS written concurrent enrollment policies.

High School Transcripts from Previous Schools: The transcript technician may post high school courses, grades and units based on documentation from another high school's Official Transcript. It is the student/parent's responsibility to contact the previous school and request the Official Transcript to be sent to the transcript technician for posting to the student's Springs' transcript. All high school courses, grades and units must be posted as they appear on the previous school's transcript. Course titles may be changed to reflect Springs' course title equivalents (example English 1A at Murrieta High School may be posted as English I (P) A on the Springs' transcript (if the course is listed under the UC Regents approved courses for Murrieta High).

College Transcript submission: Springs policy allows for college level courses to be posted on the high school transcript once the transcript technician has received the Official Transcript from the college. College courses are posted at the written request of the student/parent and it is not required that all college courses be posted on the student's high school transcript. It is the student's responsibility to request the Official Transcript to be sent to the Transcript technician as well as to communicate in writing which courses should be posted on the student's SCS transcript. Communication by be done through the ES or academy site staff, but must be requested through email or other written format.

How to request a transcript: Transcripts can be requested by contacting the transcript technician at transcripts@springscs.org or call 951-252-8836. In order to process the request, she will need the student's full name, date of birth, and reason the transcripts are needed (college application, scholarship, concurrent enrollment, etc.).

Driver's Education for Students – Advisement

Springs Charter School offers high school students the option to earn units for Driver Education & Training taken through private licensed driving schools. Students should discuss this course option with their academy teacher of record or their Homeschool ES prior to the semester that the course is taken. Springs can only award high school units for driver education and training courses taken during the months when school is in session.

The California Department of Motor Vehicles requires that all students under the age of 18 must take an education and training course prior to obtaining a driver's license. The course consists of a minimum of thirty hours of classroom instruction and at least six hours of behind the wheel training taught by a professional, certified instructor.

Once the student has completed all requirements of the driver training and education program, the school will issue official documentation of course completion required by the California DMV prior to issuing the student a Professional Driver's License.

Students who plan to take Driver Education and Training for high school credits must make their own arrangements with a certified driver training school.

FAQ for Springs Charter Students:

Q: Does Springs Charter provide or pay for a Driver's Education and Training Course?

A: Springs Charter has a number of approved vendors who offer Driver Education & Training courses. Homeschool families must use one of the approved vendors when using the student's instructional funds to pay for the course. Academy students may enroll in the driving school of their choice, at their own expense. Students should be advised that not all Driver Education programs are certified to instruct students under the age of 18, and do not submit the needed course completion certification required by the California DMV.

Q: The DMV referred me to my school for a course completion certificate? Who issues these?

A: Many comprehensive high schools offer Driver Education and Training from certified instructors. Because SCS does not offer certified instruction, students must go to the private driving school for course completion certification.

Q: How does Springs Charter award units for the high school transcript?

A: Students must make prior arrangements with their Homeschool ES or academy teacher of record in order to receive units for Driver Education and Training. Students must complete all classroom and behind the wheel instruction and pass the Professional License exam in order to receive the full five units for the course.

Graduation Verification Process

The ES/TOR will...

1. Post final grades/units in oasis
2. Complete the Student Check-Out Form to let student records know if all materials were returned.
3. Complete the electronic Graduation Verification Form on the Staff Resources section of the website

The Guidance department will....

4. Review graduation forms and send written notification to student records for diploma's to be mailed home to students.

Participation in Graduation Ceremonies

Graduating seniors may participate in the Springs Charter Graduation Ceremonies if:

- The student has completed all graduation course & exam requirements.
- The student has completed all graduation course requirements.
- The student is within 5 units of completion of graduation course AND is enrolled in summer school.
- The student is in "good standing" in regards to citizenship and behavior. Participation in graduation ceremonies is a privilege. Students may be notified in writing as part of a disciplinary process that, although they will receive the diploma for completing all graduation courses & exam requirements, that the privilege to participate in graduation ceremonies has been withdrawn based on non-academic issues. In these cases, the parent may appeal the decision to the Program Director, Senior Director, and/or Director of Education.

Cap & Gown, Ceremony Participation and Diploma

Student Records will contact all potential graduates with information about how to order the Cap & Gown, graduation ceremony logistic information and request a small fee for the printing and framing of the student's diploma.

NCAA Eligibility – Handout for Parents and Students

9th and 10th grade:

- Download and read the NCAA guide for the College-Bound Student-Athlete. www.NCAA.org
- Contact your school counselor to discuss eligibility and obtain the list of RSCS eligibility courses.
- Plan to graduate on time (in eight academic semesters). If you fall behind, use summer school sessions prior to graduation to catch up.
- Work hard to get the best grades possible. You must earn a minimum required grade-point average in all of your core courses. You must also earn a combined SAT or ACT sum score that matches your core-course grade-point average and test score sliding scale. (Requirements differ for Division I and Division II.)
- Take classes that match Springs Charter Schools' NCAA list of approved core courses.
- You can find the list of NCAA approved core courses for Springs Charter School at www.eligibilitycenter.org.

11th grade: Register with the NCAA eligibility center

- Begin your amateurism questionnaire
- Make sure you are still on track to meet core-course requirements (verify you have the correct number of core courses and that the core courses are on file with the NCAA eligibility center)
- After your junior year, request that your school counselor send a copy of your official transcript to the eligibility center. If you have attended any other high schools, make sure a transcript is sent to the eligibility center from each high school.
- Prior to registration for classes for your senior year, meet with your school counselor to determine the amount of core courses that you need to complete your senior year for eligibility
- Begin taking the ACT or SAT (qualifying test scores are required for NCAA eligibility), request test scores to be sent to the eligibility center

12th grade:

- Continue to get high grades in all courses
- Complete amateurism questionnaire and request final amateurism certification on or after April 1 if you are expecting to enroll in college in the fall semester (October 1 for spring semester enrollment.)
- Continue taking the ACT or SAT, request test scores to be sent to the eligibility center. The eligibility center will use the best scores from each section of the ACT or SAT
- Have your high school guidance counselor send a final transcript with proof of graduation to the eligibility center

Requesting a Work Permit

Students requesting a work permit or an entertainment permit should contact the Guidance Department at 951-252-8833. A determination of eligibility will be made based on the policy requirements listed below. Students requesting to earn High School credit toward graduation must also be enrolled in a Work Experience Education (WEE) course through Springs Charter School. Once the completed work permit packet has been received by the appropriate office, please allow 7-10 working days to process your work permit.

Student Responsibility:

- Springs' Work/Entertainment Permit Policy requires that students:
 - Maintain a 2.0 GPA as determined by the prior semester grades
 - Have no truancy or excessive absences
 - Maintain good citizenship
 - Are making adequate progress toward graduation
- Parents and students are expected to become familiar with federal and state laws and restrictions that apply to working minors.
- It is the responsibility of the student/parent to work with the Work Permit Coordinator or WEE coordinator/teacher to insure that all forms and information are accurate and complete.
- Students must complete all portions of the Work Permit Application.
- The student must re-apply for a new work permit yearly and when changing employers.

Enrollment in Work Experience Education (WEE) for High School Graduation credit:

- The WEE teacher/coordinator approves students for enrollment in WEE (EC § 51760).
- At the time of enrollment, students must be at least 16 years of age (EC § 51760.3(a) or be enrolled in grade 11 or higher (EC § 51760.3(a)(i)).
- WEE may be identified on the Individualized Education Program (EC § 51760.3(a) (4)).
- The WEE teacher/coordinator will collaborate with the student's assigned teacher of record to manage student enrollment, grades and participation in WEE. The WEE teacher/coordinator will also collaborate with the students' assigned counselor any time a student falls out of compliance with the policy listed above.

Work Permits as a Motivating Tool for Academic achievement

California law allows schools to establish their own policies regarding work permits. Because all working students under the age of 18 in the state of California are required to obtain a work permit in order to hold a job, the Work Permit can be a motivating tool for improving student achievement for high school students. Education specialists and site directors may place a student under probation warning when students fall below the school's Work Permit Policy guidelines listed above. However, only the Director of Guidance or WEE coordinator-teacher may revoke a student's Work Permit. The law requires that students are given a warning period and adequate time to remediate the policy violations established by the school. In addition, there must be a provision in the revocation process for the student to appeal the decision of the Director of Guidance or WEE coordinator-teacher.

Hours of Work

Springs students are expected to comply with the General Summary of Minors' Work Regulations found on page 2 of the Statement of Intent to Employ a Minor and Request for Work Permit. For purposes of clarification, all students at Springs are considered "in session" Monday through Friday, including Home Schooled and Independent Study Students. Springs students are limited to the daily maximum hours of work for their specific age group as outlined by state labor laws. While it is at the discretion of the school to determine whether a minor may obtain a work permit in order to be employed, it is the parent who is responsible to set appropriate boundaries for academic and work activities. While Springs supports a student's desire to work, academic success is the primary goal for all students. It is recommended that students work no more 24 hours per week in order to allow for adequate focus on academic performance.

The California High School Proficiency Exam (CHSPE)

Many Springs students and parents ask for advisement on whether or not their student should take the CHSPE exam. According to the CHSPE website passing the exam is considered a “legal equivalent of a high school diploma.” The exam consists of English-Language Arts and Mathematics. Although passing the exam is not equivalent to completion of high school course work, under California law state “all persons and institutions subject to California law are required to accept the certificate as evidence that the student has satisfied the (California) high school diploma requirement.” For minor children, the certificate in combination with parent/guardian permission exempts a minor from attending school. Student with CHSPE certificates may exit and reenter the California public school system until the age of 18 with no adverse consequences.

Parents and students considering exiting high school by means of the CHSPE are encouraged to discuss the student’s plans and options with a counselor. While the CHSPE is a great option for high school students who are well prepared for college level work, there are some considerations that should be explored. Not all students possess the social and developmental maturity for the college setting. Students applying to colleges outside the state of California have found that the CHSPE is not recognized as a diploma equivalent in the same context as the GED. In addition, students who leave school and re-enroll after a period of absence may experience difficulties in meeting the school’s course and units requirements for obtaining the high school diploma by the student’s expected graduation date. Parents are advised to explore all options to insure that their student’s goals are realized.

California Compulsory Education: All persons under 18 years of age who have not graduated from high school or passed the California High School Proficiency Exam (CHSPE) are required by state law to attend school. Students are required to be enrolled full time and taking courses towards successful completion of graduation requirements, including all courses and exams. All students must have at least 20 units and not more than 40 units per semester.

High school students, who are under the age of 18 and have successfully passed the CHSPE, may elect to remain enrolled in high school without penalty.

Older high school students with significant credit deficiencies and students whose stated goal is to take the GED when they turn 18 years of age may be interested in this opportunity.

High School Course Checklist for GED Foundations: A transcript review should include the following courses. If there are gaps in these areas, it is recommended that students be enrolled in:

- English I (P) and English II (P) - Courses with focused instruction on sentence structure, organization, usage, mechanics, business, informational, and instructional publications
- English I (P) and English II (P) - Courses with focused instruction on essay writing that includes: well focused main points, clear organization, and specific development of ideas, and the demonstration of the writers control of sentence structure, punctuation, grammar, word choice, and spelling
- English II (P) and English III (P) – Courses with focused instruction on the student’s ability to read and understand text that is found in a traditional high school level classroom setting
- Earth Science (P) – Course with focused instruction on understanding, interpreting and applying science concepts to visual and written text. Includes recycling and pollution standards from National Science Education Content Standards
- Biology (P) – Course with focused instruction from National Science Education Content Standards including heredity, science’s application to everyday life, and the student’s ability to interpreted tables, graphs, charts, diagrams and written text
- World History w/Geography (P)
- US History w/Geography (P)
- Economics (P) – Course that includes practical documents such as tax forms, workplace and personal budgets
- American Government (P) – Course that includes passages from documents such as the Declaration of Independence and US Supreme Court decisions. Also includes voter registration forms, global warming and environmental law
- High school math sequence of courses – Some portions of the test do not allow students the use of a calculator – focused instruction is on number operations, algebra, geometry, and probability and statistics



High School Courses

2015-16 Springs Charter School Master Course List

Springs Charter Master Course List serves as a guide for high school advisement. Courses are developed and listed in compliance with No Child Left Behind (NCLB), California Department of Education Diploma Requirements and “best practices” in advisement for students whose graduation goals are to achieve a high school diploma, prepare to enter the workforce, enlist in the military, attend community college or apply for freshman admissions to a four year college.

Students who plan to attend a UC, CSU, or other university or college are recommended to follow the A-G course sequence. All A-G course descriptions are submitted to the University of California Regents for approval of course content, key assignments, significant reading and writing, critical and analytical assignments.

Algebra – 10 Units (1 Year Course)

Courses listed meet SCS Algebra requirements

| Course Title | Pre-Requisite/Placement | Grade Level | Graduation Goal |
|---|--------------------------------|--------------------|------------------------|
| Algebra 1 A/B (P) | None | 8-9 | UC/CSU |
| | | | |
| Math 2 A/B (P) | Math 1 (with “C” or higher) | 9-12 | UC/CSU |
| Algebra 2 A/B (P) | Algebra 1 (with “C” or higher) | 9-12 | UC/CSU |
| <i>* Completion of the one year Algebra I requirement may be met through successful completion of a two-year Math 1 and 2 sequence</i> | | | |
| <i>* Completion of the first year of Math 1, without completion of the two-year sequence may be counted toward 10 units of Mathematics but does not meet the Algebra 1 requirement.</i> | | | |

Mathematics – 20 Units

Courses listed meet SCS Mathematics requirements (see also Algebra Course List).

| Course Title | Pre-Requisite/Placement | Grade Level | Graduation Goal |
|---|-----------------------------------|--------------------|------------------------|
| Geometry A/B (P) | Algebra 1 or instructor approval | 9-11 | UC/CSU |
| Math 1 A/B (P) | None | 8-9 | UC/CSU |
| Pre-Calculus A/B (P) | Algebra 2 (with “C” or higher) | 10-12 | UC/CSU |
| Calculus A/B (P) | Pre-Calculus (with “C” or higher) | 11-12 | UC/CSU |
| Statistics & Probability A/B (P) | Algebra 2 (with “C” or higher) | 10-12 | UC/CSU |
| College Math - Elementary Algebra (P) | Algebra 2 (with “C” or higher) | 12 | UC/CSU |
| College Math - Intermediate Algebra (P) | Algebra 2 (with “C” or higher) | 12 | UC/CSU |

English – 40 Units

Courses listed meet SCS English requirements

| <i>Course Title</i> | <i>Pre-Requisite/Placement</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|---|--------------------------------|--------------------|------------------------|
| English I A/B (P) | None | 9 | UC/CSU |
| English II A/B (P) | A-G English I (recommended) | 10 | UC/CSU |
| English II A/B (H) | A-G English I | 10 | UC/CSU |
| English III A/B (P) | A-G English II (recommended) | 11 | UC/CSU |
| AP English Literature and Composition A/B | A-G English II (recommended) | 11-12 | UC/CSU |
| English IV A/B (P) | A-G English III (recommended) | 12 | UC/CSU |
| AP English Language and Composition A/B | A-G English III (recommended) | 12 | UC/CSU |
| Expository Reading & Writing A/B (P) | A-G English III (recommended) | 12 | UC/CSU |

United States History – 10 Units (1 Year Course)

Courses listed meet SCS United States History requirements

| <i>Course Title</i> | <i>Pre-Requisite / Placement</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|------------------------------------|----------------------------------|--------------------|------------------------|
| AP U. S. History w/ Geography A/B | World History (recommended) | 11 | UC/CSU |
| U. S. History w/ Geography A/B (P) | World History (recommended) | 11 | UC/CSU |

World History – 10 Units (1 Year Course)

Courses listed meet SCS World History requirements

| <i>Course Title</i> | <i>Pre-Requisite / Placement</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|------------------------------------|----------------------------------|--------------------|------------------------|
| World History w/ Geography A/B (P) | None | 10 | UC/CSU |
| World History A/B (H) | None | 10 | UC/CSU |
| World History By Design (P) | None | 10 | UC/CSU |

Economics – 5 Units

Courses listed meet SCS Economics requirements

| <i>Course Title</i> | <i>Pre-Requisite / Placement</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|---------------------|----------------------------------|--------------------|------------------------|
| Economics (P) | Government Recommended | 12 | UC/CSU |

Government – 5 Units

Courses listed meet SCS Government requirements

| <i>Course Title</i> | <i>Pre-Requisite / Placement</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|--|----------------------------------|--------------------|------------------------|
| AP American Gov. & Politics A/B | U.S History Recommended | 12 | UC/CSU |
| American Government (P) | U.S History Recommended | 12 | UC/CSU |

Physical Science – 10 Units (1 Year Course)

Courses listed meet SCS physical science requirements

| <i>Course Title</i> | <i>Pre-Requisite</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|-------------------------------------|---------------------------------|----------------------------|------------------------|
| Earth Science w/Lab A/B (P) | None | 9 recommended, 11-12 ok | UC/CSU |
| Environmental Science w/Lab A/B (P) | None | 10 recommended, 9-12 ok | UC/CSU |
| Chemistry w/ Lab A/B (P) | Algebra I with "C" or higher | 10-12 | UC/CSU |
| Physics w/Lab A/B (P) | Algebra I with "C" or higher | 11-12 | UC/CSU |

Life Science – 10 Units (1 Year Course)

Courses listed meet SCS biological science requirements

| <i>Course Title</i> | <i>Pre-Requisite</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|--------------------------------|---------------------------------|-------------------------------|------------------------|
| AP Biology w/ Lab A/B | Algebra I with "C" or higher | 10 recommended, 9-12 ok | UC/CSU |
| Biology w/ Lab A/B (P) | None | 10 recommended, 9-12 ok | UC/CSU |
| Anatomy & Physiology w/lab A/B | Algebra I with "C" or higher | 11-12 recommended, 9-12 ok | UC/CSU |

Health – 5 Units

Courses listed meet SCS Health requirements

| <i>Course Title</i> | <i>Pre-Requisite</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|---------------------|----------------------|--------------------|------------------------|
| Health | None | 9-12 | Diploma |

Physical Education – 20 Units

Courses listed meet SCS Physical Education requirements

| <i>Course Title</i> | <i>Pre-Requisite</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|---------------------|----------------------|--------------------|------------------------|
| PE 1 A/B | None | 9-12 | Diploma |
| PE 2 A/B | None | 9-12 | Diploma |
| PE 3 A/B | PE 1 & 2 Recommended | 9-12 | Diploma |
| PE 4 A/B | PE 1 & 2 Recommended | 9-12 | Diploma |

VPA/Foreign Language – 10 Units

Courses listed meet SCS VPA/Foreign Language requirements. The Visual Performing art must be a one-year course (10 units of the same course) to fulfill the graduation requirement.

| <i>Course Title</i> | <i>Pre-Requisite /Placement</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|--------------------------------|---------------------------------|--------------------|------------------------|
| Band I A/B (P) | None | 9-12 | UC/CSU |
| French 1A-2B (P) | None | 9-12 | UC/CSU |
| Spanish 1A-3B (P) | None | 9-12 | UC/CSU |
| Visual Arts 1A-2B (P) | None | 9-12 | UC/CSU |
| Intro to Photography I A/B (P) | None | 9-12 | UC/CSU |

Special Interest –60 Units

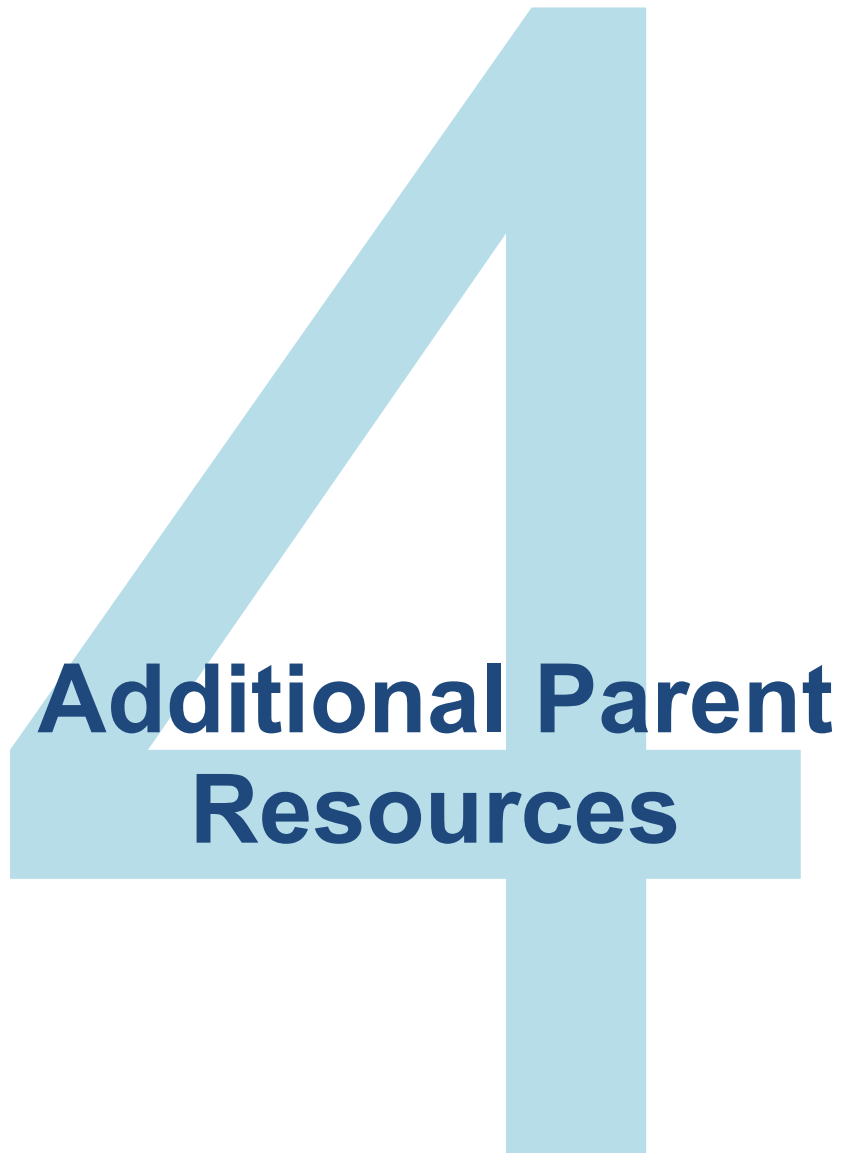
Courses listed meet SCS Special Interest requirements

| <i>Course Title</i> | <i>Pre-Requisite /Placement</i> | <i>Grade Level</i> | <i>Graduation Goal</i> |
|------------------------------|---------------------------------|--------------------|------------------------|
| Speech A/B (P) | None | 9-12 | UC/CSU |
| American Sign Language 1A-2B | None | 9-12 | Diploma |
| Ancient Civilization A/B | None | 9-12 | Diploma |
| Animal Behavior A/B | None | 9-12 | Diploma |
| Animal Science w/ Lab 1 A/B | None | 9-12 | Diploma |
| Art 1A-3B | None | 9-12 | Diploma |
| Band 1 A/B | None | 9-12 | Diploma |
| Creative Game Design A/B | None | 9-12 | Diploma |
| Dance 1A-2B | None | 9-12 | Diploma |
| Digital Media 1 A/B | None | 9-12 | Diploma |
| Drama 1A-2B | None | 9-12 | Diploma |
| Drawing 1A-2B | None | 9-12 | Diploma |
| Horsemanship 1A-2B | None | 9-12 | Diploma |
| Japanese 1A-2B | None | 9-12 | Diploma |
| Math Essential 1A-2B | Instructor/Counselor Placement | 9-12 | Diploma |
| Mixed Media 1 A/B | None | 9-12 | Diploma |
| Music Instrument 1A – 4B | None | 9-12 | Diploma |
| Music Instrument 1A-4B | | 9-12 | Diploma |
| Music Theory 1A-2B | None | 9-12 | Diploma |
| Music Vocal 1A/B | None | 9-12 | Diploma |
| Musical Theater 1 A/B | None | 9-12 | Diploma |
| Mythology 1 A/B | None | 9-12 | Diploma |
| Psychology 1A/B | None | 9-12 | Diploma |
| Reader's Workshop A/B | None | 9-12 | Diploma |
| Spanish 1A-3B | None | 9-12 | Diploma |
| Visual Arts 1A-2B | None | 9-12 | Diploma |
| World Geography A/B | None | 9-12 | Diploma |
| Yearbook 1 A/B | None | 9-12 | Diploma |

Life Skills – 25 Units

Courses listed below SCS Life Skills Electives requirements

| Course Title | Pre-Requisite | Grade | Graduation Goal |
|---|----------------------|--------------|---------------------------|
| CTE Marketing and Advertising 1 A/B (P) | None | 9-12 | Diploma & Career Specific |
| Baking 1 A/B | None | 9-12 | Diploma |
| Career Exploration 1 A/B | None | 9-12 | Diploma & College Bound |
| Child Development 1 A/B | None | 9-12 | Diploma & Career Specific |
| Community Service 1 A-4B | None | 9-12 | Diploma & College Bound |
| Computer Skills 1 A/B | None | 9-12 | Diploma |
| Consumer Math 1 A/B | None | 9-12 | Diploma & Career Specific |
| CTE Applied Networking A/B | | | |
| CTE Aviation Seminar 1A – 2B | None | 9-12 | Diploma & Career Specific |
| CTE Careers in Education A/B | | | |
| CTE Child Development A/B | None | 9-12 | Diploma & Career Specific |
| CTE Cisco Networking Basic Routing A/B | | | |
| CTE Cisco Networking Fundamentals A/B | | | |
| CTE Dental Sciences and Occupations A/B | | | |
| CTE Digital Imaging 1A/B | None | 9-12 | Diploma & Career Specific |
| CTE Electrical & Computer Engineering A/B | None | 9-12 | Diploma & Career Specific |
| CTE Elementary Literacy Development A/B | | | |
| CTE Engineering Essentials A/B | None | 9-12 | Diploma & Career Specific |
| CTE Ground School | None | 9-12 | Diploma & Career Specific |
| CTE Health, Safety, and Nutrition A/B | | | |
| CTE Improv Dance and Theatre 1 A/B | None | 9-12 | Diploma & Career Specific |
| CTE Interactive Publishing | None | 9-12 | Diploma & Career Specific |
| CTE Internship 1A/B | None | 9-12 | Diploma & Career Specific |
| CTE Intro Business A/B | None | 9-12 | Diploma & Career Specific |
| CTE Mechanical Engineering Design 1 A/B | None | 9-12 | Diploma & Career Specific |
| CTE Medical Front Office 1A/B | None | 9-12 | Diploma & Career Specific |
| CTE Medical Insurance Billing 1A/B | None | 9-12 | Diploma & Career Specific |
| CTE Medical Terminology 1 A/B | None | 9-12 | Diploma & Career Specific |
| CTE Networking Fundamentals A/B | | | |
| CTE PC Essentials A/B | | | |
| CTE Robotics 1A- 4B | None | 9-12 | Diploma & Career Specific |
| Culinary Arts 1A-2B | None | 9-12 | Diploma & Career Specific |
| Driver Education / Training | None | 9-12 | Diploma |
| Family Studies 1 A/B | None | 9-12 | Diploma & Career Specific |
| First Aid 1 A/B | None | 9-12 | Diploma |
| Home Economics 1A-2B | None | 9-12 | Diploma & Career Specific |
| Internship 1A/B | Instructor Approval | 9-12 | Diploma & Career Specific |
| Intro to CTE A/B | None | 9-12 | Diploma |
| Intro to CTE and Internship 1 A/B | None | 9-12 | Diploma |
| Intro to Independent Study | None | 9-12 | Diploma |
| Karate 1A-2B | Instructor Approval | 9-12 | Diploma |
| Leadership 1A-4B | None | 9-12 | Diploma |
| Logic 1 A/B | None | 9-12 | Diploma |
| Personal Finance 1A/B | None | 9-12 | Diploma |
| SAT Prep | None | 9-12 | Diploma |
| Sewing 1A -2B | None | 9-12 | Diploma & Career Specific |
| Speech / Debate 1 A/B | None | 9-12 | Diploma |
| Study Skills | None | 9-12 | Diploma |
| Teacher Assistant 1A-2B | None | 9-12 | Diploma & Career Specific |
| Tutoring 1 A-2B | None | 9-12 | Diploma |
| Weight Training 1A/B | None | 9-12 | Diploma |
| Work Experience Education 1A-2B | Instructor Approval | 11-12 | Diploma & Career Specific |

A large, light blue number '4' is centered on the page. The number is composed of a diagonal stroke on the left and a vertical stroke on the right. The text 'Additional Parent Resources' is written in a dark blue, bold, sans-serif font across the middle of the number.

Additional Parent Resources

Great Websites for Career & Vocational Transitions

Career Technical Education:

In 2004, State Superintendent of Education Jack O'Connell said:

The job of K–12 education in California must be to ensure that all our students graduate with the ability to fulfill their potential—whether that takes them to higher education or directly to their careers. Unfortunately . . . too many of our students are not adequately prepared for either. By raising our expectations for our students, we can and will begin to change that.

Career Technician Framework

www.sonoma.edu

Springs guidance counselors are committed to helping students make postgraduate planning applicable to independent adult living. In California, this means being able to earn a livable, sustainable wage, whether the student plans to pursue a four year college degree or enter the work force after graduation. Students with both formal education and technical skills training are highly sought after by employers. Students are advised during their high school years to be reflective about their future career goals and research and explore career options during their high school years.

Listed below are some of the best websites for career exploration, including Springs' subscription information to bridges.com.

California Career Resource Network

www.californiacareers.info/

California Career Zone

Free online – includes brief assessment – career clusters – career information and current job openings for California

Rating ☆☆☆

California Career Planning Guide

Free pdf – 112 Pages – includes assessment – worksheets – interview tips – current trends

Rating ☆☆☆☆☆

Reality Check

Provides current information on cost of living in California cities

Students can select housing, utilities, food, transportation, etc. options in determining reality of budget planning

Rating ☆☆☆☆☆

Bureau of Labor Statistics

www.bls.gov/k12/

Great website highlighting career information with student and teacher resources

Rating ☆☆☆☆☆

US Department of Labor

www.dol.gov

Great resources including the Occupational Outlook Handbook and links to labor information

Rating ☆☆☆☆☆

Learn Your Personality Type

www.humanmetrics.com

Online personality assessment similar to Keirsey Temperament

Rating ☆☆☆☆☆

Vocational Information Center

www.khake.com

Great links to web based vocational information

Rating ☆☆☆☆☆

Apprenticeship Opportunities and Information in California

www.calapprenticeship.org

Over 45 categories of apprenticeship opportunities in California's workshops

Rating ☆☆☆☆☆

My Future

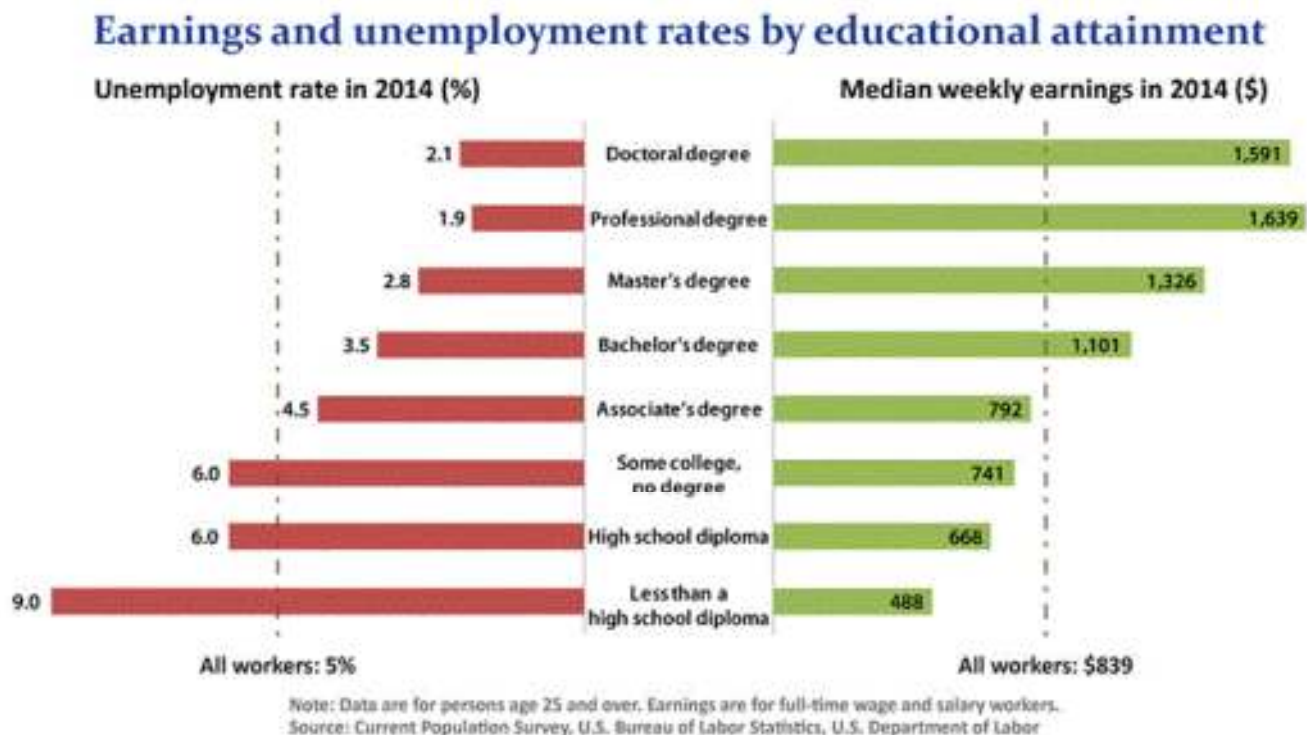
www.myfuture.com

Good information for high school students determining whether they are interested in joining the military or not

Rating ☆☆☆

The chart below points out the reality of today’s job market and the value of obtaining a higher education. Helping students to understand the correlation between their current academic success and their future potential for employment at a livable wage is important to helping them set realistic post-graduation goals.

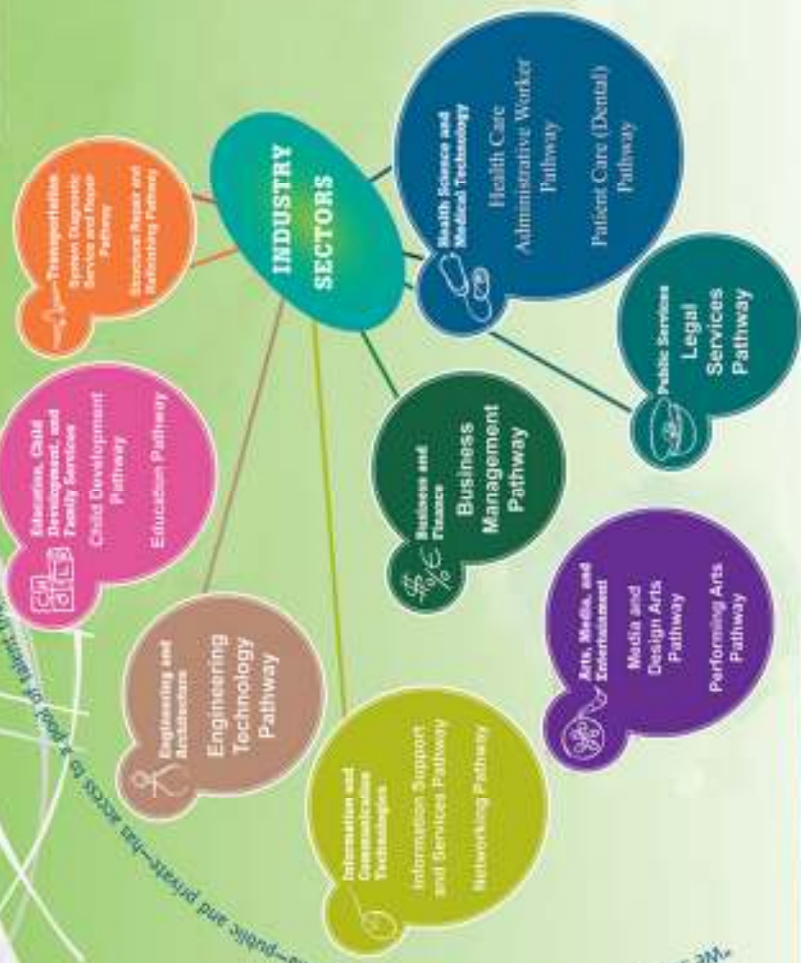
Education pays in higher earnings and lower unemployment rates



Springs Career Technical Education:

Preparing Students for the 21st Century and Beyond

...we seek the day when every enterprise in California—public and private—has access to a pool of talent that attracts the world's leading businesses and hastens the development and success of new ones, creating opportunities for all.



What is a CTE Certificate?

Springs Charter Schools has a comprehensive (CTE) Career Technical Education Program designed to assist students in becoming career & college ready. CTE students include those attending an entering industry, attending community college, attending four-year universities, or any combination of those three. The intent of CTE is to provide students with real world application having opportunities that reinforce core academic content through career focused project based learning.

CTE begins in eighth grade with career exploration, self-assessment, and introductory CTE courses. Intermediate, CTE courses are also available for ninth and tenth grade students. During high school, students are encouraged to take at least two CTE courses in the same pathway, complete an internship in that pathway, and complete a culminating project. If all of this is accomplished prior to graduation, the student would receive a CTE Certificate. The CTE Certificate is in addition to the high school diploma and is equivalent to graduating from High School with a major education focus.

How do you get a CTE Certificate?

1. Select a Pathway
2. Complete two courses in that Pathway
3. Complete an industry related Internship
4. Complete a Culminating Project

What to take it to the next level? Complete all the requirements above and the third course in your pathway. Then you will be a CTE Completer!

For more information contact:
George Eisel CTE Lead Coordinator george.eisel@springsarts.org



<http://www.springsarts.org/hscte/index.html>



Springs
CHARTER SCHOOLS
2015-16 Fall Semester

| Field Trip Date | Field Trip Name | Registration Opens | Registration Closes | Student Cost |
|---------------------------|---|--------------------|---------------------|--------------|
| SEPTEMBER 2015 | | | | |
| Thursday, 3rd | DISCOVERY SCIENCE CENTER OC w/ NEW SHERLOCK HOLMES EXHIBIT | Aug. 3, 2015 | Aug. 25, 2015 | \$16.00 |
| Wednesday, 9th | Disney's YES Exploring the Golden State NEW | Aug. 3, 2015 | Aug. 25, 2015 | \$69 or \$93 |
| Friday, 11th | USS MIDWAY TOUR and DAY OF REMEMBRANCE CEREMONY | Aug. 3, 2015 | Aug. 25, 2015 | \$6.00 |
| Tues., Weds.; 15th, 16th | SURFARI SURFING AND S.U. PADDLE BOARDING Lessons | Aug. 3, 2015 | Aug. 25, 2015 | \$55, \$25 |
| Friday, 18th | LA COUNTY FAIR w/ NEW EXPERIENCE ART THROUGH THE SENSES | Aug. 3, 2015 | Sept. 4, 2015 | \$0.01 |
| Friday, 25th | MEET BENJAMIN FRANKLIN and CONSTITUTION I.P.M. NEW | Aug. 3, 2015 | Sept. 4, 2015 | \$16.00 |
| Wednesday, 30th | TANAKA FARM PUMPKIN PATCH | Aug. 3, 2015 | Sept. 4, 2015 | \$14.00 |
| OCTOBER 2015 | | | | |
| Monday, 5th | ELEPHANT & PIGGIE "WERE IN A PLAY" NEW | Aug. 3, 2015 | Sept. 15, 2015 | \$8.00 |
| Tues.—Friday, 6th-9th | SAN DIEGO SAFARI PARK (Escondido) | Aug. 3, 2015 | Sept. 15, 2015 | \$0.01 |
| Monday, 12th | MARITIME MUSEUM CAST OFF TO AMERICA & ADVENTURE TOUR NEW | Aug. 3, 2015 | Sept. 15, 2015 | \$27, \$30 |
| Thursday, 15th | SAN DIEGO HIGH TECH FAIR | Aug. 3, 2015 | Oct. 1, 2015 | \$0.01 |
| Tuesday, 20th | La Brea Tar Pits | Sept. 1, 2015 | Oct. 15, 2015 | \$0.01 |
| Weds-Fri. 21st; 26th-30th | Sea Star Classroom | Sept. 1, 2015 | Oct. 1, 2015 | \$31.00 |
| Thursday, 29th | S.D. Symphony Young People's Concert: A Walk through Balboa Park NEW | Sept. 1, 2015 | Oct. 15, 2015 | \$5.00 |
| NOVEMBER 2015 | | | | |
| Wednesday, 4th | Colonial Farm Life @ Riley's | Sept. 1, 2015 | Oct. 15, 2015 | \$12.00 |
| Thursday, 12th | Mary Poppins (CAT) NEW | Sept. 1, 2015 | Oct. 15, 2015 | \$8.00 |
| Monday, 16th | 'Round the Horn (Ocean Institute) NEW | Sept. 1, 2015 | Oct. 15, 2015 | \$40.00 |
| Tuesday, 17th | Pilgrim Thanksgiving Adventure (Smith Ranch) | Sept. 1, 2015 | Oct. 15, 2015 | \$12.00 |
| Wednesday, 18th | People of the Earth (HVNC) NEW | Sept. 1, 2015 | Nov. 2, 2015 | \$5.00 |
| Thursday, 19th | Civil War @ Riley's Farm | Sept. 1, 2015 | Nov. 2, 2015 | \$15.00 |
| DECEMBER 2015 | | | | |
| Wednesday, 2nd | Children's Discovery Museum of the Desert | Oct. 1, 2015 | Nov. 20, 2015 | \$5.00 |
| Tuesday, 8th | Mtn. High Ski and Snowboarding | Oct. 1, 2015 | Nov. 20, 2015 | TBA |
| Thursday, 10th | The Nutcracker (The Barclay) | Oct. 1, 2015 | Nov. 20, 2015 | \$10.00 |
| Tuesday, 15th | Knott's Christmas | Oct. 1, 2015 | Nov. 20, 2015 | \$8.00 |
| Thursday, 17th | Disney on Ice—FROZEN NEW | Sept. 1, 2015 | Nov. 20, 2015 | \$39.00 |
| (OVER) | | | | |

JANUARY 2016

| | | | | |
|------------------------|------------------------|--------------|---------------|------------|
| Wednesday, 6th | Indoor Ice skating | Nov. 1, 2015 | Dec. 15, 2015 | \$11.00 |
| Friday, 8th | Rock on Geology | Nov. 1, 2015 | Dec. 15, 2015 | \$6.00 |
| Thursday, 14th | La Brea Tar Pits | Nov. 1, 2015 | Dec. 15, 2015 | \$0.01 |
| Tuesday, 12th | Disney Y.E.S. | Nov. 1, 2015 | Dec. 15, 2015 | \$69, \$93 |
| Tues.—Thurs. 19th-21st | Sea Life Adventures | Nov. 1, 2015 | Dec. 15, 2015 | \$42 |
| Friday, 29th | Natural History Museum | Nov. 1, 2015 | Jan. 4, 2016 | \$0.01 |
| Friday, 29th | Museum of Tolerance | Nov. 1, 2015 | Jan. 4, 2016 | \$22.50 |

Venues, Programs, Dates, and Pricing are all Subject to Change

How To View Field Trip Flyers and News & Announcements:

Go to [Springscharterschools.org](http://springscharterschools.org)

Select Our Programs; Homeschool—All Counties (K-12)

Select Field Trips

Click on the “2015-16 Field Trips” link.

Click on the field trip you are wanting to view to see the informational flyer.

At bottom of each flier there is a link to register that will take you to the Bookmart registration page.

<http://springscharterschools.org/programs/homeschool/homeschool-k-12/field-trips/>

How To Register:

Go to [Springscharterschools.org](http://springscharterschools.org)

Select Our Programs; Homeschool—All Counties (K-12_

Select Bookmart/Akademios

Click on the “Please click here to get to Bookmart” link.

Once on the Bookmart page, select Field Trips in the upper right corner.

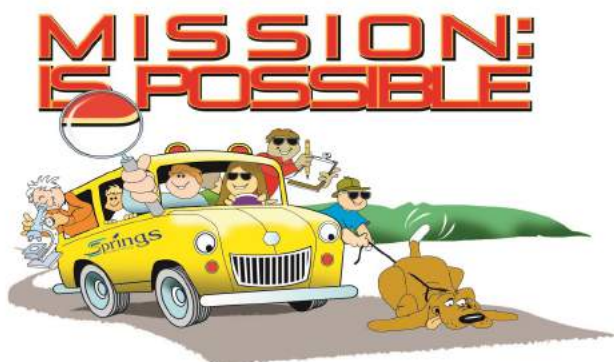
View the video tutorial for assistance on how to register.

<http://bookmart.springscs.org/index.php/field-trips>

How To Cancel:



To cancel a field trip registration, please forward your email registration confirmation that you received at the time you registered from SCS OPS and/or PAYPAL to field.trips@springscs.org. Please include a detailed message of what you want canceled. ALL cancellation requests must be received prior to the deadline date and time indicated on the flier. NO REFUNDS will be processed after the deadline date and time. NO EXCEPTIONS.


Please contact Kathy Crudo, Field Trip Coordinator at field.trips@springscs.org with any field trip inquiries.





9TH GRADE INTEGRATED CURRICULUM COURSE SELECTION


Select One Course From Each Category

| CATEGORY A-HUMANITIES | |
|--|---|
| Please Select One | Unit Description |
| Increasing Creativity  | Increasing Creativity is a course that is designed to invoke a thoughtful process of awakening your imagination to a potential plethora of creative skills you might not be aware that you have, or enhancing those that you might not otherwise get a chance to utilize. By combining your English requirements with Technology and Art, you will be asked to produce some pretty inventive projects that might stir those creative juices into a fervor. If you think you might enjoy some inventive exercises, this is the course for you. Strap your seat belts on and enjoy the ride! |
| The Power of Quiet | Welcome to the Quiet world of the introverts. If you are quiet by nature this class will bless you. If you are empowered by group work this class will challenge you to understand the thoughtful nature of those who are "in their head." This three week course will empower you to learn about the strengths of your personality and build on them, gaining a better understanding of yourself and others around you, so you can thrive in our loud, noisy world. |
| Shark Tank: Entrepreneurs  | Shark Tank will help you explore the idea of being your own boss by opening a small business. The course combines English requirements with Career Technology and Art. You will research famous entrepreneurs, learn the basics of business start-ups and create a logo and infographic for your business. Also, you'll get to read a fun and interesting book about the entrepreneur who created Toms Shoes, entitled Start Something That Matters by Blake Mycoskie. Along with reading this book, the course incorporates videos, article reading, community research, puzzles, writing and artistic creation. |
| Screenwriting 101: Book to Screenplay | Screenwriting 101 will take you from the classics to the height of creativity with the writing and filming your very own movie magic moment. In this course you will be covering "Romeo and Juliet" and learning about what it takes to write a successful screenplay in "Save the Cat!" |


| CATEGORY B- HUMANITIES | |
|--|--|
| Please Select One | Unit Description |
| Playlist of my life | Playlist of My Life will have you dancing to difficult concepts that would normally send you running. This elective will cover the literary techniques that songwriters use when writing lyrics, and teach you to determine the underlying themes heard in today's pop music. Throughout this course you will learn how music affects you both mentally and emotionally and then understand some of the other ways music impacts society. Finally, this course will explore the history behind album covers and the elements used to create these amazing pieces of art. |
| Fun or Dysfunction?  | You are not alone. This course module will take you through the relationships between the individual, community, and the environment and how each will affect the other. We are interdependent. The sooner we become aware how we can affect each other, the more likely we are able to identify and experience sustainable happiness! |
| Defining Moments | In this class, you will be taking a journey through the novel, A Separate Peace by Jonathan Knowles, learning about health habits, and turning points in art. As you take this course keep in mind the term: "Defining Moments." Think about how that term can be applied to the characters in A Separate Peace and as you study health and how it may apply to improve your own health. Defining Moments can also be applied to the art component and how art can help to define a culture or an era. You will even have an opportunity to be an artist yourself. |


| | | |
|--|---|--|
| | <p>Body Drama (body image, anorexia, nutrition)</p>  | <p>Body Drama is a course that focuses on issues related to our bodies and self-image. In this course you will learn how to prevent, identify, and seek help for eating disorders and self-destructive thinking, read a high-interest novel about a young person's struggles with eating disorders, draw the human figure, and study art from different cultures.</p> <p>*Please Note: This course includes a look at the human body through art history in order to show how society's expectations can change over time and according to the current culture. Some images contain nude depictions of the human body (e.g. Michelangelo's 'David' and Peter Paul Rubens 'The Union of Earth and Water'.)</p> |
|--|---|--|

| CATEGORY C-SCIENCE | | |
|--------------------|--|--|
| Please Select One | Name of Course | Unit Description |
| | <p>Chemistry of Attraction</p>  | <p>Study the Mysteries of Love through the microscope of science! There are few forces that affect humans more than cupid's arrow. In this course you will study questions that have baffled man since the beginning of time: What is the force called attraction? What causes us to have a "type?" What is beauty? Why is it different for different people? What is a fatal attraction? Why is easy to fall in love and harder to stay in love? How can we live happily ever after? In this course we will reflect on the experience of love in English class, dissect and study its parts in Biology and, learn how to avoid love's risks and nurture its sustainability in Health. You will read the Perks of Being a Wallflower, journal, watch and create informative multimedia presentations, answer questions, defend your point of view and even read a poem mixing science with romance! Answer these questions while learning the standards in this high interest, cross curricular unit.</p> <p>*Please Note: This course includes information on sexual development and reproductive system and information on sexually transmitted infections. Medical charts and illustrations are posted in this unit.</p> |
| | <p>Science of Addiction and Recovery</p> | <p>Leonardo da Vinci said, "One can have no smaller or greater mastery than mastery of oneself." Approximately one in every 10 Americans over the age of 12 are addicted to drugs or alcohol. In this course we will study the science that answers questions that have plagued humans since the beginning of time: Why can self-control be so elusive? Why do some people seem to have more "willpower" than others? What is happening in the minds and bodies of people who lose control? What are the signs of addiction? And most importantly, what is the research behind effective recovery? Reflect upon the experience of addiction in English, dissect and study the mechanisms of addiction in Biology and, learn techniques for recovery in Health. Throughout the course we will read Go Ask Alice or Crank, journal, dialogue with peers on discussion boards, answer questions, administer interviews and watch and create informative multimedia presentations. Find out about the will, the brain, addiction and recovery while learning the standards in this high interest, cross curricular unit.</p> |

| CATEGORY D-SCIENCE | | |
|--------------------|--|---|
| Please Select One | Name of Course | Unit Description |
| | <p>Alone or Clone? – The Science and The Ethics.</p>  | <p>From Frankenstein to modern science fiction, the creating and manipulation of life has captured the imagination of those with both the most evil and altruistic ambitions. Is genetic engineering the great hope for those that suffer from genetic disease or does it endow humans a power that does not belong to them? Should people be able to genetically design their own babies? What if this ability spares that baby from a life of suffering? This course explores controversial topics from stem cell research to Genetically Modified foods. You will read and reflect on the fiction that has given rise to the science. You will create research projects, answer questions on the science behind the research, design experiments, perform interviews, collaborate with other students and explore careers in genetic engineering. Answer your questions about cloning while learning the standards in this high interest, cross curricular unit.</p> |

| | | |
|--|-----------------|--|
| | Strange Science | <p>Strange Science is all about "orphan" or rare diseases that are often overlooked for research, diagnosis and funding. We will look at the use of scientific inquiry in diagnosing these rare diseases and how you can use scientific inquiry for problems you see every day. There will also be a project where you will use the scientific method to discover or prove a hypothesis of your own. We will be looking at careers in medicine that deal with the diagnosis and treatment of these orphan diseases. Relationships between humans and dogs. We will study about how dogs have been adapted to live and serve humans; their biology, their unique intelligence, and careers in Veterinarian Medicine and other careers around dogs. Discover fascinating details about these creatures that we love and find indispensable in our lives.</p> |
|--|-----------------|--|

| CATEGORY E-SCIENCE | | |
|--------------------|---|---|
| Please Select One | Name of Course | Unit Description |
| | Bugs  | <p>Welcome to Bugs! A delightfully creepy crawly course on the alien world of insects. We will look at how many scientists consider insects the most successful creatures on the Earth, the economic impact of insects (both good and bad), and careers available in the study of insects (entomology). You will complete an insect collection (either real or photographic) and gain an understanding of what a huge impact these creepy bugs make in the world.</p> |
| | Man's Best Friend | <p>Welcome to Man's Best Friend, a course on the study of the unique relationship between humans and dogs. We will study about how dogs have been adapted to live and serve humans, their biology, their unique intelligence, and careers in Veterinarian Medicine and other careers around dogs. Discover fascinating details about these creatures that we love and find indispensable in our lives.</p> |

| CATEGORY F-SCIENCE | | |
|--------------------|---|--|
| Please Select One | Name of Course | Unit Description |
| | Brainiac Maniac  | <p>How are you able to read this? You brain receives millions of messages every day and translates them into usable information so you can understand the world around you. In "Brainiac Maniac" you will learn all about how your brain works and how to keep it healthy and functioning properly. Throughout this course you will have the opportunity to study how the brain works and functions under different situations and will have the opportunity to participate in hands-on activities to see how the brain controls everything. Learn about different Brain Disorders and why some people just think different than the average person. You will learn about Brain Health and how drugs, genetics, or even a combination of both can affect the function of the brain. Answer all of your questions about the brain while learning the standards in this high interest, cross curricular unit.</p> |
| | You are what you eat | <p>Do you love food? "You Are What You Eat" is a course all about nutrition and how it affects a person's development and health. In this course you will learn about the benefits to a balanced nutrition and how it can affect a person's health if proper nutrition is not maintained. Fast Food is a big market in the United States and you will have the opportunity to do different hands-on activities to explore the nutritional benefit or harm of different types of food. You will even learn some of the science behind cooking. Finally, you will have the opportunity to study different diseases related to nutrition such as Diabetes, Food Allergies and some rare ones you might not even know exist. By the end of the course you will find that nutritional habits affect both the quality and quantity of life and understand what really constitutes good nutrition. Answer all of your questions about food while learning the standards in this high interest, cross curricular unit.</p> |

STEPS TO CREATING MODULES CHECKLIST

ELECTIVE MODULES

1. Gather the standards associated with your content combined with the required standards.
2. Gather resources including articles, novel, websites, videos, and other readings. Each 1 unit course should follow reading and writing guidelines and require approximately 4-6 hours of work. Ensure that readings are between 850 and 1150 Lexile level.
3. Establish a week-by-week plan for readings, videos, assignments and projects by course.
4. Create canvas course with three modules - one for each course included in elective
5. Create assignments for each week by module. Ensure variety and accountability. No reading or video is to be assigned without an assignment attached. Recommended assignments include power tool assignments, quizzes, short answer, and forum responses. Also, please integrate at least one soft chalk assignment per course per week. Also, ensure that each week includes an assignment in at least one of the modules that uses the community as the classroom.
6. Ensure naming convention: Week1_Course_A_assignmentdescription
7. Place assignments into most appropriate "course" module
8. Assign point value to each assignment (1 point for every 10 minutes for regular assignments. Projects and end of course test should count as 20-40 points according to complexity) Weekly quiz = 10 points, Module quiz = 30 points
9. Identify submission method for each assignment.
10. Establish rubrics and answer keys for each assignment
11. Create end-of-module exam with rubric/key and send to department head. Exam must be integrated into Canvas (not a pdf) and should include a blend of MC, T/F, Short Answer and long answer items. In addition, the exam should require students to complete at least one performance task.
12. Ensure readings are available by PDF and attached to correct assignment
13. Ensure a task list week by week with time estimates is uploaded
14. Ensure an annotated bibliography with Lexiles is uploaded for all readings
15. Include several resources for a "wanna learn more?" Section
16. Include a list of standards that are addressed in module.
17. Modify gradebook to categorize assignments into three separate courses. The final grade will return to the core course's gradebook.
18. Upload Evaluation link for kids to give feedback about course (we create)
19. Pretty-up home page by adding artwork

CORE MODULES

| | |
|--|---|
| | 1. Gather the standards associated with your content combined with the required standards. |
| | 2. Gather resources including articles, novel, websites, videos, and other readings. Each 1 unit course should follow reading writing guidelines and require approximately 4-6 hours of work. Ensure that readings are between 850 and 1150 Lexile level. |
| | 3. Establish a week-by-week plan for readings, videos, assignments and projects by course |
| | 4. Create assignments weekly assignments. Ensure variety and accountability. No reading or video is to be assigned without an assignment attached. Recommended assignments include power tool assignments, quizzes, short answer, and forum responses. Also, please integrate at least one soft chalk assignment per course per week. |
| | 5. Include a variety of reading supplements to support the core text. Course should include a high percent of informational text |
| | 6. Ensure that each week, the reading should be offered in several ways: <ol style="list-style-type: none"> *Reading and then short answer *Reading with graphic organizer fill-in form *Hear and see reading (voice-over-powerpoint style) *Video presentation or Preview/Review |
| | 7. Includes a weekly assignment that uses the community as the classroom. |
| | 8. Assign point value to each assignment (1 point for every 10 minutes for regular assignments. Projects and end of course test should count as 20-40 points according to complexity) |
| | 9. Identify submission method for each assignment. |
| | 10. Establish rubrics and answer keys for each assignment |
| | 11. Create end-of-module exam with rubric/key and send to department head. Exam must be integrated into Canvas (not a pdf) and should include a blend of MC, T/F, Short Answer and long answer items. In addition, the exam should require students to complete at least one performance task. |
| | 12. Include a key assignment (use existing one or modify as needed). |
| | 13. Ensure readings are available by PDF and attached to correct assignment |
| | 14. Ensure a task list week by week with time estimates is uploaded |
| | 15. Ensure an annotated bibliography with Lexiles is uploaded for all readings |
| | 16. Include several resources for a "wanna learn more?" Section |
| | 17. Include a list of standards that are addressed in module. |
| | 18. Update the grade book if necessary. |
| | 19. Upload Evaluation link for kids to give feedback about course (we create) |
| | 20. Pretty-up home page by adding artwork |

[I CAN] MATH

Scope and Sequence GRADES K - 8



Name: _____ Starting Year: _____

POWER TOOLS



"I Can" statements are created to assist your student in feeling empowered about their own learning. Use this folder to track your student's progress towards Mastery. Revisit the "I Cans" a few times, even if your student has demonstrated mastery. Refreshing important skills is a beneficial part of the learning process.

| Taught ✓ | Practiced ✓ | Mastery Date | KINDERGARTEN MATH "I CAN" STATEMENTS K |
|-------------|----------------|-----------------|--|
| | | | 1. I CAN count forward and backward to 100 by ones and tens and count on from any number. |
| | | | 2. I CAN count, name, and put numbers of objects in order up to 20. |
| | | | 3. I CAN tell which set has the most, which set has the least and what sets are the same (equal) up to 10. |
| | | | 4. I CAN use objects, fingers and pictures to help me solve addition problems within 10. |
| | | | 5. I CAN use objects, fingers and pictures to help me solve addition problems within 10. |
| | | | 6. I CAN add and subtract within 10 by taking apart numbers or finding the missing number. |
| | | | 7. I CAN fluently add and subtract to 5. |
| | | | 8. I CAN put together and take apart numbers from 11 to 19 by naming the tens and ones and using objects, drawings or equations to show my work. |
| | | | 9. I CAN find shapes around me, name them, compare them and tell where they are located (above, below, beside, in front of, behind, next to). |
| | | | 10. I CAN use tools to make shapes. |
| | | | 11. I CAN name and compare flat shapes (2D) and solid shapes (3D). |
| | | | 12. I CAN point out what object is shorter, longer, taller, lighter, heavier or holds more and compare two objects. |
| | | | 13. I CAN count, sort and group objects that are alike. |
| | | | 14. I CAN tell you the time of everyday events (e.g., breakfast time, bedtime, lunch time, days of the week and months of the year.) |

Math Fluency Focus - Add/Subtract Within 5 (% Accurate) 1st Semester Fluency _____ 2nd Semester Fluency _____

| Taught ✓ | Practiced ✓ | Mastery Date | FIRST GRADE MATH "I CAN" STATEMENTS 1 |
|-------------|----------------|-----------------|---|
| | | | 1. I CAN use strategies to solve word problems involving subtraction and addition with 2 or 3 whole numbers within 20. |
| | | | 2. I CAN apply the commutative property and the associative properties of addition to solve problems, and use addition facts to answer a subtraction problem. |
| | | | 3. I CAN use math strategies to add and subtract facts within 20 and fluently add and subtract facts within 10. |
| | | | 4. I CAN know what an equal sign means and solve number sentences to find the unknown in an addition or subtraction problem. |
| | | | 5. I CAN read, write and name the numbers to 120. |
| | | | 6. I CAN tell how many tens and how many ones are in a two-digit number and use $<$, $=$ and $>$ to compare the numbers. |
| | | | 7. I CAN use tools, pictures and math strategies to help me add and subtract within 100. |
| | | | 8. I CAN use mental math to add and subtract multiples of 10 and use words to explain what I did. |
| | | | 9. I CAN tell the length of an object using whole numbers and put three objects in order from longest to shortest. |
| | | | 10. I CAN tell and write time to hours and half hours using a clock and relate time to events (before/after, shorter/longer). |
| | | | 11. I CAN organize data into three categories and describe the patterns I see. |
| | | | 12. I CAN tell about, build and draw two- and three-dimensional shapes, divide shapes into parts and use shapes to make new shapes. |

Math Fluency Focus - Add/Subtract Within 10 (% Accurate) 1st Semester Fluency _____ 2nd Semester Fluency _____

| Taught ✓ | Practiced ✓ | Mastery Date | SECOND GRADE MATH "I CAN" STATEMENTS | 2 |
|-------------|----------------|-----------------|--|----------|
| | | | 1. I CAN add and subtract within 100 and use what I know to solve word problems. | |
| | | | 2. I CAN know my addition and subtraction facts within 20 and know from memory all sums of two one-digit numbers. | |
| | | | 3. I CAN group up to 20 objects to tell if a number is odd or even by finding pairs or counting by 2s. | |
| | | | 4. I CAN show my multiplication tables for 2s, 5s and 10s by using repeated addition, arrays, or by counting with multiples. | |
| | | | 5. I CAN read, write and count numbers forward and backward to 1,000 using 2s, 5s, 10s and 100s. | |
| | | | 6. I CAN count, read, compare, write, order, and place numbers from least to greatest in value up to 1,000 by using the symbols $<$, $>$, and $=$. | |
| | | | 7. I CAN add and subtract tens and hundreds in my head and explain how I found my answer. | |
| | | | 8. I CAN add and subtract three-digit numbers and add more than two big numbers using what I know about place value and properties of operations. | |
| | | | 9. I CAN add and subtract within 1000 using models, drawings, regrouping, properties, estimation and correct understanding of place value. | |
| | | | 10. I CAN count money (bills, quarters, dimes, nickels and pennies) and use that knowledge to solve word problems using dollar and cent signs correctly. | |
| | | | 11. I CAN measure, estimate and compare the lengths of objects using measuring tools. | |
| | | | 12. I CAN tell time to the nearest 5 minutes using a.m. and p.m. and know the number of minutes in an hour, days in a week, and days in a month. | |
| | | | 13. I CAN make and use a table to organize data and use it to make a line plot, picture graph and bar graph. | |
| | | | 14. I CAN name and draw triangles, quadrilaterals, pentagons, hexagons and cubes. | |
| | | | 15. I CAN divide circles and rectangles into equal parts, find the area and use fraction words to name the parts. | |

Math Fluency Focus - Add/Subtract Within 100 (% Accurate) 1st Semester Fluency _____ 2nd Semester Fluency _____

| Taught ✓ | Practiced ✓ | Mastery Date | THIRD GRADE MATH "I CAN" STATEMENTS | 3 |
|-------------|----------------|-----------------|--|----------|
| | | | 1. I CAN use place value to round whole numbers to the nearest 10 or 100, add or subtract numbers within 100 and multiply any one digit whole number by 10. | |
| | | | 2. I CAN understand multiplication and division problems by grouping numbers and use that knowledge to solve word problems and find the missing number in an equation. | |
| | | | 3. I CAN know and apply multiplication properties of operations (associative, distributive and commutative). | |
| | | | 4. I CAN find the answer to a division problem by thinking of the missing factor in a multiplication problem. | |
| | | | 5. I CAN fluently multiply and divide within 100 and, by the end of 3rd grade, know from memory all products of two one-digit numbers. | |
| | | | 6. I CAN use addition, subtraction, multiplication and division to solve two-step word problems then use mental math to check my answers. | |
| | | | 7. I CAN find patterns in addition and multiplication tables and explain them using what I know about how numbers work. | |
| | | | 8. I CAN show fractions are part of a whole and represent fractions on a number line. | |
| | | | 9. I CAN compare fractions (using $<$, $=$, $>$), show whole numbers in fraction form, and recognize fractions that are equal to one whole and sometimes are equal to each other. | |
| | | | 10. I CAN tell time to the nearest minute, measure time and solve time word problems by adding and subtracting minutes. | |
| | | | 11. I CAN measure liquids and solids with liters, grams, and kilograms and use math to solve word problems involving mass and volume. | |
| | | | 12. I CAN create a picture graph, bar graph or line graph to show data that has been measured to the nearest whole, half or quarter number. | |
| | | | 13. I CAN measure area by using what I know about multiplication and addition and describe it in unit squares. | |
| | | | 14. I CAN recognize, draw and categorize quadrilaterals and divide those shapes into parts with equal areas using fractions. | |
| | | | 15. I CAN find the area and perimeter of shapes applied in real world examples. | |

Math Fluency Focus - Add/Subtract Within 1,000 (% Accurate) 1st Semester Fluency _____ 2nd Semester Fluency _____

| Taught ✓ | Practiced ✓ | Mastery Date | FOURTH GRADE MATH "I CAN" STATEMENTS 4 |
|-------------|----------------|-----------------|---|
| | | | 1. I CAN use my understanding of place value to represent, round and compare multi-digit whole numbers. |
| | | | 2. I CAN add and subtract numbers within 1,000,000. |
| | | | 3. I CAN determine factor pairs and multiples for the numbers 1-100 and determine whether a number is prime or composite. |
| | | | 4. I CAN create and analyze patterns to identify features of patterns that follow a math rule. |
| | | | 5. I CAN use addition, subtraction, multiplication and division with whole numbers to estimate and solve problems and explain the solution with words and models. |
| | | | 6. I CAN use what I know about the four operations to solve for an unknown value represented by a letter. |
| | | | 7. I CAN use place value understanding and properties of operations to add, subtract, multiply and divide multi-digit whole numbers. |
| | | | 8. I CAN compare, order, and understand equivalence of fractions with different numerators and denominators. |
| | | | 9. I CAN use what I know about adding fractions to decompose fractions, add fractions with mixed numbers that have like denominators and model my answer. |
| | | | 10. I CAN multiply a fraction by a whole number and model my answer. |
| | | | 11. I CAN use decimals to represent and model fractions with denominators of 10 and 100 and reason about their size with models and words. |
| | | | 12. I CAN draw and name lines and angles, classify shapes by properties of their lines or angles and identify lines of symmetry in figures. |
| | | | 13. I CAN understand concepts of angles, draw angles and measure angles using tools. |
| | | | 14. I CAN represent and interpret data measured in fractions by making a line plot to display the data. |
| | | | 15. I CAN solve problems involving measurement and know how to change measurement from a larger unit to a smaller unit. |

Math Fluency Focus - Add/Subtract Within 1,000,000 (% Accurate) 1st Semester Fluency _____ 2nd Semester Fluency _____

| Taught ✓ | Practiced ✓ | Mastery Date | FIFTH GRADE MATH "I CAN" STATEMENTS 5 |
|-------------|----------------|-----------------|--|
| | | | 1. I CAN understand and explain the value of digits and use that understanding to read, write, round and compare decimals to thousandths. |
| | | | 2. I CAN multiply multi-digit whole numbers and divide four-digit dividends by two-digit divisors. |
| | | | 3. I CAN add, subtract, multiply and divide decimals to hundredths and use concrete models, drawing, area models or arrays to explain the method used. |
| | | | 4. I CAN fluently add, subtract, multiply and divide fractions involving unlike denominators, mixed numbers, and whole numbers. |
| | | | 5. I CAN interpret, apply and extend understanding of fraction computation to real world problems involving fractions and mixed numbers. |
| | | | 6. I CAN use symbols such as parentheses, brackets and ordering of operations to help me understand math. |
| | | | 7. I CAN determine the prime factors of all numbers through 50 and show multiples of a factor using exponents. |
| | | | 8. I CAN convert measurement within the same measuring system. |
| | | | 9. I CAN make a line plot to display data sets of measurement in fractions and use fraction operations to solve problems involving the information on a line plot. |
| | | | 10. I CAN understand volume, measure volume by counting unit cubes, find the volume using a formula and use this knowledge to solve real world problems |
| | | | 11. I CAN draw a coordinate plane, use numerical rules and patterns to graph ordered pairs (x, y), and represent real world and mathematical problems by graphing and interpreting the values. |
| | | | 12. I CAN classify two-dimensional shapes into categories based on their properties. |

Math Fluency Focus - Multi-Digit Multiplication (% Accurate) 1st Semester Fluency _____ 2nd Semester Fluency _____

| Taught ✓ | Practiced ✓ | Mastery Date | SIXTH GRADE MATH "I CAN" STATEMENTS 6 |
|-------------|----------------|-----------------|--|
| | | | 1. I CAN add, subtract, multiply and divide whole numbers and decimals. |
| | | | 2. I CAN find the Greatest Common Factor and Least Common Multiple of two whole numbers and use them to solve problems with fractions. |
| | | | 3. I CAN know and apply the distributive property. |
| | | | 4. I CAN multiply and divide fractions and solve word problems involving fractions using a visual model or drawing. |
| | | | 5. I CAN understand the relationship among positive numbers, negative numbers, and zero then use a number line to show number value. |
| | | | 6. I CAN find the absolute value of numbers and use it to find the distance between points in a coordinate plane and the sums of rational numbers. |
| | | | 7. I CAN understand ratio concepts, ratio language and use reasoning to solve real-world problems about ratio and rate. |
| | | | 8. I CAN find a percent of a quantity as a rate per 100 and solve problems involving finding the whole if I am given a part and the percent. |
| | | | 9. I CAN apply my knowledge of rational numbers to opposite quantities, absolute value, exponents and the inverse. |
| | | | 10. I CAN solve equations and inequalities to find an unknown value and apply that knowledge to problems by writing and solving equations and drawing a diagram. |
| | | | 11. I CAN use variables to represent the relationship between two quantities and analyze that relationship using graphs and tables. |
| | | | 12. I CAN use math tools and technology to solve real-world math problems with 2D and 3D shapes involving area, surface area and volume. |
| | | | 13. I CAN gather and analyze statistical data, summarize the related values and display data sets in plots, histograms and box plots in relation to their context. |

Math Fluency Focus - Multi-Digit Division (% Accurate) 1st Semester Fluency _____ 2nd Semester Fluency _____
 Multi-Decimal Computation (% Accurate) 1st Semester Fluency _____ 2nd Semester Fluency _____

| Taught ✓ | Practiced ✓ | Mastery Date | SEVENTH GRADE MATH "I CAN" STATEMENTS 7 |
|-------------|----------------|-----------------|---|
| | | | 1. I CAN add, subtract, multiply and divide rational and fractional numbers and apply number operations to real world problems. |
| | | | 2. I CAN compute using absolute value and use it to find the distance. |
| | | | 3. I CAN extend my understanding of fractions to multiply and divide rational numbers. |
| | | | 4. I CAN apply properties of operations (associative, commutative and distributive) as strategies to compute numbers and algebraic expressions. |
| | | | 5. I CAN solve one- and two-step equations and inequalities using what I know about algebraic expressions and properties of numbers. |
| | | | 6. I CAN use measure expressed as rate (e.g., speed, density) and measure expressed as products (e.g. person-days) to solve problems and represent the relationships by an equations and a graph. |
| | | | 7. I CAN solve problems that involve discount, markups, commissions, profit, percent increase, percent decrease and simple interest. |
| | | | 8. I CAN draw, construct, and describe geometric figures based on what I know about similar shapes, scale drawing and angles then explain the relationships between them. |
| | | | 9. I CAN solve real-life and mathematical problems involving circumference, area, surface area and volume. |
| | | | 10. I CAN use random sampling to draw inferences about a population. |
| | | | 11. I CAN compare and analyze data using dot plots and box plots making comparative inferences about two populations. |
| | | | 12. I CAN investigate, make predictions and calculate the experimental and theoretical probability of simple and compound events. |

Math Fluency Focus - Fraction Computation (% Accurate) 1st Semester Fluency _____ 2nd Semester Fluency _____ 239

| Taught ✓ | Practiced ✓ | Mastery Date | EIGHTH GRADE MATH "I CAN" STATEMENTS | 8 |
|-------------|----------------|-----------------|---|----------|
| | | | 1. I CAN represent and compare rational and irrational number approximations with decimal expansions, radical signs and locate them on a number line. | |
| | | | 2. I CAN know and apply the properties of integer exponents, fluently know small perfect squares and cube roots, and use square and cube roots to express a number. | |
| | | | 3. I CAN use scientific notation to express measurement of very small and very large quantities. | |
| | | | 4. I CAN compare proportional values, draw a graph of their relationships and know the unit rate is the slope of the graph. | |
| | | | 5. I CAN derive the equation of a line $y = mx + b$ where the slope (m) can be found using similar triangles and the y-intercept (b) is where the line crosses the vertical axis. | |
| | | | 6. I CAN solve pairs of linear equations with one variable and interpret the solution (one, infinitely many, or none). | |
| | | | 7. I CAN understand a function as a rule where a graph of ordered pairs represents the rule, express properties of two functions in different ways (algebra, graph, tables or verbally), and interpret equations as linear functions. | |
| | | | 8. I CAN construct a function to model the relationship between two quantities and describe the relationship by analyzing a table or sketching a graph. | |
| | | | 9. I CAN use the Pythagorean Theorem to find the distance, find lengths in right triangles in two and three dimensions, and explain a proof of the theorem and its converse. | |
| | | | 10. I CAN verify the properties of rotations, reflections and translations and use that knowledge to establish congruence of shapes, determine similarity and how they can change a shape in the coordinate plane. | |
| | | | 11. I CAN use reasoning about triangles to derive and know properties involving angle sums, exterior angles, and similar triangles. | |
| | | | 12. I CAN know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. | |
| | | | 13. I CAN construct and interpret scatter plots, use a straight line to model the data, and use what I know about lines to solve data problems. | |

Math Fluency Focus - Perfect Squares (% Accurate) 1st Semester Fluency _____ 2nd Semester Fluency _____
 Cube Root (% Accurate) 1st Semester Fluency _____ 2nd Semester Fluency _____

Math Power Words

- Kindergarten:** More, less, day, month, tens, ones, digit, pattern, shape, equal, add, subtract, number sentence
- First Grade:** Greater than, less than, hour, minute, unit, tens and ones, pattern, difference, sum, polygon, equivalent, commutative property
- Second Grade:** Regroup, hour, multiply, solid figure, minute, unit, array, difference, sum, polygon, equation
- Third Grade:** Line plot, multiple, factor, equation, unit product, array, capacity, quotient, equivalent, estimate, elapsed time
- Fourth Grade:** Angle, quotient, numerator, denominator, product, capacity, divisor, multiple, fraction, dividend, factor, decimal
- Fifth Grade:** Volume, GCF/LCM, expression, formula, exponent, equation, simplify, order of operations, variable, percent, fraction, decimal
- Sixth Grade:** 2 dimensional, 3 dimensional, histogram, box plot, statistical data, surface area, volume, rational numbers, absolute value, distributive property, GCF/LCM
- Seventh Grade:** Rational numbers, associative property, commutative property, distributive property, scale drawing, random sampling, box plot, dot plot, experimental probability, theoretical probability, absolute value
- Eighth Grade:** Scatter plot, exterior angle, rotation, Pythagorean Theorem, linear function, radical sign, y-intercept, slope, congruence

Standards for Mathematical Practice

The Standards for Mathematical Practice are 8 strategies that can help students become strong problem solvers. When solving problems, students should focus on 1 or 2 of these practices at a time.



#1 Make sense of problems and persevere through solving them.



#2 Reason abstractly and quantitatively.



#3 Construct viable arguments and critique the reasoning of others.



#4 Model with mathematics.



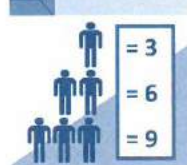
#5 Use appropriate tools strategically.



#6 Attend to precision.



#7 Look for and make use of structure.



#8 Look for and express regularity in repeated reasoning.

MATH SCHOLARS WILL...

- Monitor their progress and make changes when necessary
- Ask questions to gather information when making a plan to solve a problem
- Test their answer to consider if it is reasonable and makes sense
- Help support their arguments with appropriate math vocabulary
- Summarize their conclusions and processes with words, both written and oral
- Carefully calculate and use precision
- Help explain data using pictures, models and graphs
- Observe and listen to other math scholars with discernment
- Look for patterns and consider different approaches to solving the same problem
- Access math tools (calculators, blocks, protractor, rulers, etc.) and use them strategically
- Recognize repeated calculations, shortcuts and patterns that lead to a general formula
- See math in the world around them and make connections

Individual Student Assessments

Record individual assessment results in the chart below. Use the blank boxes for any additional assessments. Your student's Quantile Measure should be recorded twice/year. Assessment information is very beneficial in helping to guide your instruction to meet your students' individual needs.

| Assessments | Quantile 1st / 2nd Sem | CAASP Math | Diagnostic #1 | Milestone #1 | Teacher Assmt. #1 | Diagnostic #2 | Milestone #2 | Teacher Assmt. #2 | Diagnostic #3 | Milestone #3 | Teacher Assmt. #3 |
|---------------|---------------------------|---------------|------------------|-----------------|----------------------|------------------|-----------------|----------------------|------------------|-----------------|----------------------|
| Kindergarten | / | | | | | | | | | | |
| First Grade | / | | | | | | | | | | |
| Second Grade | / | | | | | | | | | | |
| Third Grade | / | | | | | | | | | | |
| Fourth Grade | / | | | | | | | | | | |
| Fifth Grade | / | | | | | | | | | | |
| Sixth Grade | / | | | | | | | | | | |
| Seventh Grade | / | | | | | | | | | | |
| Eighth Grade | / | | | | | | | | | | |

Math Fluency Strategies

| |
|-----------------------------------|
| Show Math with Numbers |
| Show Math with Pictures |
| Show Math with Words |
| Connect Math to Yourself |
| Connect Math You Know to New Math |
| Connect Math to the World |

| GRADE | Quantile Range |
|-------|----------------|
| K | Up to 10Q |
| 1 | 15Q to 260Q |
| 2 | 175Q to 405Q |
| 3 | 375Q to 605Q |
| 4 | 480Q to 720Q |
| 5 | 550Q to 815Q |
| 6 | 645Q to 895Q |
| 7 | 665Q to 995Q |
| 8 | 730Q to 1020Q |

[I CAN] ENGLISH LANGUAGE ARTS

Scope and Sequence GRADES K - 8



Name: _____ Starting Year: _____

POWER TOOLS

The 'POWER TOOLS' section contains the following icons:

- Think Pair Share:** A circular icon with three people and lightbulbs, labeled 'Think', 'Pair', and 'Share'.
- SQ 3R:** A gift box icon with 'SQ' and '3R' written on it.
- RAFT:** A raft on water with a flag that says 'RAFT'. The raft has 'RAFT', 'Read', 'Respond', and 'Topic' written on it.
- Learning Cycle:** A circular icon with 'Creating', 'Evaluating', 'Analyzing', 'Applying', 'Understanding', and 'Remembering' written around it.
- POWER:** A lightning bolt icon with 'POWER' written on it. Surrounding it are the words 'Organize', 'Write', 'Plan', 'Revise', and 'Edit'.
- Journal:** An icon of a spiral notebook labeled 'Journal'.
- Sketch to Stretch:** An icon of a pencil labeled 'Sketch' and 'to Stretch'.
- Notes:** An icon of various note cards labeled 'Notes', 'Concept', 'Hierarchy', 'Timeline', 'Episodic', 'T-notes', and 'Timeline'.
- RIP:** A tombstone icon labeled 'RIP', 'Repetition', 'Imagery', and 'Patterns'.
- Summarize:** A bowl icon with 'Summarize' written on it.
- Cover and Tell:** An icon of a hand holding a book labeled 'Cover' and 'and Tell'.
- Keychain:** An icon of a keychain with several keys.
- VIP:** A medal icon labeled 'VIP'.
- Mind Maps:** An icon of a brain with 'Mind Maps' written on it.
- Graphic Organizers:** An icon of a central circle with 'Graphic Organizers' written on it, surrounded by various organizational shapes.

"I Can" statements are created to assist your student in feeling empowered about their own learning. Use this folder to track your student's progress towards Mastery. Revisit the "I Cans" a few times, even if your student has demonstrated mastery. Refreshing important skills is a beneficial part of the learning process.

| Taught ✓ | Practiced ✓ | Mastery Date | KINDERGARTEN ELA "I CAN" STATEMENTS | K |
|----------|-------------|--------------|---|---|
| | | | a. I CAN say short poems, rhymes, and songs, and use complete thoughts when speaking. | |
| | | | b. I CAN describe people, places, things, and events. | |
| | | | c. I CAN capitalize the first word in a sentence and name the punctuation that goes at the end (e.g., period, question mark, exclamation mark). | |
| | | | d. I CAN tell the beginning, middle, and ending sounds of a word. | |
| | | | e. With help from adults, I CAN use pictures and words to write about my ideas, opinions, and experiences producing 3-5 complete sentences. | |
| | | | f. I CAN show and tell you the sounds of all the upper and lower case letters of the alphabet. | |
| | | | g. I CAN tell you who is in the story, where and when they live, and what happens to them in correct order of events. | |
| | | | h. With help from adults, I CAN identify the main topic or idea and retell key details of a text or story. | |
| | | | i. With help from adults, I CAN compare and contrast information and the adventures of the characters in my books. | |
| | | | j. I CAN produce a rhyming word to a word that I hear (e.g., cat and hat). | |
| | | | k. I CAN read and blend one-syllable words (e.g., dog) that include the common word families (e.g., -an, -ad, -ot, -op, -et, -it, -in, -ug, -un, -at, -ap, -ut, -ub, -ill, -ip, -ob, -ell). | |
| | | | l. I CAN say my short and long vowel sounds. | |
| | | | m. I CAN read and write my kindergarten Sight Words. | |

Sight Words Mastery

1st Quarter ___/84

2nd Quarter ___/84

3rd Quarter ___/84

4th Quarter ___/84

| Taught ✓ | Practiced ✓ | Mastery Date | FIRST GRADE ELA "I CAN" STATEMENTS | 1 |
|----------|-------------|--------------|---|---|
| | | | a. I CAN use singular and plural nouns (e.g., dog/dogs); past and present tense verbs (run/ran); common adjectives (pretty, cozy); common conjunctions (and, but, or), and common prepositions (under, over, during, beyond, toward). | |
| | | | b. I CAN use my punctuation marks and capitalization rules correctly. | |
| | | | c. I CAN tell what the story is about and share what I think will happen next in the story. | |
| | | | d. I CAN compare and contrast information and the adventures of characters in my books. | |
| | | | e. I CAN ask and answer questions about the main topic or idea from a book I am reading and describe the details to support my answer. | |
| | | | f. With the support from adults, I CAN use the Writing Process to focus on a topic, respond to a question, and add details when suggested from a friend or teacher (5-7 sentences). | |
| | | | g. I CAN create a series of rhyming words that include consonant blends. | |
| | | | h. I CAN tell the beginning, middle, and ending sounds of a word (including: -sh, -ch, -ck, -ng, -th). | |
| | | | i. I CAN blend my sounds together to make recognizable words (e.g., /f/l/a/t/=flat and break down (e.g., flat=/f/l/a/t/). | |
| | | | j. I CAN read and spell common word families (e.g., -an, -ad, -ot, -op, -et, -en, -it, -in, -ug, -un, -at, -ap, -ut, -ub, -ill, -ip, -ob, -ell). | |
| | | | k. I CAN read and write simple compound words. | |
| | | | l. I CAN read and write simple contractions. | |
| | | | m. I CAN read and write words with special endings (e.g., -s, -ed, -ing, -ung, -ang). | |
| | | | n. I CAN say the long and short vowel sounds of single words and use them in my writing (VCe, -ea, -ee, -ie, -ai, -ay, -ea, -eigh, -ey, -oa, -oe, -ow). | |
| | | | o. I CAN read and write my first grade Sight Words. | |

Sight Words Mastery

1st Quarter ___/88

2nd Quarter ___/88

3rd Quarter ___/88

4th Quarter ___/88

| Taught ✓ | Practiced ✓ | Mastery Date | SECOND GRADE ELA "I CAN" STATEMENTS 2 |
|----------|-------------|--------------|--|
| | | | a. I CAN use my capitalization and punctuation rules when I am writing (e.g. comma rules, possession, quotation marks, friendly letter, sentence types). |
| | | | b. I CAN identify, explain, and correctly use collective nouns, irregular plural nouns, reflexive pronouns, past tense irregular verbs, adjectives and adverbs. |
| | | | c. I CAN ask and answer questions (who, what, when, why, where, and how, etc.) that show I understand a story including fables and folktales from diverse cultures. |
| | | | d. I CAN compare and contrast two topics, or versions of the same stories from different cultures. |
| | | | e. I CAN determine the main idea of a passage and explain the author's purpose for the writing. |
| | | | f. With the support from adults, I CAN use the Writing Process to write on a regular basis for different tasks, purposes, and audiences (simple three paragraph essay or story with an introduction and conclusion). |
| | | | g. I CAN read and spell common word families, (-igh, -oo, -ue, -ew, -aw, -augh, -ough, -oy, -oi, ou, -ow) r controlled vowels, (-or, -ar, -er, -ir, -ur). |
| | | | h. I CAN use syllable rules when reading and identify common prefixes and suffixes determining the root word and how the suffix/prefix changes the meaning of the word. |
| | | | i. I CAN use compound words to predict meaning. |
| | | | j. I CAN participate in group-work and present my ideas about a topic both orally and using technology (e.g. video, presentation software, audio recording, collaborative multi media) |
| | | | k. I CAN use digital and print tools to determine what a word means (e.g. prefixes, suffixes, antonyms, synonyms, homonyms, and homographs) and I can use them correctly in my writing. |
| | | | l. I CAN read grade level books with accuracy and expression making progress toward my fluency goal of 100 words per minute by the end of the school year. |
| | | | m. I CAN read and write my second grade Sight Words. |

Sight Words Mastery

1st Quarter ___/133

2nd Quarter ___/133

3rd Quarter ___/133

4th Quarter ___/133

Reading Fluency Mastery

1st Quarter ___/50-60 wpm

2nd Quarter ___/70-80 wpm

3rd Quarter ___/80-90 wpm

4th Quarter ___/90-100 wpm

| Taught ✓ | Practiced ✓ | Mastery Date | THIRD GRADE ELA "I CAN" STATEMENTS 3 |
|----------|-------------|--------------|--|
| | | | a. I CAN identify, explain, and correctly use verbs, nouns, pronouns, adverbs, conjunctions, and adjectives in my writing. |
| | | | b. I CAN identify, explain, and correctly use regular and irregular plural nouns in my writing. |
| | | | c. I CAN summarize a story, orally or in writing, including the main elements of literature including: setting, plot, theme, and character traits. |
| | | | d. I CAN compare and contrast the most important ideas in two pieces of text written by the same author. |
| | | | e. I CAN find the main idea and details in a piece of literature or an information book and express them using technology, with oral, visual, and written formats. |
| | | | f. I CAN use the Writing Process and Technology to research and compose a three-five paragraph story or essay, producing up to one page of typed material at a single sitting (opinion, informative, narrative). |
| | | | g. I CAN understand figurative language and shades of meaning within literature and information text and can use them in my writing. |
| | | | h. I CAN determine what a word means by using digital/print tools, and my knowledge of prefixes, suffixes, antonyms, synonyms, homonyms, and homographs and use them correctly in my writing. |
| | | | i. I CAN read grade level books with accuracy and expression making progress toward my fluency goal of 115 words per minute by the end of the school year. |
| | | | j. I CAN read and write my third grade Sight Words |

Sight Words Mastery

1st Quarter ___/100

2nd Quarter ___/100

3rd Quarter ___/100

4th Quarter ___/100

Reading Fluency Mastery

1st Quarter ___/70 wpm

2nd Quarter ___/90 wpm

3rd Quarter ___/110 wpm

4th Quarter ___/115 wpm ²⁴⁵

| Taught ✓ | Practiced ✓ | Mastery Date | FOURTH GRADE ELA "I CAN" STATEMENTS | 4 |
|-------------|----------------|-----------------|--|----------|
| | | | a. I CAN identify, explain, and correctly use: interrogatives, relative pronouns, and relative adverbs correctly. | |
| | | | b. I CAN summarize a piece of fiction or nonfiction both orally and in writing by referring to specific details and examples in the text, using literary language (e.g., plot, climax, resolution, characters, setting, theme, etc.) | |
| | | | c. I CAN determine the main idea and details in a piece of literature or an information passage/book and express my understanding using technology, and/or manually using: oral, visual, and written formats. | |
| | | | d. I CAN compare and contrast a first hand and secondhand account of the same event, or topic and describe the difference in focus, or between the information provided. | |
| | | | e. I CAN use the Writing Process and Technology to write on a regular basis, for different tasks, purposes, and audiences producing up to two pages of typed material at a single sitting. | |
| | | | f. I CAN use print and electronic tools to read and determine the meaning of words in Literature and information books to help support my writing. | |
| | | | g. I CAN identify and use idioms, metaphors, similes, antonyms and synonyms. | |
| | | | h. I CAN use what I know about common Greek and Latin prefixes, suffixes, root words, and multiple meaning words to determine what words means and use them correctly in my writing. | |
| | | | i. I CAN read grade level books with accuracy and expression making progress toward my fluency goal of 150 words per minute by the end of the school year. | |
| | | | j. I CAN write and talk about the differences between poems, plays, and fictional stories using correct terminology (e.g. verse, rhythm, meter, casts of characters, settings, dialogue, stage directions) | |
| | | | k. I CAN conduct short research projects that builds knowledge through investigation of a topic (including History, Science, and/or Math) and use Technology to display my findings (drawings, visual displays, Presentation Software) | |

Reading Fluency Mastery

1st Quarter ___/120 wpm

2nd Quarter ___/130 wpm

3rd Quarter ___/140 wpm

4th Quarter ___/150 wpm

| Taught ✓ | Practiced ✓ | Mastery Date | FIFTH GRADE ELA "I CAN" STATEMENTS | 5 |
|-------------|----------------|-----------------|--|----------|
| | | | a. I CAN identify, explain, and correctly use: conjunctions, prepositional phrases, appositives, independent and dependent clauses, interjections, and, verb tenses. | |
| | | | b. I CAN draw inferences, conclusions, or generalizations about text and support them with evidence from the text. | |
| | | | c. I CAN edit and revise manuscripts to improve the meaning and focus by adding, deleting, consolidating, clarifying, and rearranging words and sentences (e.g. use a comma to set off words and phrases, cite sources, expand, combine, or reduce sentences). | |
| | | | d. I CAN identify the Literary Elements (e.g. theme, plot, characters, tone) in a story and use text features in a text to explain how they add meaning and convey the author's purpose. | |
| | | | e. I CAN use print and digital tools to understand and explain the meaning of words, including figurative language, metaphors, symbolism, synonyms, antonyms, and homographs. | |
| | | | f. I CAN understand the structure of stories, plays, and poems, and how a narrator or speaker's point of view influences a story. | |
| | | | g. I CAN conduct a collaborative research project and present my findings orally, visually, and in written form using multiple sources and containing a clear introduction, body, and conclusion. | |
| | | | h. I CAN use technology and visual displays to present my work (e.g. graphics, sound, presentation software) and demonstrate my ability to type at least two pages in a single sitting. | |
| | | | i. I CAN read a variety of genres at my grade level with accuracy and expression making progress toward my fluency goal of 170 WCPM by the end of the school year. | |
| | | | j. I CAN spell roots, suffixes, prefixes, contractions, and the construction of syllables correctly. | |

Reading Fluency Mastery

1st Quarter ___/140 wpm

2nd Quarter ___/150 wpm

3rd Quarter ___/160 wpm

4th Quarter ___/170 wpm

| Taught ✓ | Practiced ✓ | Mastery Date | SIXTH GRADE MATH "I CAN" STATEMENTS | 6 |
|-------------|----------------|-----------------|---|----------|
| | | | a. I CAN show that I know how to use correct language and grammar when I write, speak, and listen. (e.g., indefinite pronouns, present perfect, past perfect, and future perfect verb tense). | |
| | | | b. I CAN use punctuation including: commas, parentheses, dashes, and colons correctly in my writing. | |
| | | | c. I CAN orally and in written form, summarize and compare/contrast a story, drama, poem, and information text in the correct sequence using literary language and citing specific examples. | |
| | | | d. I CAN describe how characters change or information is elaborated over the course of the piece of work using academic vocabulary and specific examples. | |
| | | | e. I CAN discover the meaning of figurative language (similes, metaphors, personification, idioms, hyperboles, onomatopoeia, puns, or oxymoron) by using context clues. | |
| | | | f. I CAN use the Writing Process and Technology, including word processing up to three pages at a single sitting, to write on a regular basis, for different tasks, purposes, and audiences across the discipline areas. | |
| | | | g. I CAN use tools and strategies to figure out the meanings of words and phrases in a story or text and think about how they are used to illustrate the author's meaning. | |
| | | | h. I CAN explain author's point of view, purpose, and how an author develops the point of view of the narrator or speaker in a text. | |
| | | | i. I CAN connect and clarify main ideas by identifying their relationship to other sources and related topics using different and/or similar media formats (e.g., audio vs. live, book vs. film, etc.). | |
| | | | j. I CAN use multiple print and digital sources to conduct a research project (historical/scientific) with a written, collaborative, and visual component and present the information using various forms of digital and print media. | |

| Taught ✓ | Practiced ✓ | Mastery Date | SEVENTH GRADE ELA "I CAN" STATEMENTS | 7 |
|-------------|----------------|-----------------|--|----------|
| | | | a. I CAN place modifiers properly, use the active voice, use compound complex sentence types, and identify all parts of speech (e.g. phrases, clauses, coordinate adjectives, | |
| | | | b. I CAN summarize a story, drama, poem, or piece of information in the correct sequence, using academic language, citing several specific examples such as how a character's thoughts, words, and actions as well as the actions of other characters effect the overall plot. | |
| | | | c. I CAN describe how characters change and information is elaborated over the course of the piece of work using academic language and several specific examples. | |
| | | | d. I CAN use tools and resources to discover the meanings of figurative language (similes, metaphors, personification, idioms, hyperboles, onomatopoeia, puns, or oxymorons), word relationships, and nuances in word meanings. | |
| | | | e. I CAN use the Writing Process and Technology, including word processing up to three pages at a single sitting with MLA formatting, to complete a writing prompt/assignment. | |
| | | | f. I CAN identify and trace the development of an author's argument, point of view, or perspective in text. | |
| | | | g. I CAN assess the author's usage of evidence to support claims and assertion, noting instances of bias and stereotyping. | |
| | | | h. I CAN compare and contrast information, a written story, drama, and poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in film). | |
| | | | i. I CAN use multiple print and digital sources to conduct a research project, verifying the validity of the sources, and include a written, collaborative, and visual component presenting the information using various forms of digital media. | |
| | | | j. I CAN compare and contrast a fictional portrayal of time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | |
| | | | k. I CAN analyze how two or more authors writing about the same topic, shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. | |

| Taught ✓ | Practiced ✓ | Mastery Date | EIGHTH GRADE ELA "I CAN" STATEMENTS | 8 |
|-------------|----------------|-----------------|---|----------|
| | | | a. I CAN show that I know how to use correct language and grammar when I write, speak, and listen (e.g., gerunds, active and passive voice, indicative, imperative, interrogative, conditional, and subjunctive mood, recognize shifts in verb voice or mood). | |
| | | | b. I CAN summarize a story, drama, poem, and piece of information using the evidence that best supports an analysis of what the text says. | |
| | | | c. I CAN use tools and resources, to discover the meanings of figurative language (e.g., verbal irony, puns), word relationships, and nuances in word meanings (e.g., Greek and Latin affixes). | |
| | | | d. I CAN use tools and strategies to figure out the meanings of words and phrases in a story, drama, and technical document and analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other text. | |
| | | | e. I CAN determine an author's point of view or purpose and analyze how differences in the points of view of the characters and the audience or reader (dramatic irony) create such effects as suspense or humor. | |
| | | | f. I CAN compare and contrast information, a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | |
| | | | g. I CAN analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. | |
| | | | h. I CAN analyze the unity, coherence, logic, consistency, and structural patterns and identify where primary and secondary sources (print and/or digital) disagree on matters of fact or interpretation. | |
| | | | i. I CAN use multiple print and digital sources to conduct a research project, verifying the validity of the sources, and include a written (producing up to three typed pages at a single sitting), collaborative, and visual component presenting the information using various forms of digital media. | |

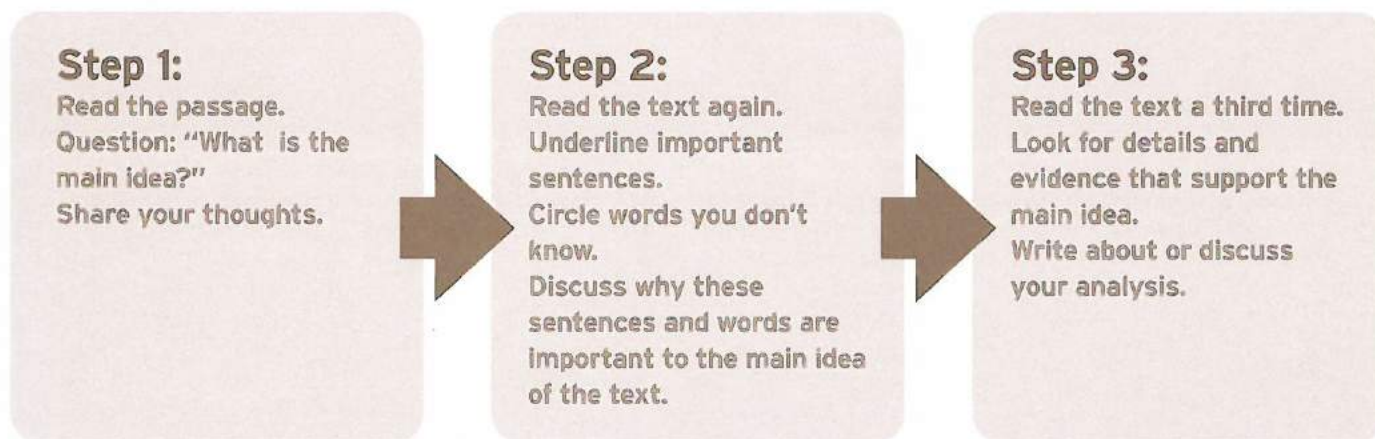
Anchor Standards Power Words

The Anchor Standards are a set of skills in reading, writing, speaking, listening, and language that all students should acquire throughout their learning. Below is a list of words that are often associated with the Anchor Standards. Understanding and using these words can help students develop these skills. Students of all ages should be introduced to these words and encouraged to use them when discussing their learning.

| | | | | |
|------------------|-----------------|-----------------|-----------------|-----------------|
| Integrate | Credible | Relevant | Argument | Evidence |
| Evaluate | Analyze | Develop | Apply | Clarify |

Close Reading

Close Reading is a reading strategy in which students are asked to analyze a text or portion of a text deeply and critically. This focused, methodical reading is a process centered on the idea of discovering a deeper meaning in written words. Author's purpose, word meanings, central ideas, and details are examples of ideas that are explored through Close Reading. The steps of the Close Reading strategy are listed below.



English Language Arts (ELA) Scholars Will...

Evaluate and integrate content presented in different formats
 Listen to and use scholarly language when speaking and writing
 Analyze the structure of text

Summarize what is read and determine main ideas and themes
 Consider how characters, events and ideas develop and relate
 Heighten understanding of complex literary and informational texts by reading and writing frequently, independently, and proficiently
 Observe the similarities and differences of two or more texts to understand the material and authors' craft
 Look for how words affect tone and meaning and apply an understanding of word meanings to interpret writing and oral language
 Assess how point of view and purpose shape the content and style of a text
 Refer to the reasoning, relevance, and evidence of an argument when evaluating claims
 Speak and write about texts using evidence found through reading closely

INDIVIDUAL STUDENT ASSESSMENTS

Record individual assessment results in the chart below. Use the blank boxes for any additional assessments. Your student's Lexile Level should be recorded at the beginning of the year and at the end of the year. Assessment information is very beneficial in helping to guide your instruction to meet your students' individual needs.

| Assessments | Lexile 1st / 2nd Sem | CAASP Math | Diagnostic #1 | Milestone #1 | Teacher Assmt. #1 | Diagnostic #2 | Milestone #2 | Teacher Assmt. #2 | Diagnostic #3 | Milestone #3 | Teacher Assmt. #3 |
|---------------|-------------------------|---------------|------------------|-----------------|----------------------|------------------|-----------------|----------------------|------------------|-----------------|----------------------|
| Kindergarten | / | | | | | | | | | | |
| First Grade | / | | | | | | | | | | |
| Second Grade | / | | | | | | | | | | |
| Third Grade | / | | | | | | | | | | |
| Fourth Grade | / | | | | | | | | | | |
| Fifth Grade | / | | | | | | | | | | |
| Sixth Grade | / | | | | | | | | | | |
| Seventh Grade | / | | | | | | | | | | |
| Eighth Grade | / | | | | | | | | | | |

Grade Level Writing Assessments

As part of a complete curriculum, it is highly recommended for a student to complete a writing prompt in the Fall Semester and Spring Semester. Please see your teacher or Education Specialist for writing prompts and rubrics.

| Grade | Response to Literature | Summary | Narrative | Persuasive |
|-------|------------------------|---------|-----------|------------|
| K | | | | |
| 1st | | | | |
| 2nd | | | | |
| 3rd | | | | |
| 4th | | | | |
| 5th | | | | |
| 6th | | | | |
| 7th | | | | |
| 8th | | | | |

| GRADE | Lexile Range |
|-------|---------------|
| 1 | Up to 300L |
| 2 | 140L to 500L |
| 3 | 330L to 700L |
| 4 | 445L to 810L |
| 5 | 565L to 910L |
| 6 | 665L to 1000L |
| 7 | 735L to 1065L |
| 8 | 805L to 1100L |



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| 6th Grade Math Pacing Guide 2014-2015 | | | |
|---|---|----------------------|--|
| Dates | Unit | I CANs | Standards |
| 8/26-8/29/14 | Diagnostic, Pretest and Introduction Week (4 days) | | |
| 9/2-9/19/14 | Arithmetic & Algebraic Expressions (14 days) | 6.1, 6.2, 6.3 | 6 NS 2, 3, 4 6.EE 1-3 |
| 9/22-10/10/14 | Equations & Inequalities (14 days) | 6.10 | 6 EE 5-7 |
| 10/13-10/24/14 | Equivalent Expressions (10 days) | 6.9 | 6 EE 2, 4, 7 |
| 10/27-10/31/14 | Flex Week (5 days) | | |
| 10/27-11/7 | Milestone #1 Window: Data Day 11/10/14 | | |
| 11/3-12/19/14 | Fraction Computation (26 days) | 6.4, 6.5, 6.6, 6.9 | 6 NS 1, 3, 4, 6, 7 6 EE 2, 4, 7 |
| 1/5-1/9/15 | Intro to Ratio & Unit Rate (5 days) | 6.7 | 6 RP 1, 2 |
| 1/12-1/16/15 | Flex Week (5 days) | | |
| 1/12-1/23/15 | Milestone #2 Window: Data Day 2/13/15 | | |
| 1/20-2/27/15 | Ratio & Reasoning (27 days) | 6.7, 6.8, 6.10, 6.11 | 6 RP 3 6 NS 5-8 6 G 3 6 EE 8, 9 |
| 3/2-3/6/15 | Flex Week (5 days) | | |
| 3/2-3/13/15 | Milestone #3 Window: Data Day 3/20/15 | | |
| 3/9-4/17/15 | Statistical Variability & Distributions (24 days) | 6.13 | 6 SP 1-5 |
| 4/20 - 5/29/15 | Measurement & Geometry (19 days) CAASPP Preparation (5 days) CAASPP Testing (5 days) | 6.12 | 6 G 1, 2, 4 6 RP 3 |
| 6/1 - 6/5/15 | Flex Week (5 days) | | |

Areas of Focus for 6th Grade: Ratios and proportional reasoning; early expressions and equations

Required Fluency:

- 6.NS.2 Multi-digit division
- 6.NS.3 Multi-digit decimal operations









Notes:

- Standards and I CANs are woven throughout the year as students move through the stages of depths of knowledge for each skill from computation to extended reasoning.
- Standards of Mathematical Practice (SMPs) to be woven throughout each standard.
- Teachers can reorder concepts/I CANs within each window prior to the Milestone tests.
- Flex Weeks are intended for Performance Tasks, projects/field trips, remediation and review.

6th Grade MATH "I CANs"

| Domain & Standard | I CAN |
|-------------------|--|
| 6 NS 2, 3 | 1. I CAN add, subtract, multiply and divide whole numbers and decimals. |
| 6 NS 4a | 2. I CAN find the Greatest Common Factor and Least Common Multiple of two whole numbers and use them to solve problems with fractions. |
| 6 NS 4b | 3. I CAN know and apply the distributive property. |
| 6 NS 1 | 4. I CAN multiply and divide fractions and solve word problems involving fractions using a visual model or drawing. |
| 6 NS 5-6 | 5. I CAN understand the relationship among positive numbers, negative numbers, and zero then use a number line to show number value. |
| 6 NS 7, 7.1 | 6. I CAN find the absolute value of numbers and use it to find the distance between points in a coordinate plane and the sums of rational numbers. |
| 6 RP 1-3a, b | 7. I CAN understand ratio concepts, ratio language and use reasoning to solve real-world problems about ratio and rate. |
| 6 RP 3c | 8. I CAN find a percent of a quantity as a rate per 100 and solve problems involving finding the whole if I am given a part and the percent. |
| 6 EE 1-4 | 9. I CAN apply my knowledge of rational numbers to opposite quantities, absolute value, exponents and the inverse. |
| 6 EE 5-8 | 10. I CAN solve equations and inequalities to find an unknown value and apply that knowledge to problems by writing and solving equations and drawing a diagram. |
| 6 EE 9 | 11. I CAN use variables to represent the relationship between two quantities and analyze that relationship using graphs and tables. |
| 6 G 1-6 | 12. I CAN use math tools and technology to solve real-world math problems with 2D and 3D shapes involving area, surface area and volume |
| 6 SP 1-5 | 13. I CAN gather and analyze statistical data, summarize the related values and display data sets in plots, histograms and box plots in relation to their context. |

Standards of Mathematical Practice (SMPs)

| | | | |
|---|---|---|---|
|  | #1 Make sense of problems and persevere in solving them. |  | #5 Use appropriate tools strategically. |
|  | #2 Reason abstractly and quantitatively. |  | #6 Attend to precision. |
|  | #3 Construct viable arguments & critique the reasoning of others. |  | #7 Look for and make use of structure. |
|  | #4 Model with mathematics. |  | #8 Look for and express regularity in repeated reasoning. |

Pacing Guide

Week 29-32

grade



| | Language Arts | Social Studies | Science | I CAN! |
|------|---------------|----------------|---------|----------|
| | | | | Standard |
| week | | | | |
| week | | | | |
| week | | | | |
| week | | | | |

Pacing Guide

Week 33-36

grade



| | Language Arts | Social Studies | Science | I CAN! |
|------|---------------|----------------|---------|----------|
| | | | | Standard |
| week | | | | |
| week | | | | |
| week | | | | |
| week | | | | |

Pacing Guide

Week 37-38

grade



| | Language Arts | Social Studies | Science | I CAN! |
|------|---------------|----------------|---------|----------|
| | | | | Standard |
| week | | | | |
| week | | | | |
| week | | | | |
| week | | | | |

Springs Charter School
PE Curriculum Scope and Sequence
Grade 6

| Name of Unit Duration | CA Standards | Content Objectives | Assessments |
|-----------------------------|---|--|--|
| Cooperative Games 1 week | 2.5, 2.12, 5.1, 5.2, 5.3, 5.4, 5.5 | Movement Concepts Self-Responsibility Social Interaction Group Dynamics | Observation |
| Flag Football 5 weeks | 1.6, 1.9, 1.10, 2.3, 2.4, 2.5, | Throwing Catching Dodging Fleeing Skills Pre-Assessments | Sport Related Skills Test SportFolio Ready Rubric Participation Rules Test |
| Softball 4 weeks | 1.4, 1.7, 1.8, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4, 2.5, 2.10, 2.11 | Striking with implements Fitness Training | Sport Related Skills Test SportFolio Ready Rubric Participation Rules Test Cultural Dance Project |
| Volleyball 6 weeks | 1.1, 1.3, 1.9, 1.10, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, | Forearm pass Underhand serve Overhand serve Fitness Training | Sport Related Skills Test SportFolio Ready Rubric Participation Rules Test |

Springs Charter School
PE Curriculum Scope and Sequence
Grade 6 (cont'd)

| | | | |
|--|---|---|---|
| Basketball 6 weeks | 1.5, 1.9, 1.10, 2.3, 2.4, 2.5, 2.8, 2.9 | Shooting Dribbling Passing Defensive vs. Offensive strategy Fitness Testing | Sport Related Skills Test SportFolio Ready Rubric Participation Rules Test Fitness Gram Test |
| Personalized Fitness Program 6 weeks | 1.10, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 | Jumping Rope Fitness Testing ID Fitness Goals Develop Fitness Program | SportFolio Ready Rubric Participation Vocabulary Test Fitness Gram Test Fitness Essay |
| Soccer 4 weeks | 1.5, 1.9, 1.10, 2.3, 2.4, 2.5 | Dribbling Kicking Passing Defense vs. Offense strategy Strength and Conditioning | Sport Related Skills Test SportFolio Ready Rubric Participation Rules Test |
| Backyard Games 5 weeks | 1.2, 1.9, 2.5, 2.12, 5.1, 5.2, 5.3, 5.4, 5.5 | Movement Concepts Self-Responsibility Social Interaction Group Dynamics Strength and Conditioning | SportFolio Ready Rubric Participation Rules Test |

Pacing Guide

Week 1-4

grade



| | Language Arts | Social Studies | Science | I CAN! |
|------|---------------|----------------|---------|----------|
| | | | | Standard |
| week | | | | |
| week | | | | |
| week | | | | |
| week | | | | |

Pacing Guide

Week 5-8

grade



| | Language Arts | Social Studies | Science | I CAN! |
|------|---------------|----------------|---------|----------|
| | | | | Standard |
| week | | | | |
| week | | | | |
| week | | | | |
| week | | | | |

Pacing Guide

Week 9-12

grade



| | Language Arts | Social Studies | Science | I CAN! |
|------|---------------|----------------|---------|----------|
| | | | | Standard |
| week | | | | |
| week | | | | |
| week | | | | |
| week | | | | |

Pacing Guide

Week 9-12

grade



| | Language Arts | Social Studies | Science | I CAN! |
|------|---------------|----------------|---------|----------|
| | | | | Standard |
| week | | | | |
| week | | | | |
| week | | | | |
| week | | | | |

Pacing Guide

Week 13-16

grade



| | Language Arts | Social Studies | Science | I CAN! |
|------|---------------|----------------|---------|----------|
| | | | | Standard |
| week | | | | |
| week | | | | |
| week | | | | |
| week | | | | |

Pacing Guide

Week 17-20

grade



| | Language Arts | Social Studies | Science | I CAN! |
|------|---------------|----------------|---------|----------|
| | | | | Standard |
| week | | | | |
| week | | | | |
| week | | | | |
| week | | | | |

Pacing Guide

Week 21-24

grade



| | Language Arts | Social Studies | Science | I CAN! |
|------|---------------|----------------|---------|----------|
| | | | | Standard |
| week | | | | |
| week | | | | |
| week | | | | |
| week | | | | |

Pacing Guide

Week 25-28

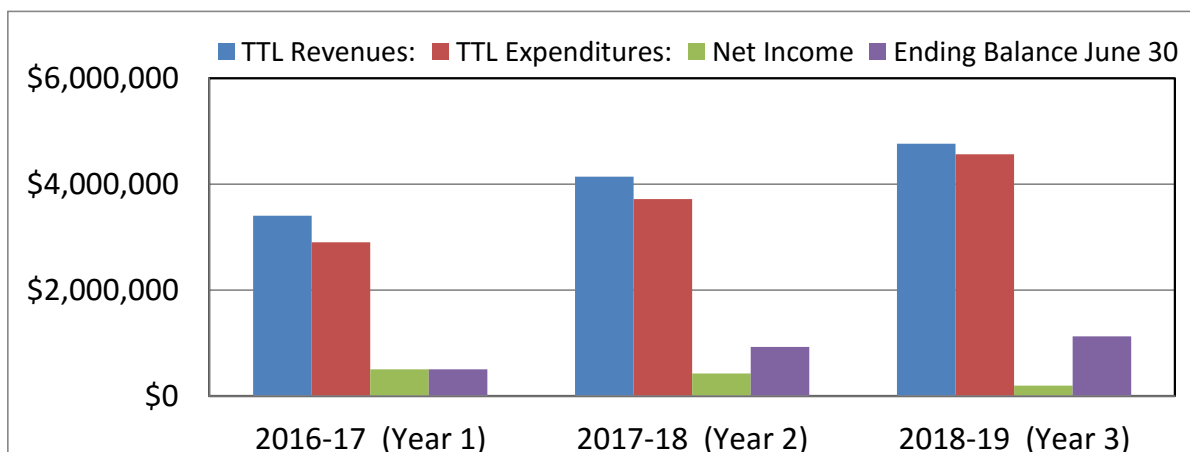
grade



| | Language Arts | Social Studies | Science | I CAN! |
|------|---------------|----------------|---------|----------|
| | | | | Standard |
| week | | | | |
| week | | | | |
| week | | | | |
| week | | | | |

Citrus Springs Charter School
Charter Petition - Financial Projections & Cash Flow
MULTI-YEAR PROJECTION SUMMARY

| | 2016-17 (Year 1) | 2017-18 (Year 2) | 2018-19 (Year 3) |
|-------------------------------------|---------------------|---------------------|---------------------|
| Projected P-2 ADA: | 330.15 | 391.53 | 451.05 |
| Revenues: | | | |
| General Purpose Entitlement | 3,159,653 | 3,781,471 | 4,395,343 |
| Federal Revenue | - | - | - |
| Other State Revenue | 55,778 | 142,372 | 114,358 |
| Other Local Revenue | 192,870 | 221,431 | 254,941 |
| TTL Revenues: | 3,408,301 | 4,145,274 | 4,764,642 |
| Expenditures: | | | |
| Certificated Salaries | 963,500 | 1,234,040 | 1,535,368 |
| Non-certificated Salaries | 252,000 | 322,759 | 401,570 |
| Benefits | 421,203 | 539,472 | 607,356 |
| Books/Supplies/Materials | 483,134 | 618,793 | 769,890 |
| Services/Operations | 785,337 | 1,005,850 | 1,251,459 |
| Capital Outlay | - | - | - |
| Other Outgo | - | - | - |
| TTL Expenditures: | 2,905,174 | 3,720,914 | 4,565,643 |
| Net Income | 503,128 | 424,361 | 198,999 |
| Beginning Balance July 1 | - | 503,128 | 927,488 |
| Ending Balance June 30 | 503,128 | 927,488 | 1,126,487 |
| Ending Balance as % of Exp.: | 17.3% | 24.9% | 24.7% |



Citrus Springs Charter School

Charter Petition - Financial Projections & Cash Flow

GENERAL ASSUMPTIONS AND TIMELINE

Year 1

Citrus Springs Charter School (CSCS) will begin with K-8 enrollment in the Academies (site-based instruction) and K-10 enrollment in the Homeschool (non-classroom-based instruction) programs. High school enrollment is kept intentionally low to allow the higher grades to be filled organically as the school grows. The exact split of Academy and Homeschool programs will be determined based on student demand.

CSCS will offer two Academy programs, the Quest and Delta programs, as described in the petition. CSCS will lease a facility that will serve as the classroom environment for the Academies as well as a resource center for Homeschool enrichment classes and administrative offices for the combined hybrid program. Delta will serve grades 5-8 only for initial years.

Back-office administrative services may be provided in-house or contracted to a qualified third party, as described in the petition. The budget currently assumes outsourcing of this expense.

Building and other staff costs have been added to more than adequately support the programs.

In the Delta Program, Resource Specialist, Occupational Therapist, and Speech Therapist support are essential and have been included with other certificated staff calculations.

The Academy programs will also be provided with a full time drama teacher as noted in the other classified category.

Year 2

The Homeschool program will expand to grades 11-12.

Teaching, support staff, and other costs are added for this growth.

Year 3

Academy programs at full capacity - additional growth is in the Homeschool Program.

Teaching, support staff, and other costs are added for this growth.

Year 4

Academy programs at full capacity - additional growth is in the Homeschool Program.

Teaching, support staff, and other costs are added for this growth.

Year 5

Academy programs at full capacity - additional growth is in the Homeschool Program.

Teaching, support staff, and other costs are added for this growth.

Citrus Springs Charter School

Charter Petition - Financial Projections & Cash Flow

FUNDING ASSUMPTIONS

ENROLLMENT/ADA ASSUMPTIONS:

1. By-grade enrollment projections are shown on the Enrollment Assumptions sheet.
2. ADA is assumed at 93.0% of enrollment throughout based on historical averages for charter schools of this projected size and demographics.

STATE FUNDING ASSUMPTIONS:

1. LCFF funding is detailed in the LCFF Funding Calcs and is separately confirmed with FCMAT's LCFF Calculator. LCFF calcs assume Santa Ana USD as the highest physical location district for both base year and unduplicated percentage calculations. 2015-16 LCFF base funding for SAUSD is extrapolated from CDE's 14-15 P-2 funding data.
2. COLAs and gap rates taken from LCFF FCMAT Calculator assumptions.
3. No additional one-time discretionary/EE funding assumed.
4. Mandate Block Grant funding is assumed at \$14/ADA for K-8 and \$42/ADA for 9-12.
5. \$51k Clean Energy Jobs Act planning funds assumed in Year 1.
6. Lottery funding for both Year 1 and Year 2 shown in Year 2.

FEDERAL FUNDING ASSUMPTIONS:

1. No ESEA Title I-V funding assumed until LEA Plan approved by SBE.
2. IDEA SPED funding is built into local SPED funding apportionment.
3. No PCSGP Implementation Grant assumed until awarded.
4. NSLP not currently included - may be added if student/parent demand warrants.

LOCAL FUNDING ASSUMPTIONS:

1. No donations, or contributions assumed until known.
2. Interest earnings are estimated based on County Treasury balances.
3. Special Education funding assumes school under River Springs LEA - River Springs Charter School is an LEA member of the Riverside County SELPA.

CASH FLOW ASSUMPTIONS:

1. No \$250k State Revolving Fund Loan assumed until awarded.
2. No state deferrals currently assumed.
3. Cash flow needs covered through fixed-rate Revenue Anticipation Notes.

**Citrus Springs Charter School
ENROLLMENT AND A.D.A. ASSUMPTIONS**

| ADA Ratio: | 2016-17 | | 2017-18 | | 2018-19 | |
|------------------------------|----------|--------|----------|--------|----------|--------|
| 93.00% | | | | | | |
| | ENROLLED | ADA | ENROLLED | ADA | ENROLLED | ADA |
| Total K-3 Enrollment | 119 | 110.67 | 140 | 130.20 | 168 | 156.24 |
| Total 4-6 Enrollment | 130 | 120.90 | 149 | 138.57 | 170 | 158.10 |
| Total 7-8 Enrollment | 100 | 93.00 | 116 | 107.88 | 130 | 120.90 |
| Total 9-12 Enrollment | 6 | 5.58 | 16 | 14.88 | 17 | 15.81 |
| TTL Enrollment/ADA | 355 | 330.15 | 421 | 391.53 | 485 | 451.05 |
| TTL TK/Kinder Enrollment | 29 | 26.97 | 35 | 32.55 | 42 | 39.06 |
| TTL Grade 1 Enrollment | 30 | 27.90 | 35 | 32.55 | 42 | 39.06 |
| TTL Grade 2 Enrollment | 30 | 27.90 | 35 | 32.55 | 42 | 39.06 |
| TTL Grade 3 Enrollment | 30 | 27.90 | 35 | 32.55 | 42 | 39.06 |
| TTL Grade 4 Enrollment | 30 | 27.90 | 35 | 32.55 | 42 | 39.06 |
| TTL Grade 5 Enrollment | 50 | 46.50 | 57 | 53.01 | 64 | 59.52 |
| TTL Grade 6 Enrollment | 50 | 46.50 | 57 | 53.01 | 64 | 59.52 |
| TTL Grade 7 Enrollment | 50 | 46.50 | 57 | 53.01 | 64 | 59.52 |
| TTL Grade 8 Enrollment | 50 | 46.50 | 59 | 54.87 | 66 | 61.38 |
| TTL Grade 9 Enrollment | 3 | 2.79 | 6 | 5.58 | 5 | 4.65 |
| TTL Grade 10 Enrollment | 3 | 2.79 | 5 | 4.65 | 4 | 3.72 |
| TTL Grade 11 Enrollment | 0 | - | 5 | 4.65 | 4 | 3.72 |
| TTL Grade 12 Enrollment | 0 | - | 0 | - | 4 | 3.72 |
| TOTAL: | 355 | 330.15 | 421 | 391.53 | 485 | 451.05 |

Citrus Springs Charter School
Charter Petition - Financial Projections & Cash Flow
STARTUP EXPENSES AS PORTION OF YEAR 1 TOTAL

| | 2016-17 (Startup Portion) | 2016-17 (Recurring Portion) | Total 2016-17 (Year 1) |
|-------------------------------------|------------------------------|-----------------------------------|---------------------------|
| Revenues: | | | |
| General Purpose Entitlement | 329,586 | 2,830,067 | 3,159,653 |
| Federal Revenue | - | - | - |
| Other State Revenue | - | 55,778 | 55,778 |
| Other Local Revenue | - | 192,870 | 192,870 |
| TTL Revenues: | 329,586 | 3,078,716 | 3,408,301 |
| Expenditures: | | | |
| Certificated Salaries | 70,000 | 893,500 | 963,500 |
| Non-certificated Salaries | 24,500 | 227,500 | 252,000 |
| Benefits | 33,736 | 387,468 | 421,203 |
| Books/Supplies/Materials | 132,250 | 350,884 | 483,134 |
| Services/Operations | 69,100 | 716,237 | 785,337 |
| Capital Outlay | - | - | - |
| Other Outgo | - | - | - |
| TTL Expenditures: | 329,586 | 2,575,588 | 2,905,174 |
| Net Income | - | 503,128 | 503,128 |
| Beginning Balance July 1 | | | - |
| Ending Balance June 30 | | | 503,128 |
| Ending Balance as % of Exp.: | | | 17.3% |

Citrus Springs Charter School
Charter Petition - Financial Projections & Cash Flow
STARTUP COSTS (as portion of Year 1 Budget)

2016-17 Startup Portion of Year 1 Budget: \$ 329,586

Description:

Education Code requires that the financial projection of a charter petition identify the "startup costs" component of the overall budget. The following information shows the estimated one-time startup/implementation expenses for the School - these are a portion of the overall Year 1 budget. The remaining portion of the Year 1 budget is recurring operational costs. These startup cost estimates may vary depending on the availability of Year 1 funding sources.

| <u>Startup Expenses - Salaries & Benefits</u> | |
|---|------------------|
| 1000 Series: Certificated Salaries | <u>\$ 70,000</u> |
| 2000 Series: Classified Salaries | <u>\$ 24,500</u> |
| 3000 Series: Benefits | <u>\$ 33,736</u> |
| Description: | |
| Program Development and Curriculum Design, initial clerical and office setup time, other one-time formation and implementation tasks. | |

| <u>Startup Expenses - Books, Supplies & Materials</u> | |
|--|------------------|
| 4310 - Instructional Materials | <u>\$ 53,250</u> |
| Description: | |
| We are allocating this amount for an additional startup portion of instructional materials, which is intended simply to provide initial one-time classroom items and materials estimated at \$150/ADA. The Year 1-3 budgets contain additional amounts for textbooks and materials. | |
| 4320 - Office Supplies | <u>\$ 14,000</u> |
| Description: | |
| This is for initial office supplies and materials during the startup year to prepare for the school's first year. By having the office setup beforehand, volunteers and founding staff will be able to effectively coordinate preparation of the school site. This includes marketing materials such as flyers, etc. to maximize community outreach. | |
| 4400 - Non-Capitalized Equipment | <u>\$ 65,000</u> |
| Description: | |
| This is designated for initial admin office equipment, classroom technology, and furniture and equipment for enhancing the School's educational program as outlined in the charter petition. | |

| <u>Startup Expenses - Services & Operations</u> | |
|--|------------------|
| 5800 - Educational Support & Services | <u>\$ 27,600</u> |
| Description: | |
| This covers Student Information Systems (SIS) and assessment technology acquisition, training, and implementation. | |
| 5810 - Legal (Charter Implementation and Governance Training) | <u>\$ 18,000</u> |
| 5825 - Fiscal Management Training | <u>\$ 16,000</u> |
| 5900 - Communications | <u>\$ 7,500</u> |
| Description: | |
| The professional services expense is to cover legal/fiscal training costs relating to implementation. The communications expense is for website and electronic communications to be translated into Spanish and other languages, and improve community outreach and marketing efforts. | |

Total Startup Portion of Year 1 Budget: \$ 329,586

Citrus Springs Charter School

Charter Petition - Financial Projections & Cash Flow

STAFFING ASSUMPTIONS

Staffing Levels - Rationale/Explanation

While we will make every effort to minimize staff turnover, all staff will be "at-will". If pre-enrollments do not indicate capacity enrollment, teaching staff will only be retained at levels sufficient to meet core subject needs, and additional teachers added only as enrollment grows. If enrollment drops thereafter, while every effort will be maintained to provide a stable learning environment, staff reductions will be enacted if needed to maintain fiscal solvency as a result of lower ADA-based revenues. The budget also allows for some reallocation between Academy and Independent Study as needed.

Staffing structure and levels are consistent with existing operations to date as well as the general framework outlined in the charter petition narrative. We do not anticipate substantive changes from the general staffing plan outlined in the petition, although total administrative overhead may be reduced from the levels shown here if additional Springs campuses are opened, creating additional economies of scale. In this event, admin costs would be slightly lower than shown here. The final FTE split is subject to change based on workload across all Springs campuses.

Special education services and staffing are a combination of local employees, employees of River Springs Charter School under contract, and third-party vendors. All 1-3xxx are actual employees.

Annual Pay Increases - Rationale/Explanation

We assume two primary factors affecting annual compensation adjustments: (a) the statewide COLA increase, which we plan to use to adjust our salary scales; and (b) the step-and-column adjustments for each staff member. Generally we plan for normal step-and-column increases as well as overall COLA increases to the entire scale based on statewide COLAs and other factors. For this Financial Update, we are assuming an overall COLA increase matching the FCMAT statewide COLA projections, and an average 2.50% step/column annual increase (taking terms/replacements into account).

Benefits - Rationale/Explanation

We are assuming benefits at the following rates:

STRS = 12.58% in 2016-17, increasing thereafter

PERS = 15.0% in 2016-17, increasing thereafter

OASDI = 6.20%

Medicare = 1.45%

Worker's Comp = 1.75%

SUI = 0.05%

Health Care = \$9,500 cap on employer-funded portion (preliminary)

For budget purposes we are assuming all certificated staff are CalSTRS participants and all classified full-time staff are CalPERS-eligible. Beginning in Year 2, some part-time classified staff may pass the 1000-hour CalPERS participation threshold and also become CalPERS participants.

We are assuming benefits for all certificated staff as well as exempt full-time classified staff. Currently we are assuming \$9k but this may be modified to align with other Springs schools. All health insurance providers and plans will be selected through competitive bidding and may be modified during the charter renewal term if necessary.

Citrus Springs Charter School
Charter Petition - Financial Projections & Cash Flow
THREE-YEAR FINANCIAL PROJECTION

| Description | 2016-17 (Year 1) | 2017-18 (Year 2) | 2018-19 (Year 3) |
|---|---------------------|---------------------|---------------------|
| Enrollment | 355 | 421 | 485 |
| P-2 ADA | 330.15 | 391.53 | 451.05 |
| REVENUES | | | |
| General Purpose Entitlement | | | |
| 8011 - General Purpose Block Grant | 2,276,043 | 2,745,860 | 3,212,337 |
| 8012 - Education Protection Account | 66,030 | 66,030 | 66,030 |
| 8019 - Prior Year Corrections/Adjustments | - | - | - |
| 8096 - Funding in Lieu of Property Taxes | 817,580 | 969,581 | 1,116,976 |
| TTL General Purpose Entitlement | 3,159,653 | 3,781,471 | 4,395,343 |
| Federal Revenue | | | |
| 8290 - Title I-III, PCSGP Grant | - | - | - |
| TTL Federal Revenue | - | - | - |
| Other State Revenue | | | |
| 8311 - State Special Education Revenue | - | - | - |
| 8550 - Mandate Block Grant | 4,778 | 5,898 | 6,757 |
| 8560 - State Lottery Revenue | - | 136,474 | 107,601 |
| 8590 - Add'l State Revenues | 51,000 | - | - |
| TTL Other State Revenue | 55,778 | 142,372 | 114,358 |
| Other Local Revenue | | | |
| 8660 - Interest | 1,000 | 1,000 | 1,000 |
| 8791/2 - Special Education Revenues (Local) | 191,870 | 220,431 | 253,941 |
| TTL Other Local Revenue | 192,870 | 221,431 | 254,941 |
| TTL REVENUES | 3,408,301 | 4,145,274 | 4,764,642 |

Citrus Springs Charter School
Charter Petition - Financial Projections & Cash Flow
THREE-YEAR FINANCIAL PROJECTION

| Description | 2016-17 (Year 1) | 2017-18 (Year 2) | 2018-19 (Year 3) |
|--|---------------------|---------------------|---------------------|
| EXPENDITURES | | | |
| 1000 - Certificated Salaries | | | |
| 1100 - Teachers' Salaries | 848,000 | 1,086,109 | 1,351,315 |
| 1200 - Certificated Support | - | - | - |
| 1300 - Certificated Supervisory/Admin | 115,500 | 147,931 | 184,053 |
| TTL Certificated Salaries | 963,500 | 1,234,040 | 1,535,368 |
| | | | |
| 2000 - Non-Certificated Salaries | | | |
| 2100 - Instructional Aide Salaries | 170,000 | 217,734 | 270,901 |
| 2300 - Classified Supervisory/Admin | - | - | - |
| 2400 - Clerical/Tech/Office Staff | 52,000 | 66,601 | 82,864 |
| TTL Non-Certificated Salaries | 252,000 | 322,759 | 401,570 |
| | | | |
| 3000 - Employee Benefits | | | |
| 3101 - STRS Certificated | 103,384 | 132,412 | 164,745 |
| 3202 - PERS Classified | 31,752 | 40,668 | 50,598 |
| 3301 - Soc. Sec/Medicare Certificated | 13,971 | 17,894 | 22,263 |
| 3302 - Soc. Sec/Medicare Classified | 19,278 | 24,691 | 23,985 |
| 3401 - Health Insurance Benefits - Cert | 158,940 | 203,569 | 197,750 |
| 3402 - Health Insurance Benefits - Class | 72,000 | 92,217 | 114,734 |
| 3501 - State Employment Ins - Cert | 482 | 617 | 768 |
| 3502 - State Employment Ins - Class | 126 | 161 | 157 |
| 3601 - Workmen's Comp Certificated | 16,861 | 21,596 | 26,869 |
| 3602 - Workmen's Comp Classified | 4,410 | 5,648 | 5,487 |
| TTL Employee Benefits | 421,203 | 539,472 | 607,356 |
| | | | |
| 4000 - Books/Supplies/Materials | | | |
| 4100 - Textbooks & Reference Material | 98,500 | 126,158 | 156,963 |
| 4310 - Student Instructional Materials | 234,634 | 300,517 | 373,897 |
| 4320 - Other Supplies | 25,000 | 32,020 | 39,838 |
| 4400 - Noncapitalized Equipment | 125,000 | 160,099 | 199,192 |
| TTL Books/Supplies/Materials | 483,134 | 618,793 | 769,890 |

Citrus Springs Charter School
Charter Petition - Financial Projections & Cash Flow
THREE-YEAR FINANCIAL PROJECTION

| Description | 2016-17 (Year 1) | 2017-18 (Year 2) | 2018-19 (Year 3) |
|--|---------------------|---------------------|---------------------|
| 5000 - Services & Operations | | | |
| 5200 - Travel and Conferences | 12,000 | 15,369 | 19,122 |
| 5210 - Mileage | 6,000 | 7,685 | 9,561 |
| 5300 - Dues and Memberships | 10,000 | 12,808 | 15,935 |
| 5400 - Liability Insurance | 25,000 | 32,020 | 39,838 |
| 5500 - Operation and Housekeeping Services | 45,000 | 57,635 | 71,709 |
| 5510 - Utilities (General) | 33,000 | 42,266 | 52,587 |
| 5520 - Janitorial/Custodial | 12,500 | 16,010 | 19,919 |
| 5610 - Facility Rental | 225,000 | 288,177 | 358,545 |
| 5620 - Equipment Leases | 14,000 | 17,931 | 22,309 |
| 5630 - Maintenance & Repair | 10,000 | 12,808 | 15,935 |
| 5800 - Professional/Consulting Services | 25,000 | 32,020 | 39,838 |
| 5810 - Legal | 12,000 | 15,369 | 19,122 |
| 5820 - Audit/CPA Costs | 10,000 | 12,808 | 15,935 |
| 5825 - Business Services | 130,440 | 167,066 | 207,860 |
| 5840 - Advertisement | 20,000 | 25,616 | 31,871 |
| 5850 - Oversight Fee | 31,597 | 40,468 | 50,350 |
| 5855 - Short-term Interest | 35,000 | 44,828 | 55,774 |
| 5860 - Bank Fees | 45,000 | 57,635 | 71,709 |
| 5870 - Livescan (Fingerprinting) | 2,500 | 3,202 | 3,984 |
| 5880 - Instructional Consultants | 46,800 | 59,941 | 74,577 |
| 5890 - Other Services | 12,000 | 15,369 | 19,122 |
| 5900 - Communications (General) | 12,000 | 15,369 | 19,122 |
| 5910 - Telephone | 8,000 | 10,246 | 12,748 |
| 5930 - Postage | 2,500 | 3,202 | 3,984 |
| TTL Services & Operations | 785,337 | 1,005,850 | 1,251,459 |
| TTL EXPENDITURES | 2,905,174 | 3,720,914 | 4,565,643 |
| Revenues less Expenditures | 503,128 | 424,361 | 198,999 |
| Beginning Fund Balance | - | 503,128 | 927,488 |
| Net Revenues | 503,128 | 424,361 | 198,999 |
| ENDING BALANCE | 503,128 | 927,488 | 1,126,487 |
| ENDING BALANCE AS % OF OUTGO | 17.32% | 24.93% | 24.67% |

Citrus Springs Charter School
Charter Petition - Financial Projections & Cash Flow
LOCAL CONTROL FUNDING FORMULA CALCULATOR (2016-17)

STEP 1: Calculate LCFF Floor (Using Authorizer Funding Amounts)

| | | |
|---|------------|-------------|
| LCFF Floor: | \$ | 422,163,039 |
| LCFF Prior Year Gap Funding: | | 78,133,670 |
| Total LCFF Floor: | \$ | 500,296,709 |
| Funded ADA (Santa Ana ESD - estimated for 2015-16): | divided by | 52,306.38 |
| 2015-16 Actual Funding Per ADA (estimated): | \$ | 9,564.74 |

Step 2: Calculate LCFF Target Amount:

| | |
|---|--------|
| 2016-17 Projected Enrollment: | 355 |
| 2016-17 Total Unduplicated Count of Free/Red Lunch, EL and Foster Students: | 271 |
| 2016-17 Unduplicated Count as % of Enrollment (i.e. "Unduplicated %"): | 76.34% |
| District Cap Unduplicated Percentage: | 94.38% |

| | 2016-17 ADA | Base Grant (\$/ADA) | Base Grant (Total \$) | Supp. Grant (Total \$) | Conc. Grant (Total \$) | Total Target Amount (\$) |
|-------------------|----------------|------------------------|--------------------------|---------------------------|---------------------------|-----------------------------|
| 2016-17 K-3 ADA: | 110.67 | 7,944 | 879,162 | 134,230 | 93,807 | 1,107,199 |
| 2016-17 4-6 ADA: | 120.90 | 7,304 | 883,054 | 134,825 | 94,222 | 1,112,101 |
| 2016-17 7-8 ADA: | 93.00 | 7,521 | 699,453 | 106,792 | 74,632 | 880,877 |
| 2016-17 9-12 ADA: | 5.58 | 8,942 | 49,896 | 7,618 | 5,324 | 62,838 |
| Totals: | 330.15 | | 2,511,565 | 383,465 | 267,985 | 3,163,015 |

| | | |
|--|------------|-----------|
| LCFF Target: | \$ | 3,163,015 |
| 2016-17 P-2 ADA: | divided by | 330.15 |
| LCFF Target Per ADA: | \$ | 9,580.54 |
| LCFF Base Grant + Add-On Only Per ADA: | \$ | 7,607.35 |

Step 3: Calculate Current Year LCFF Funding:

| | | |
|---|----|-------------|
| LCFF Target: | \$ | 3,163,015 |
| less: Updated Start Point (Base Year Actual Funding Per ADA x Current ADA): | | (3,157,799) |
| Prior Year Gap per ADA x 2016-17 ADA: | | - |
| Total Difference: | \$ | 5,216 |
| Percentage of Gap Covered in 2016-17: | | 35.550% |
| Dollar Amount of 2016-17 Gap Coverage: | \$ | 1,854 |
| Total 2016-17 LCFF Funding (2014-15 Base Amount + Gap Coverage): | \$ | 3,159,653 |
| Total 2016-17 LCFF Funding Per 2016-17 ADA: | \$ | 9,570.36 |
| % Change in \$/ADA Funding from 2014-15 to 2016-17: | | 0.059% |

Citrus Springs Charter School
Charter Petition - Financial Projections & Cash Flow
LOCAL CONTROL FUNDING FORMULA CALCULATOR (2017-18)

STEP 1: Calculate LCFF Floor (Using Authorizer Funding Amounts)

| | |
|---|-----------------------|
| LCFF Floor: | \$ 422,163,039 |
| LCFF Prior Year Gap Funding: | 78,133,670 |
| Total LCFF Floor: | \$ 500,296,709 |
| Funded ADA (Santa Ana ESD - estimated for 2015-16): | divided by 52,306.38 |
| 2015-16 Actual Funding Per ADA (estimated): | \$ 9,564.74 |

Step 2: Calculate LCFF Target Amount:

| | |
|---|--------|
| 2017-18 Projected Enrollment: | 421 |
| 2017-18 Total Unduplicated Count of Free/Red Lunch, EL and Foster Students: | 316 |
| 2017-18 Unduplicated %: | 75.64% |
| District Cap Unduplicated Percentage: | 94.38% |

| | 2017-18 ADA | Base Grant (\$/ADA) | Base Grant (Total \$) | Supp. Grant (Total \$) | Conc. Grant (Total \$) | Total Target Amount (\$) |
|-------------------|----------------|------------------------|--------------------------|---------------------------|---------------------------|-----------------------------|
| 2017-18 K-3 ADA: | 130.20 | 8,141 | 1,059,958 | 160,350 | 109,388 | 1,329,696 |
| 2017-18 4-6 ADA: | 138.57 | 7,485 | 1,037,196 | 156,907 | 107,039 | 1,301,142 |
| 2017-18 7-8 ADA: | 107.88 | 7,708 | 831,539 | 125,795 | 85,815 | 1,043,149 |
| 2017-18 9-12 ADA: | 14.88 | 9,163 | 136,345 | 20,626 | 14,071 | 171,042 |
| Totals: | 391.53 | | 3,065,038 | 463,678 | 316,313 | 3,845,030 |

| | |
|--|--------------------|
| LCFF Target: | \$ 3,845,030 |
| 2017-18 P-2 ADA: | divided by 391.53 |
| LCFF Target Per ADA: | \$ 9,820.52 |
| LCFF Base Grant + Add-On Only Per ADA: | \$ 7,828.36 |

Step 3: Calculate Current Year LCFF Funding:

| | |
|---|---------------------|
| LCFF Target: | \$ 3,845,030 |
| less: Updated Start Point (Base Year Actual Funding Per ADA x Current ADA): | (3,744,883) |
| Prior Year Gap per ADA x 2017-18 ADA: | (2,199) |
| Total Revised Gap Amount: | \$ 97,948 |
| Percentage of Gap Covered in 2017-18: | 35.110% |
| Dollar Amount of 2017-18 Gap Coverage: | \$ 34,390 |
| Total 2017-18 LCFF Funding (2015-16 Funding + 16-17 Gap Coverage): | \$ 3,781,471 |
| Total 2017-18 LCFF Funding Per 2017-18 ADA: | \$ 9,658.19 |
| % Change in \$/ADA Funding from 2015-16 to 2017-18: | 0.918% |

Citrus Springs Charter School
Charter Petition - Financial Projections & Cash Flow
LOCAL CONTROL FUNDING FORMULA CALCULATOR (2018-19)

STEP 1: Calculate LCFF Floor (Using Authorizer Funding Amounts)

| | | |
|---|------------|--------------------|
| LCFF Floor: | \$ | 422,163,039 |
| LCFF Prior Year Gap Funding: | | 78,133,670 |
| Total LCFF Floor: | \$ | 500,296,709 |
| Funded ADA (Santa Ana ESD - estimated for 2015-16): | divided by | 52,306.38 |
| 2015-16 Actual Funding Per ADA (estimated): | \$ | 9,564.74 |

Step 2: Calculate LCFF Target Amount:

| | |
|---|--------|
| 2018-19 Projected Enrollment: | 485 |
| 2018-19 Total Unduplicated Count of Free/Red Lunch, EL and Foster Students: | 364 |
| 2018-19 Unduplicated %: | 75.42% |
| District Cap Unduplicated Percentage: | 94.38% |

| | 2018-19 ADA | Base Grant (\$/ADA) | Base Grant (Total \$) | Supp. Grant (Total \$) | Conc. Grant (Total \$) | Total Target Amount (\$) |
|-------------------|---------------|------------------------|--------------------------|---------------------------|---------------------------|-----------------------------|
| 2018-19 K-3 ADA: | 156.24 | 8,375 | 1,308,510 | 197,376 | 133,599 | 1,639,485 |
| 2018-19 4-6 ADA: | 158.10 | 7,700 | 1,217,370 | 183,628 | 124,293 | 1,525,291 |
| 2018-19 7-8 ADA: | 120.90 | 7,929 | 958,616 | 144,598 | 97,875 | 1,201,089 |
| 2018-19 9-12 ADA: | 15.81 | 9,426 | 149,025 | 22,479 | 15,215 | 186,719 |
| Totals: | 451.05 | | 3,633,521 | 548,081 | 38,999,700 | 4,552,584 |

| | | |
|--|------------|------------------|
| LCFF Target: | \$ | 4,552,584 |
| 2018-19 P-2 ADA: | divided by | 451.05 |
| LCFF Target Per ADA: | \$ | 10,093.30 |
| LCFF Base Grant + Add-On Only Per ADA: | \$ | 8,055.69 |

Step 3: Calculate Current Year LCFF Funding:

| | | |
|---|-----------|------------------|
| LCFF Target: | \$ | 4,552,584 |
| less: Updated Start Point (Base Year Actual Funding Per ADA x Current ADA): | | (4,314,176) |
| Prior Year Gaps per ADA x 2018-19 ADA: | | (42,151) |
| Total Revised Gap Amount: | \$ | 196,257 |
| Percentage of Gap Covered in 2018-19: | | 19.880% |
| Dollar Amount of 2018-19 Gap Coverage: | \$ | 39,016 |
| Total 2018-19 LCFF Funding (2016-17 Funding + 17-18 Gap Coverage): | \$ | 4,395,343 |
| Total 2018-19 LCFF Funding Per 2018-19 ADA: | \$ | 9,744.69 |
| % Change in \$/ADA Funding from 2016-17 to 2018-19: | | 0.896% |

**Citrus Springs Charter School
Charter Petition - Financial Projections & Cash Flow
FUNDING CALCULATIONS**

| | | |
|---|---|------------------------|
| 2016-17 (Year 1) | Net State Funding COLA over prior year = | 1.600% |
| GENERAL PURPOSE ENTITLEMENT | | TOTALS |
| | <u>\$/ADA</u> <u>ADA</u> <u>Subtotal</u> | |
| Total LCFF Funding: | \$ 9,570.36 330.15 \$ 3,159,653 | |
| Estimated Local In-Lieu-Of Tax Portion: | \$ 2,476.39 330.15 | \$ 817,580.00 |
| Education Protection Account Portion: | \$ 200.00 330.15 | 66,030.00 |
| Remaining State Aid Portion: | \$ 6,893.97 330.15 | 2,276,043.00 |
| | TOTAL GENERAL PURPOSE ENTITLEMENT | \$ 3,159,653.00 |
| FEDERAL REVENUES | | |
| Title I Funding | \$ - | |
| Title II Part A | - | |
| Title III LEP | - | |
| Total Federal Title I-III Funding: | | - |
| Other Federal Revenues | | |
| PCSGP Startup/Implementation Grant | \$ - | |
| Federal IDEA Special Education | - | |
| Other Federal Revenue | - | |
| Total Other Federal Revenues: | | - |
| | TOTAL FEDERAL REVENUES | \$ - |
| OTHER STATE REVENUES | | |
| Non-Prop 20 Lottery (not rec'd until Year 2) | \$ - 345 - | |
| Prop 20 Lottery (not rec'd until Year 2) | - 345 - | |
| Additional Other State Revenues | | |
| Mandate Block Grant | 4,778.00 | |
| State Special Education (AB602) | - | |
| SPED Mental Health (all tiers) | - | |
| Prior Year Corrections/Adjustments | - | |
| Prop 39 Energy Planning Funds (one-time) | 51,000.00 | |
| Total Additional Other State Revenues: | | 55,778.00 |
| | TOTAL OTHER STATE REVENUES | \$ 55,778.00 |
| OTHER LOCAL REVENUES | | |
| Interest Earnings: | | \$ 1,000.00 |
| Local Special Education Revenues: | | 191,870.40 |
| Additional Other Local Revenues | | |
| Local Donations/Contributions | \$ - | |
| Other Local Revenues | - | |
| Total Additional Other Local Revenues: | | - |
| | TOTAL OTHER LOCAL REVENUES | \$ 192,870.40 |
| | TOTAL REVENUES | \$ 3,408,301.40 |

Citrus Springs Charter School
Charter Petition - Financial Projections & Cash Flow
FUNDING CALCULATIONS

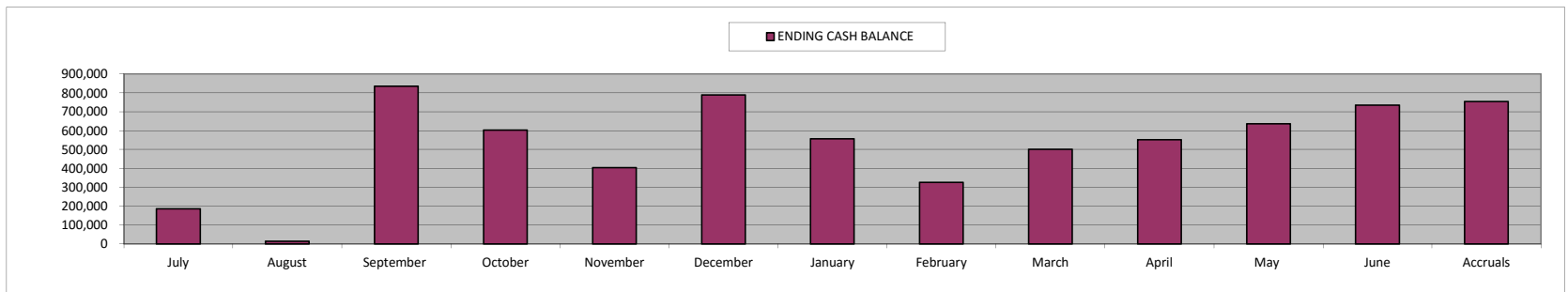
| | | | |
|---|---|--------------|------------------------|
| 2017-18 (Year 2) | Net State Funding COLA over prior year = | 2.48% | |
| GENERAL PURPOSE ENTITLEMENT | | | |
| | <u>\$/ADA</u> | <u>ADA</u> | <u>Subtotal</u> |
| Total LCFF Funding: | \$ 9,658.19 | 391.53 | \$ 3,781,471 |
| Estimated Local In-Lieu-Of Tax Portion: | \$ 2,476.39 | 391.53 | \$ 969,581.00 |
| Education Protection Account Portion: | \$ 200.00 | 391.53 | 66,030.00 |
| Remaining State Aid Portion: | \$ 6,981.80 | 391.53 | 2,745,860.00 |
| TOTAL GENERAL PURPOSE ENTITLEMENT | | | \$ 3,781,471.00 |
| FEDERAL REVENUES | | | |
| Title I Funding | | \$ - | |
| Title II Part A | | - | |
| Title III LEP | | - | |
| Total Federal Title I-III Funding: | | | - |
| Other Federal Revenues | | | |
| PCSGP Startup/Implementation Grant | | \$ - | |
| Federal IDEA Special Education | | - | |
| Other Federal Revenue | | - | |
| Total Other Federal Revenues: | | | - |
| TOTAL FEDERAL REVENUES | | | \$ - |
| OTHER STATE REVENUES | | | |
| Non-Prop 20 Lottery | \$ 140.00 | 754 | 105,560.00 |
| Prop 20 Lottery | 41.00 | 754 | 30,914.00 |
| | | | 136,474.00 |
| Additional Other State Revenues | | | |
| Mandate Block Grant | | | 5,898.00 |
| State Special Education (AB602) | | | - |
| SPED Mental Health (all tiers) | | | - |
| Prior Year Corrections/Adjustments | | | - |
| Other State Revenues | | | - |
| Total Additional Other State Revenues: | | | 5,898.00 |
| TOTAL OTHER STATE REVENUES | | | \$ 142,372.00 |
| OTHER LOCAL REVENUES | | | |
| Interest Earnings: | | | \$ 1,000.00 |
| Local Special Education Revenues: | | | 220,431.39 |
| Additional Other Local Revenues | | | |
| Local Donations/Contributions | | \$ - | |
| Other Local Revenues | | - | |
| Total Additional Other Local Revenues: | | | - |
| TOTAL OTHER LOCAL REVENUES | | | \$ 221,431.39 |
| TOTAL REVENUES | | | \$ 4,145,274.39 |

**Citrus Springs Charter School
Charter Petition - Financial Projections & Cash Flow
FUNDING CALCULATIONS**

| | | |
|---|---|------------------------|
| 2018-19 (Year 3) | Net State Funding COLA over prior year = | 2.87% |
| GENERAL PURPOSE ENTITLEMENT | | TOTALS |
| | <u>\$/ADA</u> <u>ADA</u> <u>Subtotal</u> | |
| Total LCFF Funding: | \$ 9,744.69 451.05 \$ 4,395,343 | |
| Estimated Local In-Lieu-Of Tax Portion: | \$ 2,476.39 451.05 | \$ 1,116,976.00 |
| Education Protection Account Portion: | \$ 200.00 451.05 | 66,030.00 |
| Remaining State Aid Portion: | \$ 7,068.30 451.05 | 3,212,337.00 |
| | TOTAL GENERAL PURPOSE ENTITLEMENT | \$ 4,395,343.00 |
| FEDERAL REVENUES | | |
| Title I Funding | \$ - | |
| Title II Part A | - | |
| Title III LEP | - | |
| Total Federal Title I-III Funding: | | - |
| Other Federal Revenues | | |
| PCSGP Startup/Implementation Grant | \$ - | |
| Federal IDEA Special Education | - | |
| Other Federal Revenue | - | |
| Total Other Federal Revenues: | | - |
| | TOTAL FEDERAL REVENUES | \$ - |
| OTHER STATE REVENUES | | |
| Non-Prop 20 Lottery | \$ 140.00 471 86,908.42 | |
| Prop 20 Lottery | 41.00 471 20,692.48 | |
| | | 107,600.90 |
| Additional Other State Revenues | | |
| Mandate Block Grant | 6,757.00 | |
| State Special Education (AB602) | - | |
| SPED Mental Health (all tiers) | - | |
| Prior Year Corrections/Adjustments | - | |
| Other State Revenues | - | |
| Total Additional Other State Revenues: | | 6,757.00 |
| | TOTAL OTHER STATE REVENUES | \$ 114,357.90 |
| OTHER LOCAL REVENUES | | |
| Interest Earnings: | | \$ 1,000.00 |
| Local Special Education Revenues: | | 253,941.15 |
| Additional Other Local Revenues | | |
| Local Donations/Contributions | \$ - | |
| Other Local Revenues | - | |
| Total Additional Other Local Revenues: | | - |
| | TOTAL OTHER LOCAL REVENUES | \$ 254,941.15 |
| | TOTAL REVENUES | \$ 4,764,642.05 |

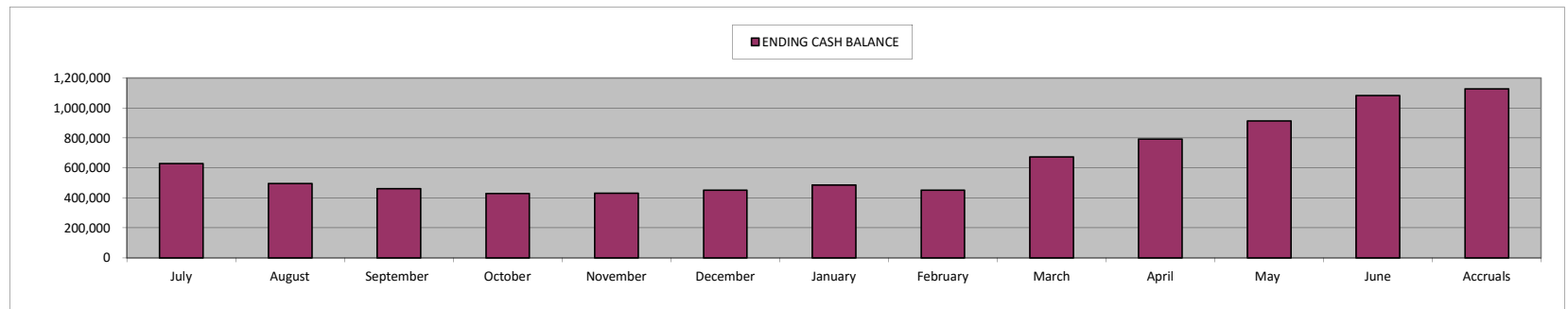
Citrus Springs Charter School
Charter Petition - Financial Projections & Cash Flow
2016-17 Projected Monthly Cash Flow Statement

| Description | 2016-17 Budget | July | August | September | October | November | December | January | February | March | April | May | June | Accruals | Total For Year |
|--------------------------------------|------------------|----------------|------------------|------------------|------------------|------------------|----------------|------------------|------------------|----------------|----------------|----------------|----------------|----------------|------------------|
| BEGINNING CASH | | 0 | 186,363 | 13,551 | 834,587 | 603,275 | 404,109 | 788,341 | 557,029 | 325,717 | 500,086 | 552,220 | 635,290 | 734,867 | 0 |
| CASH INFLOWS | | | | | | | | | | | | | | | |
| REVENUES | | | | | | | | | | | | | | | |
| General Purpose Block Grant | 2,276,043 | - | - | 842,136 | - | - | 409,688 | - | - | 204,844 | 204,844 | 204,844 | 204,844 | 204,844 | 2,276,043 |
| Education Protection Account | 66,030 | - | - | 16,508 | - | - | 16,508 | - | - | 16,508 | - | - | 16,508 | - | 66,030 |
| In-Lieu-Of Property Taxes | 817,580 | - | - | 228,922 | - | - | 147,164 | - | - | 147,164 | 73,582 | 73,582 | 73,582 | 73,582 | 817,580 |
| Federal Revenues | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Lottery Revenues | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other State Revenues | 55,778 | - | - | 20,638 | - | - | 10,040 | - | - | 5,020 | 5,020 | 5,020 | 5,020 | 5,020 | 55,778 |
| Other Local Revenues | 192,870 | - | - | 32,145 | - | 32,145 | 32,145 | - | - | 32,145 | - | 32,145 | 32,145 | - | 192,870 |
| Accounts Receivable (net change) | | | | | | | | | | | | | | | |
| Loan Proceeds and other Cash Inflows | | 250,000 | | | | | | | | | | | | | 250,000 |
| TTL CASH INFLOWS | 3,408,301 | 250,000 | - | 1,140,349 | - | 32,145 | 615,545 | - | - | 405,681 | 283,446 | 315,591 | 332,099 | 283,446 | 3,658,301 |
| CASH OUTFLOWS | | | | | | | | | | | | | | | |
| EXPENDITURES | | | | | | | | | | | | | | | |
| All Certificated Salaries | 963,500 | 8,989 | 80,292 | 80,292 | 80,292 | 80,292 | 80,292 | 80,292 | 80,292 | 80,292 | 80,292 | 80,292 | 80,292 | 71,303 | 963,500 |
| All Classified Salaries | 252,000 | 12,000 | 21,000 | 21,000 | 21,000 | 21,000 | 21,000 | 21,000 | 21,000 | 21,000 | 21,000 | 21,000 | 21,000 | 9,000 | 252,000 |
| All Benefits | 421,203 | 7,273 | 35,100 | 35,100 | 35,100 | 35,100 | 35,100 | 35,100 | 35,100 | 35,100 | 35,100 | 35,100 | 35,100 | 27,827 | 421,203 |
| All Materials & Supplies | 483,134 | 38,450 | 34,510 | 34,510 | 34,510 | 34,510 | 34,510 | 34,510 | 34,510 | 34,510 | 34,510 | 35,719 | 35,719 | 62,660 | 483,134 |
| All Services and Operations | 785,337 | 26,425 | 60,411 | 60,411 | 60,411 | 60,411 | 60,411 | 60,411 | 60,411 | 60,411 | 60,411 | 60,411 | 60,411 | 94,396 | 785,337 |
| All Capital Outlay | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| All Other Expenditures | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Net Change in Payables | - | (29,500) | (58,500) | 88,000 | | | | | | | | | | | |
| Fixed Asset Acquisitions | | | | | | | | | | | | | | | |
| Loan Repayment and Other Outflows | | | | | | | | | | | | | | | |
| TTL CASH OUTFLOWS | 2,905,174 | 63,637 | 172,812 | 319,312 | 231,312 | 231,312 | 231,312 | 231,312 | 231,312 | 231,312 | 231,312 | 232,521 | 232,521 | 265,186 | 2,905,174 |
| NET INFLOWS/OUTFLOWS | 503,128 | 186,363 | (172,812) | 821,037 | (231,312) | (199,167) | 384,233 | (231,312) | (231,312) | 174,369 | 52,134 | 83,070 | 99,577 | 18,261 | |
| ENDING CASH BALANCE | | 186,363 | 13,551 | 834,587 | 603,275 | 404,109 | 788,341 | 557,029 | 325,717 | 500,086 | 552,220 | 635,290 | 734,867 | 753,128 | |



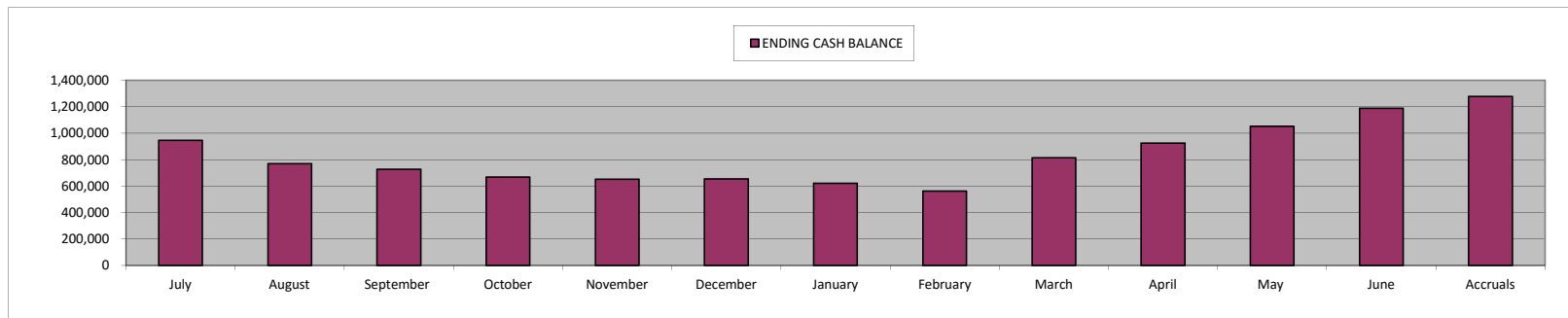
Citrus Springs Charter School
Charter Petition - Financial Projections & Cash Flow
2017-18 Projected Monthly Cash Flow Statement

| Description | 2017-18 Budget | July | August | September | October | November | December | January | February | March | April | May | June | Accruals | Total For Year |
|--------------------------------------|------------------|------------------|------------------|-----------------|-----------------|----------------|----------------|----------------|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|
| BEGINNING CASH | | 734,867 | 628,818 | 495,658 | 461,652 | 427,747 | 430,747 | 450,255 | 484,587 | 450,682 | 672,411 | 792,280 | 913,388 | 1,081,752 | 734,867 |
| CASH INFLOWS | | | | | | | | | | | | | | | |
| REVENUES | | | | | | | | | | | | | | | |
| General Purpose Block Grant | 2,745,860 | - | 113,802 | 113,802 | 204,844 | 204,844 | 204,844 | 204,844 | 204,844 | 298,807 | 298,807 | 298,807 | 298,807 | 298,807 | 2,745,860 |
| Education Protection Account | 66,030 | - | - | 16,508 | - | - | 16,508 | - | - | 16,508 | - | - | 16,508 | - | 66,030 |
| In-Lieu-Of Property Taxes | 969,581 | - | 49,055 | 98,110 | 65,406 | 65,406 | 65,406 | 65,406 | 65,406 | 165,128 | 82,564 | 82,564 | 82,564 | 82,564 | 969,581 |
| Federal Revenues | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Lottery Revenues | 136,474 | - | - | - | - | - | - | 68,237 | - | - | 34,119 | - | - | 34,119 | 136,474 |
| Other State Revenues | 5,898 | - | 244 | 244 | 440 | 440 | 440 | 440 | 440 | 642 | 642 | 642 | 642 | 642 | 5,898 |
| Other Local Revenues | 221,431 | - | - | 36,905 | - | 36,905 | 36,905 | - | - | 36,905 | - | 36,905 | 36,905 | - | 221,431 |
| Accounts Receivable (net change) | | 278,426 | - | 5,020 | - | - | - | - | - | - | - | - | - | - | 283,446 |
| Loan Proceeds and other Cash Inflows | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TTL CASH INFLOWS | 4,145,274 | 278,426 | 163,101 | 270,589 | 270,690 | 307,595 | 324,103 | 338,927 | 270,690 | 517,990 | 416,132 | 418,918 | 435,426 | 416,132 | 4,428,720 |
| CASH OUTFLOWS | | | | | | | | | | | | | | | |
| EXPENDITURES | | | | | | | | | | | | | | | |
| All Certificated Salaries | 1,234,040 | 11,513 | 102,837 | 102,837 | 102,837 | 102,837 | 102,837 | 102,837 | 102,837 | 102,837 | 102,837 | 102,837 | 102,837 | 91,324 | 1,234,040 |
| All Classified Salaries | 322,759 | 15,369 | 26,897 | 26,897 | 26,897 | 26,897 | 26,897 | 26,897 | 26,897 | 26,897 | 26,897 | 26,897 | 26,897 | 11,527 | 322,759 |
| All Benefits | 539,472 | 9,315 | 44,956 | 44,956 | 44,956 | 44,956 | 44,956 | 44,956 | 44,956 | 44,956 | 44,956 | 44,956 | 44,956 | 35,641 | 539,472 |
| All Materials & Supplies | 618,793 | 49,246 | 44,199 | 44,199 | 44,199 | 44,199 | 44,199 | 44,199 | 44,199 | 44,199 | 44,199 | 45,748 | 15,000 | 111,003 | 618,793 |
| All Services and Operations | 1,005,850 | 33,845 | 77,373 | 77,373 | 77,373 | 77,373 | 77,373 | 77,373 | 77,373 | 77,373 | 77,373 | 77,373 | 77,373 | 120,901 | 1,005,850 |
| All Capital Outlay | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| All Other Expenditures | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Net Change in Payables | - | 265,186 | - | - | - | - | - | - | - | - | - | - | - | - | 265,186 |
| Fixed Asset Acquisitions | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Loan Repayment and Other Outflows | - | - | - | 8,333 | 8,333 | 8,333 | 8,333 | 8,333 | 8,333 | - | - | - | - | - | 50,000 |
| TTL CASH OUTFLOWS | 3,720,914 | 384,475 | 296,262 | 304,595 | 304,595 | 304,595 | 304,595 | 304,595 | 304,595 | 296,262 | 296,262 | 297,811 | 267,062 | 370,395 | 4,036,099 |
| NET INFLOWS/OUTFLOWS | 424,361 | (106,049) | (133,160) | (34,006) | (33,905) | 3,000 | 19,508 | 34,332 | (33,905) | 221,728 | 119,870 | 121,108 | 168,364 | 45,737 | |
| ENDING CASH BALANCE | | 628,818 | 495,658 | 461,652 | 427,747 | 430,747 | 450,255 | 484,587 | 450,682 | 672,411 | 792,280 | 913,388 | 1,081,752 | 1,127,488 | |



Citrus Springs Charter School
Charter Petition - Financial Projections & Cash Flow
2018-19 Projected Monthly Cash Flow Statement

| Description | 2018-19 Budget | July | August | September | October | November | December | January | February | March | April | May | June | Accruals | Total For Year |
|--------------------------------------|------------------|------------------|------------------|-----------------|-----------------|-----------------|----------------|-----------------|-----------------|----------------|----------------|------------------|------------------|------------------|------------------|
| BEGINNING CASH | | 1,081,752 | 945,413 | 768,767 | 726,480 | 667,918 | 651,726 | 652,041 | 620,379 | 561,817 | 812,810 | 924,697 | 1,050,126 | 1,187,949 | 1,081,752 |
| CASH INFLOWS | | | | | | | | | | | | | | | |
| REVENUES | | | | | | | | | | | | | | | |
| General Purpose Block Grant | 3,212,337 | - | 137,293 | 137,293 | 247,127 | 247,127 | 247,127 | 247,127 | 247,127 | 340,423 | 340,423 | 340,423 | 340,423 | 340,423 | 3,212,337 |
| Education Protection Account | 66,030 | - | - | 16,508 | - | - | 16,508 | - | - | 16,508 | - | - | 16,508 | - | 66,030 |
| In-Lieu-Of Property Taxes | 1,116,976 | - | 49,055 | 98,110 | 65,406 | 65,406 | 65,406 | 65,406 | 65,406 | 214,260 | 107,130 | 107,130 | 107,130 | 107,130 | 1,116,976 |
| Federal Revenues | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Lottery Revenues | 107,601 | - | - | - | - | - | - | 26,900 | - | - | 26,900 | - | - | 53,800 | 107,601 |
| Other State Revenues | 6,757 | - | 289 | 289 | 520 | 520 | 520 | 520 | 520 | 716 | 716 | 716 | 716 | 716 | 6,757 |
| Other Local Revenues | 254,941 | - | - | 42,370 | - | 42,370 | 42,370 | - | - | 42,370 | - | 42,370 | - | 43,090 | 254,941 |
| Accounts Receivable (net change) | | 381,371 | - | 34,760 | - | - | - | - | - | - | - | - | - | - | 416,132 |
| Loan Proceeds and other Cash Inflows | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TTL CASH INFLOWS | 4,764,642 | 381,371 | 186,637 | 329,330 | 313,054 | 355,424 | 371,931 | 339,954 | 313,054 | 614,277 | 475,169 | 490,639 | 464,776 | 545,159 | 5,180,774 |
| CASH OUTFLOWS | | | | | | | | | | | | | | | |
| EXPENDITURES | | | | | | | | | | | | | | | |
| All Certificated Salaries | 1,535,368 | 14,324 | 127,947 | 127,947 | 127,947 | 127,947 | 127,947 | 127,947 | 127,947 | 127,947 | 127,947 | 127,947 | 127,947 | 113,623 | 1,535,368 |
| All Classified Salaries | 401,570 | 19,122 | 33,464 | 33,464 | 33,464 | 33,464 | 33,464 | 33,464 | 33,464 | 33,464 | 33,464 | 33,464 | 33,464 | 14,342 | 401,570 |
| All Benefits | 607,356 | 10,488 | 50,613 | 50,613 | 50,613 | 50,613 | 50,613 | 50,613 | 50,613 | 50,613 | 50,613 | 50,613 | 50,613 | 40,125 | 607,356 |
| All Materials & Supplies | 769,890 | 61,271 | 54,992 | 54,992 | 54,992 | 54,992 | 54,992 | 54,992 | 54,992 | 54,992 | 56,919 | 56,919 | 18,663 | 138,107 | 769,890 |
| All Services and Operations | 1,251,459 | 42,109 | 96,266 | 96,266 | 96,266 | 96,266 | 96,266 | 96,266 | 96,266 | 96,266 | 96,266 | 96,266 | 96,266 | 150,423 | 1,251,459 |
| All Capital Outlay | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| All Other Expenditures | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Net Change in Payables | - | 370,395 | - | - | - | - | - | - | - | - | - | - | - | - | 370,395 |
| Fixed Asset Acquisitions | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Loan Repayment and Other Outflows | - | - | - | 8,333 | 8,333 | 8,333 | 8,333 | 8,333 | 8,333 | - | - | - | - | - | 50,000 |
| TTL CASH OUTFLOWS | 4,565,643 | 517,710 | 363,283 | 371,616 | 371,616 | 371,616 | 371,616 | 371,616 | 371,616 | 363,283 | 363,283 | 365,210 | 326,953 | 456,620 | 4,986,038 |
| NET INFLOWS/OUTFLOWS | 198,999 | (136,339) | (176,646) | (42,287) | (58,562) | (16,192) | 315 | (31,662) | (58,562) | 250,994 | 111,886 | 125,429 | 137,823 | 88,538 | |
| ENDING CASH BALANCE | | 945,413 | 768,767 | 726,480 | 667,918 | 651,726 | 652,041 | 620,379 | 561,817 | 812,810 | 924,697 | 1,050,126 | 1,187,949 | 1,276,487 | |



Sample Quest Academy Bell Schedule

MONDAY - FRIDAY SCHEDULE

| | |
|--------------------------|---------------|
| Community Meeting | 8:15 - 8:30 |
| 1st Work Block | 8:30 - 10:45 |
| Nutrition Break & Recess | 10:45 - 11:00 |
| 2nd Work Block | 11:00 - 12:30 |
| Lunch | 12:30 - 1:00 |
| 3rd Work Block | 1:00- 3:00 |

Wednesday (LATE START) SCHEDULE

| | |
|--------------------------|--------------|
| Community Meeting | 9:15 - 9:30 |
| 1st Work Block | 9:30 - 11:00 |
| Nutrition Break & Recess | 11:00-11:15 |
| 2nd Work Block | 11:15-12:45 |
| Lunch | 12:45 - 1:15 |
| 3rd Work Block | 1:15-3:00 |



2015-16 Attendance & 185 Credentialed Staff Calendar

July 2015 (0 days)

| M | T | W | TH | F |
|----|----|----|----|----|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

August 2015 (5 days)

*Homeschool **Academies

| M | T | W | TH | F |
|------|----|-----|------|----|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12* | 13 | 14 |
| 17 | 18 | 19 | 20** | 21 |
| 24** | 25 | 26 | 27 | 28 |
| 31 | | | | |

September 2015 (20 days)

| M | T | W | TH | F |
|----|----|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |

October 2015 (21 days)

| M | T | W | TH | F |
|----|----|----|----|----|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

November 2015 (14 days)

| M | T | W | TH | F |
|----|----|----|----|----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

December 2015 (13 days)

| M | T | W | TH | F |
|----|----|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

January 2016 (19 days)

| M | T | W | TH | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

February 2016 (19 days)

| M | T | W | TH | F |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | | | | |

March 2016 (17 days) ^{Easter 3/27}

| M | T | W | TH | F |
|----|----|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

April 2016 (21 days)

| M | T | W | TH | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

May 2016 (21 days)

| M | T | W | TH | F |
|----|----|----|----|----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

June 2016 (5 days)

*Homeschool

| M | T | W | TH | F |
|----|----|-----|----|----|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15* | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | |

Yellow = Staff Development/Non-Student Day

Green = First Day of Semester

Orange = Last Day of School

Brown = Last Day of Semester

Blue = Holiday/Non-Student Day

Lavender = 185 Credentialed Staff Off/Non-Student Day

Pink = P1/P2

(1st semester – 87 days; 2nd semester – 88 days)

Holidays included:

- September 7, 2015 – Labor Day
- November 11, 2015 – Veteran's Day
- November 26, 2015 – Thanksgiving
- January 18, 2016 – Martin Luther King Day
- February 15, 2016 – President's Day
- May 30, 2016 – Memorial Day

Assessment Dates:

- CAHSEE:
- CAASPP: Window TBD



S.P.R.E.E.



Student Parent Regional Educational Events 2015-2016

WHAT IS S.P.R.E.E.?

Homeschool S.P.R.E.E. events include fun, make-it-take-it, educational workshops for our K-8 students. Parents will enjoy a separate workshop, "The Passion Driven Homeschool" that also counts as the Renewal Course #4 for our Parent Certification Program. At the Riverside event on 11/9/15 and the Orange County event on 12/2/15, parents may also choose to attend an IEW Writing Workshop if they prefer. This gives parents a chance to collaborate and exchange ideas with other Homeschool parents, while your K-8 children have an opportunity to socialize with their peers in a fun, workshop atmosphere! Workshops are provided by our fabulous ESs, credentialed staff, and vendors! Each event is a little bit different in what it offers and it lasts about 3 hours in the morning. Childcare will be provided for toddlers age 3 and older, and potty trained.

This year our theme for students is:

DR. SEUSS!

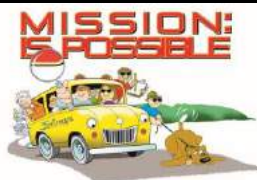


| DATE | TIME | LOCATION |
|----------|----------------|---|
| 9-25-15 | 9:00AM-12:30PM | 1 ST Congregational Church 3041 N. Sierra Way, San Bernardino |
| 10-8-15 | 9:00AM-12:30PM | Las Palmas Community Church 47683 Monroe St., Indio |
| 10-16-15 | 9:00AM-12:30PM | Murrieta Methodist Church 24652 Adams Ave., Murrieta |
| 11-9-15 | 9:00AM-12:30PM | Riverside Student Center 3050 Chicago Ave., Riverside |
| 12-2-15 | 9:00AM-12:30PM | St. George Episcopal Church 23802 Avenida De La Carlota, Laguna Hills |

REGISTER NOW on our website! Go to "Get Involved", "For Students", "Academic Events and Opportunities", "SPREE"

QUESTIONS? Contact kerri.hodak@springscs.org





IMPORTANT DATES AND INFO FOR HOMESCHOOL EVENTS 2015-2016

***PARENTS/ESs- This information is subject to change. Always check our website for FINAL date and location information.**

| EVENT | DATE | PLACE | TIME |
|---|------------|--|---|
| SPREE and Parent Cert Course #4 | 9/25/2015 | San Bernardino, 1st Congregational, 3041 N. Sierra Way, S.B. | 9:00am-12:30pm (Register 8:30am) |
| SPREE and Parent Cert Course #4 | 11/9/2015 | Riverside (Riverside Student Center), 3030 Chicago Ave., Riverside | 9:00am-12:30pm (Register 8:30am) |
| SPREE and Parent Cert Course #4 | 10/16/2015 | Methodist Church, 24652 Adams Ave., Murrieta | 9:00am-12:30pm (Register 8:30am) |
| SPREE and Parent Cert Course #4 | 10/8/2015 | Las Palmas Community Church, 47683 Monroe St., Indio | 9:00am-12:30pm (Register 8:30am) |
| SPREE and Parent Cert Course #4 | 12/2/2015 | St. George Episcopal Church, 23802 Avenida De La Carlota, Laguna Hills | 9:00am-12:30pm (Register 8:30am) |
| Parent Cert Course #1, 2 & 3 | 9/9/2015 | Temecula –Springs Event Center, 43174 Business Park Dr., STE 103, Temecula | 9:00am-3:00pm |
| Parent Cert Course #1, 2 & 3 | 9/14/2015 | Riverside-Riverside Student Center, 3050 Chicago Ave, Riverside | 9:00am-3:00pm |
| Parent Cert Course #1, 2 & 3 | 11/16/15 | OC- St. George Episcopal Church, 23802 Avenida De La Carlota, Laguna Hills | 9:00am-3:00pm |
| Math Extravaganza | 3/2/2016 | Springs Event Center-43174 Business Park Dr., Temecula | 3:00pm-6:00pm |
| Spelling Bee | 1/15/2016 | Springs Event Center- 43174 Business Park Dr., Temecula | 1:00pm-4:00pm (Participants must arrive by 12:15pm) |
| Writing Extravaganza Part One | 12/10/2015 | Springs Event Center- 43174 Business Park Dr., Temecula | 9:00am-12:00pm |
| Writing Extravaganza Part Two | 3/31/2016 | Springs Event Center-43174 Business Park Dr., Temecula | 9:00am-12:00pm |
| Talent Show Auditions | 3/7/2016 | Temecula-Springs Event Center, 43174 Business Park Dr. | 2:00pm-4:00pm |
| Talent Show Auditions | 3/10/2016 | Riverside-Riverside Student Center, 3030 Chicago Ave., Riverside | 4:00pm-6:00pm |
| Talent Show /Inspired Learner Expo | 4/22/2016 | TBA/Riverside or Temecula | 1:00pm-4:00pm |
| Homeschool Science Fair Orientation | 11/5/2015 | Springs Event Center-43174 Business Park Dr., STE 103, Temecula | 10:00am-12:00pm |
| Homeschool Science Fair Interview and Judging | 2/10/2016 | Temecula-Admin Training Room, 43448 Business Park Dr. | 12:00pm-3:00pm |
| Schoolwide Science Fair | 2/19/2016 | Temecula-Springs Event Center, 43174 Business Park Dr., STE 103 | Project Drop off 10:00am |
| Homeschool History Day Orientation | 11/3/2015 | Springs Event Center-Temecula, 43174 Business Park Dr., STE 103 | 3:30pm-5:00pm |
| School Wide History Day | 1/28/2016 | Temecula-Springs Event Center, 43174 Business Park Dr., STE 103 | TBA |



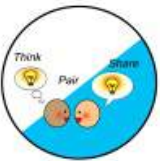
Registration and Information on our Website
 "Click" on "Get Involved", "Student Events", "Academic Events and Opportunities".

Questions? Kerri.hodak@srpringscs.org

POWERTOOLS



The 2013 Five



Think-Pair-Share— a cooperative learning technique that supports students to think through questions using these three distinct steps.



SQ3R—a reading strategy used to aid comprehension and access difficult text. The acronym stands for Survey, Question, Read, Recite and Review.



RAFT—a flexible writing strategy. **R** is for the role of the writer; **A** is for the audience the writer addresses; **F** is for the form or format of the writing; **T** is for the topic of the writing.



Questioning—a strategy for classifying thinking according to levels of complexity. We think of it as a stairway to encourage higher-level thinking.



POWER Writing—a strategy to improve writing skills using a process. POWER is an acronym for **P**lan, **O**rganize, **W**rite, **R**evise, and **E**dit and represents the steps in the writing process



Graphic Organizers— a strategy that encompasses a variety of note-taking formats that show relationships among ideas and helps scaffold learning.

The 2014 Five



Notes—a method to help students break-down and organize information.



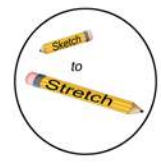
Journals— a writing strategy to help students process information, organize, reflect and to promote writing fluency.



RIP (Repetition, Imagery & Pattern)—a strategy to increase retention through using repetition, images and patterns.



Connect—an active reading strategy that helps students connect to things that they already know about.



Sketch-to Stretch—a strategy that teaches students to visualize the main idea and concepts and to stretch their thinking understanding.



Graphic Organizers— a strategy that encompasses a variety of note-taking formats that show relationships among ideas and helps scaffold learning.

The 2015 Five



Summarize—a strategy that helps students to identify the most important ideas in a text.



Mind Maps— a strategy for helping students order and structure their thinking through mentally mapping words or/and concepts.



Cover-and-Tell— a reading comprehension strategy that enables a student to independently, break up their reading into smaller parts, giving them a chance to focus on what they just read and retell the information.



VIP— a strategy is used to support readers in their efforts to navigate through the text, comprehend challenging material, reflect on key points or ideas, make connections, and clarify understanding.



Graphic Organizers— a strategy that encompasses a variety of note-taking formats that show relationships among ideas and helps scaffold learning.

| Taught ✓ | Practiced ✓ | Mastery Date | Second Grade Math “I Can” Statements |
|----------|-------------|--------------|--|
| | | | 1. I CAN add and subtract within 100 and use what I know to solve word problems. |
| | | | 2. I CAN know my addition and subtraction facts within 20 and know from memory all sums of two one-digit numbers. |
| | | | 3. I CAN group up to 20 objects to tell if a number is odd or even by finding pairs or counting by 2's. |
| | | | 4. I CAN show my multiplication tables for 2's, 5's and 10's by using repeated addition, arrays, or by counting with multiples. |
| | | | 5. I CAN read, write and count numbers forward and backward to 1,000 using 2s, 5s, 10s and 100s. |
| | | | 6. I CAN count, read, compare, write, order, and place numbers from least to greatest in value up to 1,000 by using the symbols $<$, $>$, and $=$. |
| | | | 7. I CAN add and subtract tens and hundreds in my head and explain how I found my answer. |
| | | | 8. I CAN add and subtract three-digit numbers and add more than two big numbers using what I know about place value and properties of operations. |
| | | | 9. I CAN add and subtract within 1000 using models, drawings, regrouping, properties, estimation and correct understanding of place value. |
| | | | 10. I CAN count money (bills, quarters, dimes, nickels and pennies) and use that knowledge to solve word problems using dollar and cent signs correctly. |
| | | | 11. I CAN measure, estimate and compare the lengths of objects using measuring tools. |
| | | | 12. I CAN tell time to the nearest 5 minutes using a.m. and p.m. and know the number of minutes in an hour, days in a week, and days in a month. |
| | | | 13. I CAN make and use a table to organize data and use it to make a line plot, picture graph and bar graph. |
| | | | 14. I CAN name and draw triangles, quadrilaterals, pentagons, hexagons and cubes. |
| | | | 15. I CAN divide circles and rectangles into equal parts, find the area and use fraction words to name the parts. |

Math Power Words

Regroup, hour, multiply, solid figure, minute, unit, array, difference, sum, polygon, Equation

Math Fluency Focus

Add/Subtract Within 100 (% Accurate) 1st Semester Fluency _____ 2nd Semester Fluency _____



SPRINGS CHARTER SCHOOL Homeschool Parent Certification Program

Springs Charter School is excited to offer our Parent Certification Program for SCS full-time homeschool parents. Our goal is for our parents to receive training that will enhance their skills as a home educator.

REQUIREMENTS: In order to become certified, parents will need to complete **three (3) core courses, four (4) electives, and one (1) Final Project**

Core: Courses are offered several times throughout the year at various locations. You can also take them online.

| | | | |
|------------------------------|------------|--|---------------|
| Parent Cert Course #1, 2 & 3 | 9/9/2015 | Temecula –Springs Event Center, 43174 Business Park Dr., STE 103, Temecula | 9:00am-3:00pm |
| Parent Cert Course #1, 2 & 3 | 9/14/2015 | Riverside-Riverside Student Center, 3050 Chicago Ave, Riverside | 9:00am-3:00pm |
| Parent Cert Course #1, 2 & 3 | 12/16/2015 | Orange County-TBA | 9:00am-3:00pm |
| Parent Cert Course #1, 2 & 3 | 3/2/2016 | Temecula-Springs Event Center, 43174 Business Park Dr., STE 103, Temecula | 9:00am-3:00pm |

Electives (4): Can be met by the following:

- ✓ **Attendance at the SCS Annual Curriculum Conference** in September (this counts as 2 electives for all day attendance)
- ✓ **Attendance at SCS Workshops** offered throughout the school year (i.e. Math)
- ✓ **Attendance at an outside, pre-approved, conference or training**
- ✓ **Read and Review one book** (see Moodle for Rubric)
- ✓ **Be a part of an active Co-op**
- ✓ **Participate with your student in the Writing Contest, Science Fair, and/ or Meet the Expert**

Final Project This is a parent-choice project that is required to demonstrate application of our program from all four courses in your home. You can complete your **pre-approved** project in a variety of ways, such as a power point presentation, a unit study, a lap book of learning, portfolio of student work, year plan/outline, etc.

Upon completion of all requirements, parents will receive Homeschool Certification through SCS and additional instructional funds of 200.00 per family. ** Please note: If you decide not to homeschool in the upcoming year, and hence are no longer in homeschool, the voucher cannot be utilized for this school year.

Timeline the certification program does not need to be completed in one year, however, it is highly recommended to be completed by the end of the second year.

Additional information can be found on our website. For further questions, please contact Jacki Hike at parent.certification@springscs.org

RENEWAL: Parents planning on participating in Renewal will need to let us know prior to beginning the renewal process which includes:

✓ **Completion of SPREE Course #4**

| | | | |
|---------------------------------|------------|--|----------------------------------|
| SPREE and Parent Cert Course #4 | 9/25/2015 | San Bernardino, 1st Congregational, 3041 N. Sierra Way, S.B. | 9:00am-12:30pm (Register 8:30am) |
| SPREE and Parent Cert Course #4 | 11/9/2015 | Riverside (Riverside Student Center), 3030 Chicago Ave., Riverside | 9:00am-12:30pm (Register 8:30am) |
| SPREE and Parent Cert Course #4 | 10/16/2015 | Murrieta/Temecula-TBA | 9:00am-12:30pm (Register 8:30am) |
| SPREE and Parent Cert Course #4 | 10/8/2015 | Desert Area-TBA | 9:00am-12:30pm (Register 8:30am) |
| SPREE and Parent Cert Course #4 | 12/2/2015 | Orange County-TBA | 9:00am-12:30pm (Register 8:30am) |

✓ **Submit a Meet the Expert project (presenting is optional) and**

✓ **Complete 3 elective classes (any combination)**

- Attendance at the SCS Annual Curriculum Conference in September (this counts as 2 electives for all day attendance)
- Attendance at SCS Workshops offered throughout the school year (i.e. Math)
- Attendance at an outside, pre-approved, conference or training
- Read and Review one book (see Moodle for Rubric)
- Be a part of an active Co-op
- Participate with your student in the Writing Contest, Science Fair, and/ or Meet the Expert

Additional information can be found on our website. For further questions, please contact Jacki Hike at parent.certification@springscs.org

Grade 9 Scope & Sequence

BIOLOGY 1A & B Curriculum Guide Pacing: 2015-16

Biology 1A & B Semester 1

| Units | Dates | I CAN/Key Assignment |
|---|----------------------|---|
| Cell Structures and Functions | Lessons 1-6 | I CAN describe the structure and function of the cell membrane, mitochondria, and chloroplasts and relate these functions to the organism's systems. OARS Biology Practice Quiz #1 |
| Cellular Respiration and Photosynthesis | Lessons 7-8 | I CAN describe the processes of cellular respiration and photosynthesis. OARS Biology Practice Quiz #2 Key Assignment #1 (Cell Performance Task) |
| Genetics | Lessons 9-10 | I CAN identify dominant and recessive traits and describe how half of an individual's DNA comes from each parent. OARS Biology Practice Quiz #3 |
| Milestone #1 | Week 10 | Milestone #1 (Window October 20-October 30) |
| Molecular Biology | Lesson 11-12 | I CAN describe how the DNA in the cell's nucleus contains the information system to copy itself, to make all proteins necessary for life and relate it to the organism's survival. OARS Biology Practice Quiz #4 Key Assignment #2 (Genetics Performance Task) |
| Genetic Mutations | Lesson 13 | I CAN describe how the DNA in the cell's nucleus contains the information system to copy itself, to make all proteins necessary for life and relate it to the organism's survival. |
| Science Fair Project | Lessons 15-16 | I CAN use the scientific process to problem solve and develop the steps of a science or engineering experiment. (This includes designing an experiment that tests one variable at a time, identifying the independent and dependent variables and the control group, identifying constants to control, collecting data, graphing data, analyzing data, and relating conclusions to the original hypothesis). OARS Biology Practice Quiz #5 |
| Milestone #2 | Lessons 17-18 | Milestone Test #2 (Window January 11-January 21) |
| Science Fair Project | Lessons 17-18 | I CAN use the scientific process to problem solve and develop the steps of a science or engineering experiment. (This includes designing an experiment that tests one variable at a time, identifying the independent and dependent variables and the control group, identifying constants to control, collecting data, graphing data, analyzing data, and relating conclusions to the original hypothesis). Key Assignment #3 (Student Selected Experimental Design) |

Milestone #1 covers the following I CANs

- I CAN describe the structure and function of the cell membrane, mitochondria, and chloroplasts and relate these functions to the organism's systems.
- I CAN describe the processes of cellular respiration and photosynthesis
- I CAN identify dominant and recessive traits and describe how half of an individual's DNA comes from each parent.

Milestone #2 covers the following I CANs:

- I CAN describe the structure and function of the cell membrane, mitochondria, and chloroplasts and relate these functions to the organism's systems.
- I CAN describe the processes of cellular respiration and photosynthesis
- I CAN identify dominant and recessive traits and describe how half of an individual's DNA comes from each parent.
- I CAN describe how the DNA in the cell's nucleus contains the information system to copy itself, to make all proteins necessary for life and relate it to the organism's survival.

BIOLOGY (Integrated) Curriculum Guide Pacing: 2015-16

Biology (Integrated) Semester 2

| Units | Dates | I CAN/Key Assignment |
|--------------------------------|---------------|--|
| Ecology | Lessons 1-3 | <p>I CAN relate alteration of habitats, birth rates, immigration, emigration, and death to their effect on an ecosystem.</p> <p>OARS Biology Practice Quiz #6</p> <p>Key Assignment #4 (Ecosystem Performance Task)</p> |
| Natural Selection | Lessons 4-6 | <p>I CAN describe the four main components of natural selection, which is adaptation over time, competition, survival of the fittest, organisms produce more offspring than the environment supports, and there is variation in any population.</p> <p>OARS Biology Practice Quiz #7</p> |
| Animal Behavior | Lessons 7 | <p>I CAN describe the basics of animal behavior including social behavior, mating behavior, and altruism.</p> <p>OARS Biology Practice Quiz #8</p> |
| Milestone #3 | | <p>Milestone Test #3 (Window February 22- March 4) * Occurs during Week 5</p> |
| Physiology | Lessons 8-10 | <p>I CAN describe how the nervous system uses control mechanisms in the human body for maintaining the body and cellular systems physiological balance (homeostasis).</p> <p>I CAN relate how the immune system protects against bacterial and viral infections.</p> <p>OARS Biology Practice Quiz #9</p> <p>Key Assignment #5 (Human Physiology Performance Task)</p> |
| Plants | Lesson 11 | |
| Simple Animals & Invertebrates | Lessons 12-13 | |
| Vertebrates | Lessons 14-16 | <p>Key Assignment #6 (Animal Behavior Performance Task)</p> |
| Milestone #4 | Lessons 17-18 | <p>Milestone Test #4 (Window May 23- June 3)</p> |

Milestone #3 covers the following I CANs:

- I CAN describe the structure and function of the cell membrane, mitochondria, and chloroplasts and relate these functions to the organism's systems.
- I CAN describe the processes of cellular respiration and photosynthesis
- I CAN identify dominant and recessive traits and describe how half of an individual's DNA comes from each parent.
- I CAN describe how the DNA in the cell's nucleus contains the information system to copy itself, to make all proteins necessary for life and relate it to the organism's survival.
- I CAN use the scientific process to problem solve and develop the steps of a science or engineering experiment.
- I CAN relate alteration of habitats, birth rates, immigration, emigration, and death to their effect on an ecosystem.
- I CAN describe the four main components of natural selection, which is adaptation over time, competition, survival of the fittest, organisms produce more offspring than the environment supports, and there is variation in any population.

Milestone #4 covers the following I CANs:

- I CAN describe the four main components of natural selection, which is adaptation over time, competition, survival of the fittest, organisms produce more offspring than the environment supports, and there is variation in any population.
- I CAN describe the basics of animal behavior including social behavior, mating behavior, and altruism.
- I CAN describe how the nervous system uses control mechanisms in the human body for maintaining the body and cellular systems physiological balance (homeostasis).
- I CAN relate how the immune system protects against bacterial and viral infections.

English 1 Semester 1

| Units | Dates | I CAN/Key Assignment |
|--|-----------------------------|--|
| <p>Short Stories and Literary Elements</p> | <p>Lessons 1-4</p> | <p>I CAN analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>I CAN demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Focus on the following concepts: knowing difference between main and subordinate clauses, avoiding sentence fragments, and punctuating complex and compound sentences; punctuating with colons, semicolons, hyphens, and ellipses; using gerund, participle and infinitive phrases)</p> <p>I CAN write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Key Assignment #1 (Informational Text—Brochure)</p> |
| <p>Research Writing and Biography</p> | <p>Lessons 5-8</p> | <p>I CAN cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>I CAN conduct research projects to answer questions to solve a problem using multiple sources on the subject. Students will write and edit work using MLA guidelines.</p> <p>I CAN produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Key Assignment #2 (Biography—Citing Evidence from Research Source)</p> |
| <p>Milestone Test #1 (Window October 19-October 30)</p> | | |
| <p>Novel: <i>Of Mice & Men</i></p> | <p>Lessons 9-12</p> | <p>I CAN cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>I CAN analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>I CAN determine a central idea of an informational or literary text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide a summary of the text. Key Assignment #3 (Complex Character Essay)</p> |
| <p>Drama: <i>Romeo and Juliet</i></p> | <p>Lessons 13-16</p> | <p>I CAN analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>Students will analyze how an author draws on and transforms source material in a specific work.</p> |

ENGLISH 1 Curriculum Guide Pacing: 2015-16

| Milestone Test #2 (Final Exam) | Lessons 17-18 | Study Guide Review, Milestone #2 |
|--------------------------------|---------------|----------------------------------|
|--------------------------------|---------------|----------------------------------|

Students will also complete the following in homeschool through weekly and monthly online seminars and academy through classroom participation: **I CAN initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.**

Milestone #1 covers the following I CANs:

I CAN analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

I CAN demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Focus on the following concepts: knowing difference between main and subordinate clauses, avoiding sentence fragments, and punctuating complex and compound sentences; punctuating with colons, semicolons, hyphens, and ellipses; using gerund, participle and infinitive phrases)

I CAN cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

I CAN conduct research projects to answer questions to solve a problem using multiple sources on the subject. Students will write and edit work using MLA guidelines.

Milestone #2 covers the following I CANs:

I CAN analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

I CAN demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Focus on the following concepts: knowing difference between main and subordinate clauses, avoiding sentence fragments, and punctuating complex and compound sentences; punctuating with colons, semicolons, hyphens, and ellipses; using gerund, participle and infinitive phrases)

I CAN cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

I CAN conduct research projects to answer questions to solve a problem using multiple sources on the subject. Students will write and edit work using MLA guidelines.

I CAN determine a central idea of an informational or literary text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide a summary of the text.

I CAN write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

English 1 Semester 2

| Units | Dates | I CAN/Key Assignment |
|--|--|---|
| Semester A Reflection, Grammar Review, Start Independent Reading Novel Speech Analysis | Lesson 1 Lesson 1-2 | Review: I CAN demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Focus on the following concepts: knowing difference between main and subordinate clauses, avoiding sentence fragments, and punctuating complex and compound sentences; punctuating with colons, semicolons, hyphens, and ellipses; using gerund, participle and infinitive phrases) I CAN determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| Independent Reading Unit and Project | Lessons 3 | I CAN write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Students will create a multimedia presentation. I CAN determine a central idea of an informational or literary text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide a summary of the text. |
| Novel: <i>To Kill a Mockingbird</i> | Lessons 4-7 | I CAN determine a central idea of a literary text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide a summary of the text. I CAN analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. I CAN determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. I CAN produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience |
| Nonfiction Unit & Compare/ Contrast Essay | Lessons 8-10 | Key Assignment #4 (Universal Theme Analysis Essay) I CAN conduct research projects to answer questions to solve a problem using multiple sources on the subject. Students will write and edit work using MLA guidelines. I CAN cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

ENGLISH 1 Curriculum Guide Pacing: 2015-16

| | | |
|--|----------------------|--|
| | | <p>I CAN write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>I CAN produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Key Assignment #5 (Compare and Contrast Essay)</p> |
| Epic Poetry: <i>The Odyssey</i> | Lessons 11-13 | <p>I CAN write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Students will analyze how an author draws on and transforms source material in a specific work.</p> |
| Narrative Writing Unit and Poetry | Lessons 14-16 | <p>I CAN identify characteristics of narrative writing and write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (Students will need to know the characteristics of narrative writing and be able to analyze a sample narrative for its characteristics in addition to writing a narrative of their own.)</p> <p>Key Assignment #6 (Autobiographical Narrative)</p> |
| Milestone #4 | Lessons 17-18 | Semester Final Exam Review and Essay Preparation |

Students will also complete the following in homeschool through weekly and monthly online seminars and academy through classroom participation: **I CAN initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.**

Milestone #4 will cover the following I CANs:

- I CAN demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Focus on the following concepts: knowing difference between main and subordinate clauses, avoiding sentence fragments, and punctuating complex and compound sentences; punctuating with colons, semicolons, hyphens, and ellipses; using gerund, participle and infinitive phrases)
- I CAN cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- I CAN write and edit work using MLA guidelines.
- I CAN analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- I CAN determine a central idea of an informational or literary text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide a summary of the text.

ENGLISH 1 Curriculum Guide Pacing: 2015-16

- I CAN write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- I CAN determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- I CAN produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- I CAN identify characteristics of narrative writing and write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

MATH 1 Curriculum Guide Pacing: 2015-16

| Math 1 Semester 1 | | |
|---------------------------------------|----------------|--|
| Units | Dates | I CAN/Key Assignment |
| Solving Equations and Inequalities | Lessons 1-5 | I CAN create and solve multi-step equations and inequalities. |
| Introduction to Functions | Lessons 6-8 | I CAN use algebra to understand, represent and describe functions. |
| Linear Functions | Lessons 9-11 | Key Assignment #1 (Using slope and y intercepts to graph a line) I CAN understand and graph linear functions (including absolute value). |
| Milestone #1 | Week 10 | Milestone #1 (Window October 20-October 30) |
| Systems of Equations and Inequalities | Lesson 12-14 | I CAN solve systems of equations and inequalities. |
| Exponents and Exponential Functions | Lesson 15-16 | Key Assignment #2 (Systems of Equations Project) I CAN understand, manipulate, simplify and graph exponents and their function (including radicals). |
| Milestone #2 | Week 16 | Key Assignment #3 (Exponential Function Application) Milestone #2 (Window January 11 - January 21) |
| Data Analysis | Lessons 17-18 | I CAN collect, analyze, and interpret data and make predictions using a model. |

Milestone #1 covers the following I CANs:

- I CAN create and solve multi-step equations and inequalities
- I CAN use algebra to understand represent and describe functions.
- I CAN understand and graph linear functions (including absolute value).

Milestone #2 covers the following I CANs:

- I CAN create and solve multi-step equations and inequalities
- I CAN use algebra to understand represent and describe functions.
- I CAN understand and graph linear functions (including absolute value).
- I CAN solve systems of equations and inequalities.
- I CAN understand, manipulate, simplify and graph exponents and their function (including radicals).

Spanish 1 Semester 1

| Units | Dates | I CAN/Key Assignment |
|--|----------------------|--|
| Chapter 1: Hola, ¿qué tal? | Lessons 2-6 | <p>I CAN use greetings and introductions and ask or tell what someone is like and describe myself or someone else. I will learn and be able to use Nouns and articles in Spanish, paying attention to gender and number. I will learn and be able to tell time.</p> <p>Key Assignment #1 (Write a postcard telling about yourself)</p> |
| Chapter 2: En la universidad | Lessons 7-11 | <p>I CAN tell what subjects I take in school and express some opinions about them and can talk about school and school activities. I CAN learn and will be able to know how to conjugate and use regular verbs that end with –ar. I CAN learn and be able to use numbers in Spanish. I CAN learn the difference between verbs ser and estar and know how to conjugate them in the present tense.</p> <p>Key Assignment #2 (Write about your classes.)</p> |
| Milestone #1 | | Milestone #1 (Window October 20 – October 30) |
| Chapter 3: La familia | Lessons 12-16 | <p>I CAN describe my home, my family and various occupations. I will learn and be able to use Descriptive adjectives and Possessive adjectives. I will learn and be able to conjugate and use regular verbs that end with –er and –ir. I will learn about the culture of Spanish Speakers in the United States, Canada, Spain and Ecuador.</p> <p>Key Assignment #3 (Un Mensaje Electrónico)</p> |
| Final exam review and Testing | Lessons 17-18 | <p>Week 17: Final Exam Review Week 18: Final Testing: Milestone 2</p> |
| Milestone #2 | | Milestone #2 (Window January 11-January 21) |
| | | |
| | | |

Milestone #1 covers the following I CANs

- I CAN use greetings and introductions and ask or tell what someone is like and describe myself or someone else
- I CAN use Nouns and articles in Spanish, paying attention to gender and number.
- I CAN tell time.
- I CAN tell what subjects I take in school and express some opinions about them and can talk about school and school activities
- I CAN know how to conjugate and use regular verbs that end with –ar
- I CAN learn and be able to use numbers in Spanish
- I CAN learn the difference between verbs ser and estar and know how to conjugate them in the present tense.

Milestone #2 covers the following I CANs:

- I CAN use greetings and introductions and ask or tell what someone is like and describe myself or someone else
- I CAN use Nouns and articles in Spanish, paying attention to gender and number.
- I CAN tell time.
- I CAN tell what subjects I take in school and express some opinions about them and can talk about school and school activities
- I CAN know how to conjugate and use regular verbs that end with –ar
- I CAN learn and be able to use numbers in Spanish
- I CAN learn the difference between verbs ser and estar and know how to conjugate them in the present tense.
- I CAN describe my home, my family and various occupations
- I CAN use Descriptive adjectives and Possessive adjectives
- I CAN conjugate and use regular verbs that end with –er and –ir
- I CAN learn about the culture of Spanish Speakers in the United States, Canada, Spain and Ecuador.

Spanish Curriculum Guide Pacing: 2015-16

Spanish Semester 2

| Units | Dates | I CAN/Key Assignment |
|--|----------------------|---|
| Chapter 4: Los pasatiempos | Lessons 1-4 | I CAN talk about pastimes, team sports and other athletic activities. I will learn and be able to use the verb ir in the present tense and will learn and be able to use stem changing e >ie, o > ue, e > i verbs OARS Spanish 1 Practice Quiz #4 Key Assignment #4 (Un día típico) |
| Chapter 5: Las vacaciones | Lessons 5-8 | I CAN talk about vacations and travel. I will learn and be able to use the present progressive tense, learn and be able to use major differences in the use of ser and estar and will learn and be able to use Direct object nouns and pronouns.. Key Assignment #5 (Antes del viaje) |
| Chapter 6: De compras | Lessons 9-12 | I CAN talk about the seasons of the year and the weather. I will be able to use indirect object pronouns. I will learn and be able to shop for clothing and will be able to talk about past actions and events using the preterite tense. Key Assignment #6 (Mi Última Compra) |
| Milestone #3 | | Milestone #3 (Window February 22-March 4)) |
| Chapter 7: La rutina diaria | Lessons 13-16 | I CAN talk about personal hygiene and minor illnesses. I CAN learn and be able to use: reflexive verbs; ser and ir in the preterite tense and verbs like gustar. I will learn about the culture of Spanish Speakers in Mexico, Puerto Rico, Cuba, and Peru. |
| Final exam review and Final testing | Lessons 17-18 | Week 17: Final Exam Review Week 18: Final Testing: Milestone 4 |
| Milestone #4 | Week 17/18 | Milestone #4 (Window May 23-June 3) |

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Milestone #3 covers the following I CANs:

- I CAN talk about pastimes, team sports and other athletic activities
- I CAN use the verb ir in the present tense
- I CAN use stem changing e > ie, o > ue, e > i verbs
- I CAN talk about vacations and travel
- I CAN use the present progressive tense
- I CAN use major differences in the use of ser and estar
- I CAN use Direct object nouns and pronouns
- I CAN talk about the seasons of the year and the weather
- I CAN use indirect object pronouns
- I CAN shop for clothing
- I CAN talk about past actions and events using the preterite tense.

Milestone #4 covers the following I CANs:

- I CAN talk about personal hygiene and minor illnesses
- I CAN use: reflexive verbs; ser and ir in the preterite tense and verbs like gustar

I CAN know about the culture of SpanishSpeakers in Mexico, Puerto Rico, Cuba, and Peru.

Visual Arts 1A

Curriculum Guide Pacing: 2015-2016

Visual Arts 1A Semester 1

| Units | Dates | I CAN/Key Assignment |
|--|---------------------------|--|
| <p>Elements of Art/Principles of Design</p> | <p>Lessons 1-4</p> | <p>I CAN develop the ability to plan and execute a visual idea. I CAN enhance my reading and writing skills by researching and organizing information. I CAN enhance my communication skills by participating in weekly discussions. I CAN demonstrate note-taking, developing an art vocabulary, and relate written/spoken vocabulary to art concepts and processes. I CAN read articles, biographical sketches, historical accounts, theories, and/or other written materials. I CAN research and study the historical background of a given culture or artist and complete a project based on that particular style. I CAN identify the principles and elements of design and describe the principles of design.</p> |
| <p>Techniques and Composition Review</p> | <p>Lessons 5-7</p> | <p>I CAN develop the ability to plan and execute a visual idea. I CAN enhance my reading and writing skills by researching and organizing information. I CAN enhance my communication skills by participating in weekly discussions. I CAN demonstrate note-taking, developing an art vocabulary, and relate written/spoken vocabulary to art concepts and processes. I CAN read articles, biographical sketches, historical accounts, theories, and/or other written materials. I CAN research and study the historical background of a given culture or artist and complete a project based on that particular style. I CAN complete an artist critique of a painting, drawing, or sculpture by providing professional feedback and observation. I CAN demonstrate my abilities with different media choices and prepare a portfolio of two-dimensional works. I CAN demonstrate knowledge of various media, shapes, arrangements of shapes, principles of design, and aesthetic qualities. I CAN solve art problems dealing with measurement, mathematical functions, and numerical calculations</p> |

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| <p>Art Criticism and Aesthetics</p> | <p>Lessons 8-10</p> | <p>I CAN develop the ability to plan and execute a visual idea. I CAN enhance my reading and writing skills by researching and organizing information. I CAN enhance my communication skills by participating in weekly discussions. I CAN demonstrate note-taking, developing an art vocabulary, and relate written/spoken vocabulary to art concepts and processes. I CAN read articles, biographical sketches, historical accounts, theories, and/or other written materials. I CAN research and study the historical background of a given culture or artist and complete a project based on that particular style. I CAN complete an artist critique of a painting, drawing, or sculpture by providing professional feedback and observation. I CAN solve art problems dealing with measurement, mathematical functions, and numerical calculations.</p> |
| <p>Artistic Interpretation of the Human Form</p> | <p>Lesson 14-16</p> | <p>I CAN develop the ability to plan and execute a visual idea. I CAN enhance my reading and writing skills by researching and organizing information. I CAN enhance my communication skills by participating in weekly discussions. I CAN demonstrate note-taking, developing an art vocabulary, and relate written/spoken vocabulary to art concepts and processes. I CAN read articles, biographical sketches, historical accounts, theories, and/or other written materials. I CAN research and study the historical background of a given culture or artist and complete a project based on that particular style. I CAN solve art problems dealing with measurement, mathematical functions, and numerical calculations.</p> |
| <p>The Art of Early Civilizations - Minoan</p> | <p>Lesson 19-22</p> | <p>I CAN develop the ability to plan and execute a visual idea. I CAN enhance my reading and writing skills by researching and organizing information. I CAN enhance my communication skills by participating in weekly discussions. I CAN demonstrate note-taking, developing an art vocabulary, and relate written/spoken vocabulary to art concepts and processes. I CAN read articles, biographical sketches, historical accounts, theories, and/or other written materials. I CAN research and study the historical background of a given culture or artist and complete a project based on that particular style. I CAN become aware of the cultural contributions throughout the history of art. I CAN become aware of the many cultural contributions to art. I CAN become aware of the many varieties of cultural contributions to art.</p> |

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| <p>Classical Art-Medieval Culture</p> | <p>Lessons 23-26</p> | <p>I CAN develop the ability to plan and execute a visual idea. I CAN enhance my reading and writing skills by researching and organizing information. I CAN enhance my communication skills by participating in weekly discussions. I CAN demonstrate note-taking, developing an art vocabulary, and relate written/spoken vocabulary to art concepts and processes. I CAN read articles, biographical sketches, historical accounts, theories, and/or other written materials. I CAN research and study the historical background of a given culture or artist and complete a project based on that particular style. I CAN complete an artist critique of a painting, drawing, or sculpture by providing professional feedback and observation. CAN become aware of the cultural contributions throughout the history of art. I CAN become aware of the many cultural contributions to art. I CAN become aware of the many varieties of cultural contributions to art. I CAN understand how art techniques and processes interrelate with advancements in modern technology.</p> |
| <p>Roman Art-Renaissance</p> | <p>Lessons 27-30</p> | <p>I CAN develop the ability to plan and execute a visual idea. I CAN enhance my reading and writing skills by researching and organizing information. I CAN enhance my communication skills by participating in weekly discussions. I CAN demonstrate note-taking, developing an art vocabulary, and relate written/spoken vocabulary to art concepts and processes. I CAN read articles, biographical sketches, historical accounts, theories, and/or other written materials. I CAN research and study the historical background of a given culture or artist and complete a project based on that particular style. I CAN complete an artist critique of a painting, drawing, or sculpture by providing professional feedback and observation. CAN become aware of the cultural contributions throughout the history of art. I CAN become aware of the many cultural contributions to art. I CAN become aware of the many varieties of cultural contributions to art. I CAN understand how art techniques and processes interrelate with advancements in modern technology.</p> |
| <p>Final Artistic Project</p> | <p>Lessons 31-33</p> | <p>Semester A wrap up and review</p> |
| <p>Milestone #2</p> | <p>Week 35-36</p> | |

Milestone #2 covers the following I CANs:

- I CAN complete an artist critique of a painting, drawing, or sculpture by providing professional feedback and observation.
- I CAN develop the ability to plan and execute a visual idea.
- I CAN demonstrate my abilities with different media choices and prepare a portfolio of two-dimensional works.
- I CAN create works of art that is cross-cultural from history and/or literature.
- I CAN demonstrate knowledge of various media, shapes, arrangements of shapes, principles of design, and aesthetic qualities.
- I CAN identify the principles and elements of design and describe the principles of design.
- I CAN enhance my reading and writing skills by researching and organizing information.
- I CAN identify the principles and elements of design and describe the principles of design
- I CAN enhance my communication skills by participating in weekly discussions.
- I CAN demonstrate note-taking, developing an art vocabulary, and relate written/spoken vocabulary to art concepts and processes.
- I CAN solve art problems dealing with measurement, mathematical functions, and numerical calculations.
- I CAN read articles, biographical sketches, historical accounts, theories, and/or other written materials.
- I CAN become aware of the cultural contributions throughout the history of art.
- I CAN become aware of the many cultural contributions to art.
- I CAN research and study the historical background of a given culture or artist and complete a project based on that particular style.
- I CAN become aware of the many varieties of cultural contributions to art.
- I CAN understand how art techniques and processes interrelate with advancements in modern technology.

PHYSICAL EDUCATION Curriculum Guide Pacing: 2015-16

| PHYSICAL EDUCATION Semester 1 | | |
|-------------------------------|----------|--|
| Units | Dates | I CAN/Activities |
| Intro to FITT | Week 1 | <p>I CAN participate in physical activity</p> <p>I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement.</p> <p>I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team.</p> <p>I CAN develop a positive self-image and self-discipline.</p> <p>I CAN recognize the nature of physical fitness components.</p> <p>I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance.</p> <p>I CAN maintain a high level of cooperation.</p> <p>Activity: Physical Intensity & Heart Rate Project</p> |
| Staying FITT | Week 2-4 | <p>I CAN participate in physical activity</p> <p>I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement.</p> <p>I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team.</p> <p>I CAN develop a positive self-image and self-discipline.</p> <p>I CAN recognize the nature of physical fitness components.</p> <p>I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance.</p> <p>I CAN maintain a high level of cooperation.</p> |
| President's Challenge | Week 5 | <p>I CAN participate in physical activity</p> <p>I CAN develop personal goal-setting skills and program for lifetime recreation.</p> <p>I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement.</p> <p>I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team.</p> <p>I CAN develop a positive self-image and self-discipline.</p> <p>I CAN recognize the nature of physical fitness components.</p> <p>I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance.</p> <p>I CAN maintain a high level of cooperation.</p> <p>I CAN identify and acquire evaluation and maintain a high level of physical fitness.</p> <p>Activity: President's Challenge Pre-Test</p> |

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| <p>Staying FITT</p> | <p>Week 6-8</p> | <p>IcCANparticipateinphysicalactivity IcCANdevelopmotorskills,practicedfundamentalmovement,andanalyzepurposefulmovement.e IcCANdevelopappropriatebehaviorsbyworkingbothindependently,insmallgroups,and asateam.e IcCANdevelopapositiveself-imageandself-discipline.e IcCANrecognizethenatureofphysicalfitnesscomponents.e IcCANdevelopandmaintainthehighestpossiblelevelofphysicalfitnessandwellnessto meet thedemandsofhigh-levelphysicalperformance.e IcCANmaintainahighlevelofcooperation</p> |
| <p>Nutrition</p> | <p>Week 9</p> | <p>IcCANparticipateinphysicalactivity IcCANdevelopmotorskills,practicedfundamentalmovement,andanalyzepurposefulmovement.e IcCANdevelopappropriatebehaviorsbyworkingbothindependently,insmallgroups,and asateam.e IcCANdevelopapositiveself-imageandself-discipline.e IcCANrecognizethenatureofphysicalfitnesscomponents.e IcCANdevelopandmaintainthehighestpossiblelevelofphysicalfitnessandwellnessto meet thedemandsofhigh-levelphysicalperformance.e IcCANmaintainahighlevelofcooperation ActivityePersonalNutritionPlan</p> |
| <p>Staying FITT</p> | <p>Week 10-12</p> | <p>IcCANparticipateinphysicalactivity IcCANdevelopmotorskills,practicedfundamentalmovement,andanalyzepurposefulmovement.e IcCANdevelopappropriatebehaviorsbyworkingbothindependently,insmallgroups,and asateam.e IcCANdevelopapositiveself-imageandself-discipline.e IcCANrecognizethenatureofphysicalfitnesscomponents.e IcCANdevelopandmaintainthehighestpossiblelevelofphysicalfitnessandwellnessto meet thedemandsofhigh-levelphysicalperformance.e IcCANmaintainahighlevelofcooperation</p> |
| <p>The Physiology of Fitness</p> | <p>Week 13</p> | <p>IcCANparticipateinphysicalactivity IcCANdevelopmotorskills,practicedfundamentalmovement,andanalyzepurposefulmovement.e IcCANdevelopappropriatebehaviorsbyworkingbothindependently,insmallgroups,and asateam.e IcCANdevelopapositiveself-imageandself-discipline.e IcCANrecognizethenatureofphysicalfitnesscomponents.e IcCANdevelopandmaintainthehighestpossiblelevelofphysicalfitnessandwellnessto meet thedemandsofhigh-levelphysicalperformance.e</p> |

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| | IcANmaintainahighlevelofcooperatione ActivityofHealthyHeart/MuscleStretchProjecte |
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| Staying FITT | Week 14-16 | <p>IcANparticipateinphysicalactivitye IcANdevelopmotorskills,practicedfundamentalmovement,andanalyzepurposefulmovement.e IcANdevelopappropriatebehaviorsbyworkingbothindependently,insmallgroups,ande asateam.e IcANdeveloppositiveself-imageandself-discipline.e IcANrecognizethenatureofphysicalfitnesscomponents.e e IcANdevelopandmaintainthehighestpossiblelevelofphysicalfitnessandwellnesstoete thedemandsofhigh-levelphysicalperformance.e e IcANmaintainahighlevelofcooperatione</p> |
| President's Challenge Post-Test | Week 17 | <p>ActivityofPresidentsChallengePostEvaluatione IcANparticipateinphysicalactivitye IcANdevelopmotorskills,practicedfundamentalmovement,andanalyzepurposefulmovement.e IcANdevelopappropriatebehaviorsbyworkingbothindependently,insmallgroups,ande asateam.e IcANdeveloppositiveself-imageandself-discipline.e IcANidentifyandacquirevaluesonmaintainingadevelofphysicalfitness.e e IcANrecognizethenatureofphysicalfitnesscomponents.e e IcANdevelopandmaintainthehighestpossiblelevelofphysicalfitnessandwellnesstoete thedemandsofhigh-levelphysicalperformance.e e IcANmaintainahighlevelofcooperatione</p> |
| Staying FITT | Week 18 | <p>IcANparticipateinphysicalactivitye IcANdevelopmotorskills,practicedfundamentalmovement,andanalyzepurposefulmovement.e IcANdevelopappropriatebehaviorsbyworkingbothindependently,insmallgroups,ande asateam.e IcANdeveloppositiveself-imageandself-discipline.e IcANrecognizethenatureofphysicalfitnesscomponents.e e IcANdevelopandmaintainthehighestpossiblelevelofphysicalfitnessandwellnesstoete thedemandsofhigh-levelphysicalperformance.e e IcANmaintainahighlevelofcooperatione</p> |

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PHYSICAL EDUCATION Semester 2

| Units | Dates | I CAN/Activities |
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| Intro to FITT | Week 1 | <p>I CAN participate in physical activity I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement. I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team. I CAN develop positive self-image and self-discipline. I CAN recognize the nature of physical fitness components. I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. I CAN maintain a high level of cooperation Activity Design Fitness Plane</p> |
| Staying FITT | Week 2-4 | <p>I CAN participate in physical activity I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement. I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team. I CAN develop positive self-image and self-discipline. I CAN recognize the nature of physical fitness components. I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. I CAN maintain a high level of cooperation</p> |
| President's Challenge | Week 5 | <p>I CAN participate in physical activity I CAN develop personal goal-setting skills and program for a lifetime recreation. I CAN develop motor skills, practice fundamental movement, and analyze purposeful movement. I CAN develop appropriate social behaviors by working both independently, in small groups, and as a team. I CAN develop positive self-image and self-discipline. I CAN recognize the nature of physical fitness components. I CAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. I CAN maintain a high level of cooperation</p> |

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| | <p>IcAN identify and acquire values in maintaining and level of physical fitness. Activity: ePresident's Fitness Challenge</p> |
| <p>Staying FITT</p> | <p>Week 6-8</p> <p>IcAN participate in physical activity IcAN develop motor skills, practice fundamental movement, and analyze purposeful movement. IcAN develop appropriate social behaviors by working both independently, in small groups, and as a team. IcAN develop positive self-image and self-discipline. IcAN recognize the nature of physical fitness components. IcAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. IcAN maintain a high level of cooperation</p> |
| <p>Nutrition</p> | <p>Week 9</p> <p>IcAN participate in physical activity IcAN develop motor skills, practice fundamental movement, and analyze purposeful movement. IcAN develop appropriate social behaviors by working both independently, in small groups, and as a team. IcAN develop positive self-image and self-discipline. IcAN recognize the nature of physical fitness components. IcAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. IcAN maintain a high level of cooperation Activity: eNutrition Project</p> |
| <p>Staying FITT</p> | <p>Week 10-12</p> <p>IcAN participate in physical activity IcAN develop motor skills, practice fundamental movement, and analyze purposeful movement. IcAN develop appropriate social behaviors by working both independently, in small groups, and as a team. IcAN develop positive self-image and self-discipline. IcAN recognize the nature of physical fitness components. IcAN develop and maintain the highest possible level of physical fitness and wellness to meet the demands of high-level physical performance. IcAN maintain a high level of cooperation</p> |

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| <p>The Physiology of Fitness</p> | <p>Week 13</p> | <p>IcANpicipateinphysicalactivity IcANdevelopmotorskills,practicedfundamentalmovement,andanalyzepurposefulmovement.e IcANdevelopappropriatebehaviorsbyworkingbothindependently,insmallgroups,ande asateam.e IcANdeveloppositiveself-imageandself-discipline.e IcANrecognizethenatureofphysicalfitnesscomponents.e IcANdevelopandmaintainthehighestpossiblelevelofphysicalfitnessandwellnessto meet thedemandsofhigh-levelphysicalperformance.e IcANmaintainahighlevelofoperatione Activity:BloodPressure/HeartRiskProject</p> |
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| <p>Staying FITT</p> | <p>Week 14-16</p> | <p>IcANpicipateinphysicalactivity IcANdevelopmotorskills,practicedfundamentalmovement,andanalyzepurposefulmovement.e IcANdevelopappropriatebehaviorsbyworkingbothindependently,insmallgroups,ande asateam.e IcANdeveloppositiveself-imageandself-discipline.e IcANrecognizethenatureofphysicalfitnesscomponents.e IcANdevelopandmaintainthehighestpossiblelevelofphysicalfitnessandwellnessto meet thedemandsofhigh-levelphysicalperformance.e IcANmaintainahighlevelofoperatione</p> |
| <p>President's Challenge Post-Test</p> | <p>Week 17</p> | <p>Activity:President'sChallengePostEvaluation IcANpicipateinphysicalactivity IcANdevelopmotorskills,practicedfundamentalmovement,andanalyzepurposefulmovement.e IcANdevelopappropriatebehaviorsbyworkingbothindependently,insmallgroups,ande asateam.e IcANdeveloppositiveself-imageandself-discipline.e IcANidentifyandacquirevaluesonmaintainingadevelofphysicalfitness.e IcANrecognizethenatureofphysicalfitnesscomponents.e IcANdevelopandmaintainthehighestpossiblelevelofphysicalfitnessandwellnessto meet thedemandsofhigh-levelphysicalperformance.e IcANmaintainahighlevelofoperatione</p> |
| <p>Staying FITT</p> | <p>Week 18</p> | <p>IcANpicipateinphysicalactivity IcANdevelopmotorskills,practicedfundamentalmovement,andanalyzepurposefulmovement.e IcANdevelopappropriatebehaviorsbyworkingbothindependently,insmallgroups,ande asateam.e IcANdeveloppositiveself-imageandself-discipline.e IcANrecognizethenatureofphysicalfitnesscomponents.e</p> |

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| | | <p>IcCAN develop and maintain the highest possible level of physical fitness and well-being to meet the demands of high-level physical performance.</p> <p>IcCAN maintain a high level of cooperation.</p> |
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SAMPLE RECOMMENDED CURRICULUM LIST

Grades K-2:

ELA Option: Moving Beyond the Page Kit (Digital or Print)

Math Option: Go Math Bundle or Right Start Math Kit

Grades 3-8:

ELA Option: Moving Beyond the Page Kit (Digital or Print)

Math Option: Go Math Bundle or Saxon Math Bundle

Grades 6-7: Math Option: Spring Into Math Bundle (Springs printed materials)

Grades 9-12

English 1:

Prentice Hall Lit – Timeless Voices

Start Something That Matters

Novel: The Chosen

Novel: The Book Thief

Novel: Picture of Dorian Gray

Novel: Lord of the Flies

Novel: The Hobbit

Novel: Of Mice and Men

Novel: To Kill a Mocking Bird

English 2:

Prentice Hall Lit – (Platinum) Timeless Voices

Novel: No Fear

Novel: A Separate Peace

Novel: The Pearl

Novel: Night

Novel: Fahrenheit 451

Novel: All Quiet On The Western Front

English 3:

Prentice Hall Lit (American Experience) Timeless Voices

Novel: A Lesson Before Dying

Novel: Adventures of Huckleberry Finn

Novel: Grapes of Wrath

Novel: The Great Gatsby

Novel: House on Mango Street

English 4:

Prentice Hall Lit (British Traditions) Timeless Voices

Novel: 1984

Novel: Dr. Jekyll and Mr. Hyde

Novel: Frankenstein

Novel: No Fear Shakespeare Macbeth

History/Social Studies:

American Government: Roots and Reform

Prentice Hall Economics: Principals in Action CA Ed

Magruder's American Government CA Ed

Prentice Hall United States History: Modern America CA Ed

Prentice Hall World History: The Modern World CA Ed

Math:

Pearson Mathematics I

Pearson Mathematics II

CGP California Algebra I

Prentice Hall CA Geometry

Prentice Hall CA Algebra 2

American Book Company California Integrated Math 1

CPM Integrated Math 2 CA Algebra Connections

CPM Integrated Math 2 CA Geometry Connections

Addison Wesley Precalculus: Graphical, Numerical, Algebraic

Pearson STATS: Modeling the World

Prentice Hall Calculus: Graphical, Numerical, Algebraic

Science:

Prentice Hall Biology CA Ed

Quality Science Labs Biology Kit

Campbell AP Biology

Prentice Hall Chemistry CA Ed

McDougal Littell Earth Science

Glencoe Physics CA Ed

Holt McDougal Environmental Science

Boxed Set Curriculum Selections

Our boxed set curriculum comes with pre-chosen core curriculum, pacing guides and daily lesson plans.

| Kindergarten - 8th Grade | |
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| MATH OPTIONS | |
| Go Math! | Right Start Math |
| <p>Go Math! Helps students interact with lessons in new ways as they record their strategies, explanations, solutions, practice, and test prep right in their books, and at every grade level. Practical, point-of-use support is built into each lesson so all learners, including early finishers, gifted and talented students, and those needing extra support or intervention, can achieve success.</p> | <p>Uses the AL Abacus to provide a visual, auditory, and kinesthetic experience. The elementary and intermediate program lessons guide the teacher day-by-day, helping children understand, apply, and enjoy math. Practice is provided with math card games, minimizing review worksheets and stressful flash cards, presenting a variety of repetition, and creating hours of fun learning math facts and concepts.</p> |
| Spring Into Math (another option for Grades 6 & 7) | |
| <p>The primary course content is accessed through a program called "Canvas". All necessary learning materials and information will be in this online course. The student will work through the lesson with support from the parent. The Student Workbook will be used to solve assigned problems. The Answer Key is provided to allow for prompt grading of student work.</p> | |

Kindergarten - 8th Grade

LANGUAGE ARTS OPTION - MOVING BEYOND THE PAGE

Kindergarten

Moving Beyond the Page

The literature selections inspire engaging science and social studies activities, including making maps, modeling land forms, researching animals, and conducting fun science experiments. You and your child will love this integrated approach to all of the subjects. The Moving Beyond the Page Kindergarten level is the most enriching, all-inclusive, hands-on program available for kindergarten homeschool families. Journey through fun and exciting literature selections. Follow amazing characters who pick blueberries, catch fireflies, and go on leaf hunts. Enjoy hands-on art activities, engaging dramatizations, and fun musical experiences.

One of the highlights for you as the teacher is that this level comes with a materials kit so there will be very little shopping that you will have to do to provide this rich, hands-on learning environment for your young child. You will receive a box that includes fun art materials, stickers, die-cuts, and other supplies that will make implementing this curriculum easy and fun!

Your child will love learning science, social studies, language arts, and math with this integrated, hands-on approach.

Student Skill Prerequisites

- Interested in being read to
- Able to converse about what is being read
- Able to hold a pencil
- Has a beginning interest in sounds and letters

1st Grade

Moving Beyond the Page

Explore patterns in nature. Learn how numbers can be applied in the real world. Engage in informative and interesting literature. Enjoy watching your child plan interesting projects like a "Sensible Party" where everyone who attends has to use all of their senses.

The 1st Grade curriculum constitutes one year of academic instruction.

In the Moving Beyond the Page 1st Grade curriculum, your child will explore all subject areas and will be given ample opportunity to practice letter recognition - along with reading and writing according to your child's ability. The curriculum does not assume that your child can read, but readers and non-readers alike will be challenged. The curriculum is filled with quality literature to enjoy with your child. Oftentimes, homeschoolers are only taught reading, writing, and math during the early years, but a truly comprehensive curriculum will expose them to science and social studies as well. These subjects can be the most engaging and exciting for a young child.

Prerequisites

- Knows letters and their sounds
- Recognizes and understands numbers 1-20

2nd Grade

Moving Beyond the Page

The 2nd Grade curriculum constitutes one year of academic instruction. Get your hands dirty investigating solids and liquids. Create your own animal and describe how its design aids in its survival. Develop an appreciation for cultures by reading "Cinderella" stories from around the world. Dress like a pirate and go on a "Measure Hunt". Practice math skills at a "Home Carnival".

In the 2nd Grade curriculum, your child will explore all subject areas using a hands-on and investigative approach. Oftentimes, homeschoolers are only taught reading, writing, and math during the early years, but a truly comprehensive curriculum will expose them to science and social studies as well. These subjects can be the most engaging and exciting for a young child. The curriculum is also filled with quality literature to enjoy with your child.

Prerequisites

- Able to read and comprehend simple picture books
- Able to write simple sentences independently
- Recognize, understand, and write numbers 1-100

3rd Grade

Moving Beyond the Page

The 3rd Grade level uses these and many more activities to thoroughly cover the state and national standards in science, social studies, and language arts. Recognize differences in pitch and tone by creating your own instruments. Explore how technology has changed the world - from pyramids to skyscrapers. Watch a caterpillar move through each stage of its lifecycle - becoming a beautiful butterfly. Write a story about two friends learning to celebrate their differences.

The 3rd Grade curriculum constitutes one year of academic instruction.

Prerequisites

- Able to read and comprehend chapter books on a 3rd or early 4th grade reading level
- Can answer comprehension questions about a chapter in a journal
- Able to write three or four sentences on a topic

4th Grade

Moving Beyond the Page

At Moving Beyond the Page we believe that children learn when they are actively engaged in their learning. Beginning with the 4th Grade level, we use many hands on and engaging science kits to teach your child the science topics being covered. You cannot find a more hands on science curriculum available for homeschoolers. Design a new plant species. Evaluate the relationship between a Native American boy and a pioneer boy who are able to learn from one another in spite of their differences. Experiment with magnets and electricity. Learn about simple machines and examine how they are used in a colony of rats in the *The Rats of NIMH*.

The 4th Grade level uses these and many more activities to thoroughly cover the state and national standards in science, social studies, and language arts.

The 4th Grade curriculum constitutes one year of academic instruction.

Prerequisites

- Able to read and comprehend chapter books at a 4th or 5th grade reading level
- Able to write an organized paragraph

5th Grade

Moving Beyond the Page

Blast into the solar system and explore the depths of ocean. Follow American History from the first colonies, to westward expansion, to the lives of the immigrants. Learn about the 50 states and research the history of your own state. Explore the amazing human body. Read about the lives of inventors and try your hand at your own invention.

At Moving Beyond the Page we believe that children learn when they are actively engaged in their learning. This is why we include many hands on and engaging science kits to teach your child the science topics being covered. You cannot find a more hands on science curriculum available for homeschoolers.

The 5th Grade level uses these and many more activities to thoroughly cover the state and national standards in science, social studies, and language arts.

Prerequisites

- Able to read and comprehend novels at a late 5th or 6th grade reading level
- Able to write multiple paragraphs on a topic

6th Grade

Moving Beyond the Page

Explore how earthquakes, climate, ocean waves, and volcanoes make the world such a dynamic planet. Journey to the microscopic world of cells to learn how building blocks of life function and reproduce. Read incredible stories about men and women in our country's past who sacrificed to ensure freedom and equal treatment for all. Experiment with chemical and physical changes.

The 6th Grade level uses these and many more activities to thoroughly cover the state and national standards in science, social studies, and language arts.

In this level, we want students to begin taking more responsibility for formulating their own ideas and directing their day. For this reason, our 10-12 units are all student directed. The primary lesson plans are written for your child to read and follow. As a parent, you will still be actively involved. We provide parent overviews of each lesson that include descriptions of the activities and answer keys for you. There are still many activities and opportunities for you to work with your child.

Prerequisites

- Able to read and comprehend novels at a late 6th or 7th grade reading level
- Able to write multiple paragraphs on a topic
- Familiar with the five paragraph essay

7th Grade

Moving Beyond the Page

In this level students take responsibility for formulating their own ideas and directing their day. All units are student directed. The primary lesson plans are written for your child to read and follow. As a parent, you will still be actively involved. We provide parent overviews of each lesson that include descriptions of the activities and answer keys for you. There are still many activities and opportunities for you to work with your child. By the time your homeschooler finishes our two levels of middle school, he will be prepared to excel in high school science, social studies, and English. He will receive one semester of Earth Science, Physics, Chemistry, and Biology. In social studies he will have an appreciation for the course of human civilization for every corner of the globe as well as an understanding of American History and Government. The language arts program is a great precursor to high school English as students will do in-depth literature studies and rigorous writing assignments while continuing to improve grammar knowledge and application. When your homeschooler finishes our middle school curriculum, he will be well prepared for whatever high school program you choose.

Prerequisites

- Able to read and comprehend novels at a late 7th or 8th grade reading level
- Able to write multiple paragraphs on a topic
- Familiar with the five paragraph essay

8th Grade

Moving Beyond the Page

When your child finishes this level, he will prepare to excel in high school science, social studies, and English. In science he will receive one semester of Earth Science, Physics, Chemistry, and Biology. In social studies he will have an appreciation for the course of human civilization for every corner of the globe as well as an understanding of American History and Government. The language arts program is a great precursor to high school English as students will do in-depth literature studies and rigorous writing assignments while continuing to improve grammar knowledge and application. When your homeschooler finishes our middle school curriculum, he will be well prepared for high school.

In this level students take responsibility for formulating their own ideas and directing their day. All units are student directed. The primary lesson plans are written for your child to read and follow. As a parent, you will still be actively involved. We provide parent overviews of each lesson that include descriptions of the activities and answer keys for you. There are still many activities and opportunities for you to work with your child.

Prerequisites

- Able to read and comprehend novels at an 8th or 9th grade reading level
- Able to write multiple paragraphs on a topic & can write a 5 paragraph essay.



The I CAN! Incentive Program was implemented in 2011 as a prize program for mastering new skills.

The I CAN! statements were developed by our Instructional Support team based on state standards and grade level courses were created in Moodle. Students achieve mastery of each I CAN! by earning 80% or better on the mastery quiz or other assessment like the practice quizzes in OARS. In 2014 the I CANS were re-aligned to the new Common Core State Standards.

Here's how it works:

- ✓ The ES and parent determine what the student already knows and what they still need to learn.
- ✓ The ES will set a personalized "I CAN" goal for the year, as well as monthly goals, with the student and parent. These goals are tracked on the I CAN Scope & Sequence folder.
- ✓ The student will work on mastering their "I CAN" goals a little bit each day, showing mastery by receiving 80% on the mastery quiz.
- ✓ The ES will check student progress each month. If the student has mastered at least one goal, they get to pick a prize from the prize box.
- ✓ For each 5 "I CANS" mastered, the student will receive a colored bracelet. If students stay on track, they will have a rainbow of colors by the end of the year.
- ✓ There are special food coupons and prizes as students gain more "I CANS".
- ✓ Once the student meets their mid-year goal, they are awarded a special I CAN t-shirt. Our T-Shirt Ice Cream Social Ceremony will be in January.
- ✓ Students who reach their year-end goals by Spring Break will receive a special medal at a free trip to a regional fun park.

Work Out a Problem!

Let's practice with these problems:

$5 \times 4 =$

$3 \times 2 =$

$10 \times 8 =$

$5 \times 7 =$

$9 \times 1 =$

$0 \times 0 =$

$5 \times 6 =$

$11 \times 10 =$

$12 \times 6 =$

(Answers: 20, 6, 80, 35, 9, 0, 30, 110, 72)



How-To Guide for teaching
the SCS I CANs!

I CAN: 3.2

I CAN: show that I have memorized my multiplication facts (0-12).

Pre-Requisite Skills

Students should understand the concept of finding equal groups and how to group items.

Students should understand the concept of repeated addition.

Manipulatives To Use In This Lesson

Multiplication facts worksheet: Print up a multiplication facts worksheet with various facts to show mastery.

Flash Cards: Write a multiplication fact on an index card with the answer to the fact on the back. Practice each fact aloud until the answers come easily and quickly.

White Board and dry erase marker to practice drawing arrays.





Key Vocabulary and Activities

“Here are the words we will be using for this lesson and other multiplication lessons. I will write the words and definitions. I will say each out loud. Please repeat the words and definitions after me. Now you can copy these into your Math Journal.”

Multiply: the same number added to itself more than once

Array: a set of objects displayed in rows and columns

Multiplication Fact: two numbers that are multiplied together

Equal: the same amount or number of objects in each group

Product: the number that is the answer to a multiplication problem

Factors: the numbers that are being multiplied together

Vocabulary activity: Go to this website for a computerized flash card activity on the above vocabulary:

<http://quizlet.com/24290670/32-i-can-math-booklet-flash-cards/>



Real Life Application

Using real life examples is key to helping your student remember how to multiply their basic facts.

1. When out to eat, ask your student to multiply how many forks and knives your family will need. Introduce this concept as repeated addition. For example, a family of 6 will need $1+1+1+1+1+1=6$. If each family member needs 2 napkins, then the repeated addition would be $2+2+2+2+2+2=12$ or $6 \times 2 = 12$.
2. When counting money, have your student use their knowledge of repeated addition. For example, when using dimes, have your student count 8 dimes. $10+10+10+10+10+10+10+10=80$ or $10 \times 8 = 80$.
3. Look in the student's environment for naturally occurring arrays such as a shoe rack, a row of pictures in the house, or rows of flower pots outside.



Tips and Tricks

Try using songs:

School House Rock has a good multiplication song for counting by 3's. It's called "Three is a Magic Number."

<http://www.amazon.com/Schoolhouse-Rock-Special-Anniversary-Edition/dp/B00005JKTY>

Hide multiplication flash cards around the house and offer small rewards, such as a sticker for each fact that is correct.

Try answering multiplication facts while doing jumping jacks or something else physical to encourage muscle memory with multiplication fact memory.

Try writing the facts in shaving cream or in chalk.



Concept Information

Multiplication is repeated addition. In order to show mastery of this concept, students should be able to show how to draw an array to show the concept of a multiplication fact.

Students should be able to answer their multiplication facts in a test form for facts with 0-12's.

In order to teach multiplication to your student, you should know how to do repeated addition in order to convert those repeated addition facts into multiplication facts. For example, you should be able to convert $4+4+4$ into 4×3 . Both have the same answer and are the same concepts, they just use different vocabulary.

Introductory Lesson Plan I Do, We Do, You Do



I Do:

“Today we are going to learn how to draw arrays. An array will help us show how to do our multiplication facts. I will show you what an array looks like for 1×2 . The factors are 1 and 2 and the product is 2.

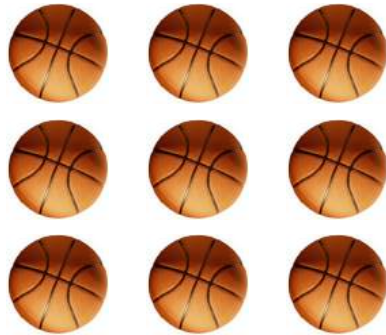


Here’s another example for 2×3 :



The factors for this problem are 2 and 3. The product is 6.

We Do: “Now let’s try one together. Let’s try 3×3 . You draw it on your white board and I’ll draw one on my paper.” Have your student use any shape they want to draw an array to demonstrate 3×3 . The finished product will have three rows of three objects, like this:



The factors of this problem are

3 and 3. The product of this

problem is 9.



You Do:

“Now I’d like you to try to draw one on your white board. Let’s try 4×2 .” Have your student use shapes to draw an array with 4 rows and 2 objects in each row. If your student is not quite ready, practice together with a few more problems until they can do one themselves.

Here are a couple more examples of facts to practice:

“Now let’s try 5×4 .” Have your student draw an array with 5 rows with 4 objects in each row.

“Now let’s try 7×3 .” Have your student draw an array with 7 rows with 3 objects in each row.

If your student could use another practice, use the array for 8×4 . This array should show 8 rows with 4 objects in each row. The goal of practicing these arrays is to begin to memorize the multiplication problems and give the student a strategy for solving the multiplication fact.

When your student is confident with drawing arrays, move to using repetition through flash cards to practice facts. Write the multiplication fact on one side of a note card with the answer on the back. Consider grouping all the multiplication facts that start with 2 in one stack. Help your child memorize those before moving on to the 3’s, 4’s, etc.

(I CAN) MATH

grade **5**

How To Use This Guide

Each page of this booklet houses resources, lessons and activities for each Springs Charter School created I CAN. Addressing each of these I CANs provide a guide throughout the year to ensure core standards are being mastered throughout the year. The goal is to master all grade level I CANs prior to CAASP testing. Students should have engaged the concepts prior to utilizing these guides. They are meant to serve as extra practice and review prior to attempting each I CAN Practice Quiz.

The resources listed are live links must be accessed online within the document itself. Most links will send you directly to the resource, but some will require additional log in information. All sites used are either free or accessible through Springs Charter School subscriptions. Use the information below to access the resources from these sites:

[Discovery Education](#)

Password to create account: E722-D725

[Enchanted Learning](#)

Username: riversprings Password: rscs

[Brain Pop/Brain Pop Jr.](#)

Username: rscs Password: river

[Learn Zillion](#) (free, must set up an account)

[Open Ed:](#) (free, must set up an account)

[Sophia:](#) (Free, must set up an account)

[OARS:](#) Ask ES or Academy Teacher for username and password

Performance task links are included for each I CAN. These tasks are an essential part of core mathematical practice and should be utilized throughout an effective math curriculum. The tasks listed will provide excellent in depth problems, with detailed answer keys and guides to help walk students through the process of completing these tasks. Please keep in mind that Performance Tasks will require anywhere from 15-45 minutes to complete. This is time where scholarly math conversations and deeper mathematical thinking thrives!

At the bottom of each page, there is a box listing previous grade level I CANs. If your student is not ready to master the I CAN and needs additional practice, please access the I CANs listed from previous grade levels. This will provide scaffolded support that will build foundations to lead the student toward mastery. You may request additional grade level online booklets through your Education Specialist or Academy Teacher.

5.1 I CAN understand and explain the value of digits and use that understanding to read, write, round and compare decimals to thousandths. (5 NBT 1-4)

Online Lessons



[Learn Zillion Lesson](#)
[Learn Zillion Lesson 2](#)
[Learn Zillion Lesson 3](#)

[Khan Academy Lessons](#)

[Sophia Lesson](#)

Games/Activities



[Scooter Quest Decimals](#)

[Baseball Math Game](#)

[Decimal Jeopardy](#)

[Roll the Dice Decimals](#)

Performance Tasks



[Tenths and Hundredths](#)

[Marta's Multiplication Error](#)

[Comparing Decimals on the Number Line](#)

[Drawing Pictures to Illustrate Decimals](#)

[Rounding to Tenths and Hundredths](#)

[Are These Equivalent](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

[Practice #5](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the videos on **Decimals** and **Rounding** then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.2 I CAN multiply multi-digit whole numbers and divide four digit dividends by two-digit divisors. (5 NBT 5-6)

Online Lessons



[Learn Zillion Lessons](#)
[Learn Zillion Lesson 2](#)
[Learn Zillion Lesson 3](#)
[Learn Zillion Lesson 4](#)
[Learn Zillion Lesson 5](#)

[Khan Academy Lessons](#)

Games/Activities



[Multiplication Games](#)

[Multiplication Flash Cards](#)

[Division Flash Cards](#)

Performance Tasks



[Elmer's Multiplication Error](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

[Practice #5](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the videos on **Multiplication** and **Division** then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.3 I CAN add, subtract, multiply and divide decimals to hundredths and use concrete models, drawings, area models or arrays to explain the method used. (5 NBT 7)

Online Lessons



[Learn Zillion Lessons](#)

[Khan Academy Lessons](#)

[Wiki Spaces Lesson](#)

Games/Activities



[Quizlet](#)

[Decimal Puzzles](#)

[Magic Squares](#)

Performance Tasks



[5.NBT Tasks](#)

[The Value of Education](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

[Practice #5](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the video on **Decimals** then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.4 I CAN fluently add, subtract, multiply and divide fractions involving unlike denominators, mixed numbers, and whole numbers. (5 NF 1-2)

Online Lessons



[Learn Zillion Lessons](#)

[Khan Academy-Adding Fractions](#)

[Khan – Adding Fractions 2](#)

[Khan – Multiplying Fractions](#)

[Khan – Dividing Fractions](#)

[Sophia Lesson](#)

Games/Activities



[Playing Fraction Tracks](#)

[Snow Sprint Game](#)

[Triplets Game](#)

[Quizlet](#)

Performance Tasks



[Measuring Cups](#)

[Salad Dressing](#)

[Painting a Wall](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

[Practice #5](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the videos on Adding & Subtracting Fractions and Multiplying and Dividing Fractions then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.5 I CAN interpret, apply and extend understanding of fraction computation to real world problems involving fractions and mixed numbers. (5 NF 3-7)

Online Lessons



[Learn Zillion Lessons](#)

[Khan – Word Problems](#)

Games/Activities



[Converting Mixed Numbers](#)

[Quizlet](#)
[Quizlet #2](#)

Performance Tasks



[How Much Pie?](#)

[Fundraising](#)

[Banana Pudding](#)

[Drinking Juice](#)

[Origami Stars](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

[Practice #5](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the videos on Adding & Subtracting Fractions and Multiplying and Dividing Fractions then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.6 I CAN use symbols such as parentheses, brackets, and order of operations to help me understand math. (5 OA 1-2)

Online Lessons



[Learn Zillion Lessons](#)
[Learn Zillion Lessons 2](#)

[Khan Academy Lesson](#)
[Khan Lesson 2](#)

[Sophia Lesson](#)

Games/Activities



[Target Number Dash](#)

[Millionaire Game](#)

[Quizlet #1](#)
[Quizlet #2](#)

Performance Tasks



[Using Operations & Parentheses](#)

[Video Game Scores](#)

[Comparing Products](#)

[Watch Out for Parentheses](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the video Order of Operations on then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.7 I CAN determine the prime factors of all numbers through 50 and show multiples of a factor using exponents. (5 OA 2.1)

Online Lessons



[Khan Academy Lesson](#)

[Sophia Lesson](#)

Games/Activities



[Factorization Forest](#)

[Jeopardy](#)

[Prime Factors Lesson](#)

[Quizlet](#)

Performance Tasks



[Number Trains](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the video on Prime Numbers and Exponents then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.8 I CAN convert measurement within the same measuring system. (5 MD 1)

Online Lessons



[Learn Zillion Lessons](#)

[Khan Academy Lesson](#)

[Sophia Lesson](#)

Games/Activities



[Quizlet](#)

[Coins Mystery](#)

Performance Tasks



[Fruits & Vegetables](#)

[WikiSpace Tasks](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

[Practice #5](#)

[Practice #6](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the video on Metric Units then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.9 I CAN make a line plot to display data sets of measurement in fractions and use fraction operations to solve problems involving the information on a line plot. (5 MD 2)

Online Lessons



[Learn Zillion Lessons](#)

[Khan Academy Lesson](#)

[Shodor Lesson](#)

Games/Activities



[Fractions on a Line Plot](#)

[Quizlet](#)

[Line Plots Involving Fractions](#)

Performance Tasks



[Represent & Interpret Data](#)

[WikiSpaces Tasks](#)

[Pick a Pocket](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the video on Graphs then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.10 I CAN understand volume, measure volume by counting unit cubes, find the volume using a formula and use this knowledge to solve real world problems. (5 MD 3-5)

Online Lessons



[Learn Zillion Lessons](#)
[Learn Zillion Lesson 2](#)

[Khan Academy Lesson](#)

[Shodor Lesson](#)

Games/Activities



[Exploring Volume](#)

[Quizlet](#)

[Design a Toy Box](#)

[Cubism](#)

Performance Tasks



[Box of Clay](#)

[Cari's Aquarium](#)

[How Many Cubes?](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the videos on Volume of Cylinders and Volume of Prisms then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.11 I CAN draw a coordinate plane, use numerical rules and patterns to graph ordered pairs (x, y) and represent real world and mathematical problems by graphing and interpreting the values. (5 G 1-2)

Online Lessons



[Learn Zillion Lessons](#)
[Learn Zillion Lessons 2](#)
[Khan Academy Lesson](#)

Games/Activities



[Coordinate Grid Shapes](#)
[Quizlet](#)
[Rescue Mission Game](#)

Performance Tasks



[Battleship Using Grid Paper](#)
[Meerkat Coordinate Plane](#)

Check for Understanding



[Practice #1](#)
[Practice #2](#)
[Practice #3](#)
[Practice #4](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the video on Coordinate Plane then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

5.12 I CAN classify two-dimensional shapes into categories based on their properties. (5 G 3-4)

Online Lessons



[Learn Zillion Lessons](#)

[Khan Academy Lesson](#)
[Khan Academy Lesson 2](#)

Games/Activities



[Arthur's Time](#)

[Call of Geometry](#)

[Geometric Shapes Avoider](#)

[What's in a Shape?](#)

[Quizlet](#)

Performance Tasks



[What is a Trapezoid?](#)

[Rectangles & Parallelograms](#)

Check for Understanding



[Practice #1](#)

[Practice #2](#)

[Practice #3](#)

[Practice #4](#)

[Practice #5](#)

Other Ways You Can Learn About this I CAN

[Brain Pop](#): Watch the video on Polygons then complete the activity, play the game and take the quiz.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Not ready for this I Can? Review these I CANs then try again:

(I CAN) ELA

grade4

How To Use This Guide

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[Open Ed:](#) (free, must set up an account)

[Sophia:](#) (free, must set up an account)

[Readig AtoZ:](#) Ask ES or Teacher for username and password

[OARS:](#) Ask ES or Teacher for username and password

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4.a

I CAN identify, explain, and correctly use: interrogatives, relative pronouns, and relative adverbs correctly.

Online Lessons



- [Learnzillion Form and Use the Progressive Tense](#)
- [Learnzillion Use Modal Auxiliaries](#)
- [Learnzillion Use Correct Grammar & Style Lesson Set](#)
- [Relative and Interrogative Pronouns](#)
- [Prepositions and Prepositional Phrases](#)
- [Order of Adjectives](#)
- [Frequently Confused Words](#)

Games/Activities



- [Funbrain Grammar Gorillas](#)
- [Eduplace Grammar Blast \(Middle School\)](#)
- [ELA L.4.1 Pronoun Board Game](#)

Performance Tasks



[The New York Times: Creative Writing Assignment](#)

Check for Understanding



- [Learning Pod ELA 4.1a Relative Pronouns](#)
- [IXL Identify Relative Pronouns](#)
- [IXL Replace Noun with Pronoun](#)
- [IXL Identify Adverbs](#)
- [IXL Use Relative Adverbs](#)
- [IXL Types of Sentences](#)
- [IXL Progressive Verb Tense](#)
- [IXL Modal Verb](#)
- [IXL Order Adjectives](#)
- [IXL Prepositional Phrases](#)

Other Ways You Can Learn About this I CAN



- [Brain Pop](#): Select a video, then complete the activity, play the game and take the quiz.

Catch up Plan



- [Learnzillion Use Correct Grammar and Style](#)
- [Eduplace Grammar Blast \(grade 2-5\)](#)



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Power Tools

4.b

I CAN summarize a piece of fiction or nonfiction both orally and in writing by referring to specific details and examples in the text, using literary language (e.g., plot, climax, resolution, characters, setting, theme, etc.)

Online Lessons



- [Learnzillion Close Reading Unit Overview Video](#)
- [Learnzillion Close Reading Unit Lesson Set](#)
- [Literary Devices Online Dictionary](#)

Games/Activities



Performance Tasks



Check for Understanding



[Learningpod: Batter Up! Answer questions about theme, words, and phrases](#)

Other Ways You Can Learn About this I CAN



- Brain Pop: [Main Idea](#) & [Reading Skills](#) Watch the video, then complete the activity, play the game and take the quiz.

Catch up Plan



- [Learnzillion Close Reading Lesson Set: "The Story of Dr. Doolittle: Chapters 1 & 2"](#)



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Power Tools

Graphic Organizers
Notes
Sketch-to-Stretch
Summarize
Mind Maps
VIP

4.c

I CAN determine the main idea and details in a piece of literature or an information passage/book and express my understanding using technology, and/or manually using: oral, visual, and written formats. .

Online Lessons



- [Learnzillion Reading Information Text Lesson Set: "The Settlers of Jamestown"](#)
- [Learningpod: Answer questions about mood, details, and descriptions](#)
- [Learningpod: It is helpful to summarize and show you know key details](#)
- [Pearson School System Blog: Technology Tools For The Classroom: Presentation Resources](#)

Games/Activities



Performance Tasks



Check for Understanding



- [Tips For Teaching: Comprehension Strategies \(Parent Resource\)](#)
- [Opened: Using Technology to Produce and Publish Writing](#)

Other Ways You Can Learn About this I CAN



- [Brain Pop](#): Paraphrasing: What was said in a nutshell
Watch the video, then complete the activity, play the game and take the quiz.
- [Gooru&Summarizinge](#)

Catch up Plan



- [Learnzillion: Close Reading Lesson Set-"Our Solar System, Exploring Other Worlds"](#)



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Power Tools

Sketch-to-Stretch
Summarize
Mind Maps
VIP

4.d

I CAN compare and contrast a first-hand and secondhand account of the same event, or topic and describe the difference in focus, or between the information provided.

Online Lessons



- [Learnzillion: Analyze Multiple Points of View](#)
- [Gooru: Point of View Tutorial](#)

Games/Activities



Performance Tasks



Check for Understanding



- [OpenEd: Comparing Points of View](#)
- [Gooru: Practicing Point of View](#)

Other Ways You Can Learn About this I CAN



- [Brain Pop: Point of View](#) Watch the video, then complete the activity, play the game and take the quiz.

Catch up Plan



-



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Power Tools

[Graphic Organizers](#)
Notes

4.e

I CAN use the Writing Process and Technology to write on a regular basis, for different tasks, purposes, and audiences producing up to two pages of typed material at a single sitting.

Online Lessons



- [Learnzillion: 4th Grade Opinion Writing-Persuasive Letter](#)
- [Learnzillion: Writing an Informative Essay about the Text: "The Seasons and the Sun"](#)
- [Learnzillion: Writing in Response to Drama: "Little Red Riding Hood"](#)
- [Learnzillion: 4th Grade Argumentative Writing: Crafting a Persuasive Speech](#)
- [Learnzillion: 4th Grade Research Reading and Writing](#)
- [Learnzillion: 4th Grade Writing Using Text Based Evidence: Writing the Constructed Response](#)
- [Pearson School System Blog: Technology Tools For The Classroom: Presentation Resources](#)

Games/Activities



[Typing Lessons](#)

[Typing Games](#)

Performance Tasks



Check for Understanding



- [Opened: Details](#)
- [Opened: Draw Evidence from Literary or Informational Text](#)
- [Opened: Using Technology to Produce and Publish Writing](#)

Other Ways You Can Learn About this I CAN



- [Brain Pop](#): Select a video, then complete the activity, play the game and take the quiz.

Catch up Plan



- [Learnzillion Write Alongs for 3rd-8th Grade](#)

Along with your ES or Teacher, determine which skills need to be addressed.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Power Tools

Mind Maps
Notes
RIP

4.f

I CAN use print and electronic tools to read and determine the meaning of words in Literature and information books to help support my writing.

Online Lessons



- [Learnzillion: Frequently Confused Words](#)
- [Gooru: Words that Pack a Punch](#)
- [Opened: Using Context Clues to Determine Word Meaning](#)
- [Learnzillion: Comprehension Skill Video Lesson](#)
- [Oxford English Online Dictionary 'Tutorial'](#)
- [Google Technology Short Videos: Choose One](#)

Games/Activities



- [Merriam-Webster's Learners' Dictionary](#)
- [Dictionary Game for Kids](#)

Performance Tasks



Check for Understanding



- [Opened: Determine the Meaning of Words and Phrases](#)

Other Ways You Can Learn About this I CAN



- [Brain Pop](#): Context Clues. Watch the video, then complete the activity, play the game and take the quiz.
- [Brain Pop](#): Etymology. Watch the video, then complete the activity, play the game and take the quiz.
- [Pinterest](#) Dictionary Skills Activities

Catch up Plan



Power Tools

Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

4.g

I CAN identify and use idioms, metaphors, similes, antonyms and synonyms.

Online Lessons



- [Opened: What is a Simile](#)
- [Opened: Analogies & Idioms](#)
- [Learningpod: Similies & Metaphors "Pretty as a Picture"](#)
- [Learningpod: Idioms, Adages, and Proverbs](#)
- [Learningpod: Synonyms & Antonyms](#)
- [Opened: Metaphor & Simile with Analogies](#)

Games/Activities



[Idioms Game](#)

Performance Tasks



Check for Understanding



- [IXL Identify Similes and Metaphors](#)
- [IXL Determine Similes and Metaphors](#)

Other Ways You Can Learn About this I CAN



[Brain Pop](#): Antonym, Synonym, Homonym. [Brain Pop](#): Idioms & Cliches. Watch the video, then complete the activity, play the game and take the quiz.

Catch up Plan



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Power Tools

Mind Mapping
Connect
Sketch-to-Stretch

4.h

I CAN use what I know about common Greek and Latin prefixes, suffixes, root words, and multiple meaning words to determine what words means and use them correctly in my writing.

Online Lessons



- [Learnzillion: Frequently Confused Words](#)
- [Prefix & Suffix Learning Video](#)

Games/Activities



- [Rooting Out Words](#)
- [Prefixes, Suffixes & Roots Rap](#)
- [Prefix & Suffix Game](#)

Performance Tasks



Check for Understanding



- [Learningpod: Frequently Confused Words](#)
- [IXL Describe Related Words](#)
- [IXL Positive and Negative Connotation](#)
- [IXL Identify Homophones](#)
- [IXL Use the Correct Homophone](#)
- [IXL Grade 4 Practice: Choose: Prefix/Suffix & Greek and Latin Roots](#)

Other Ways You Can Learn About this I CAN



- [Brain Pop: Roots, Prefixes, & Suffixes](#). [Brain Pop: They're, Their, & There](#). Watch the video, then complete the activity, play the game and take the quiz.

Catch up Plan



Power Tools



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

4.i

I CAN read grade level books with accuracy and expression making progress toward my fluency goal of 150 words per minute by the end of the school year.

Online Lessons



- [Learnzillion Lesson Set: Using Punctuation to Read Fluently](#)
- [Learnzillion Lesson Set: Read Fluently with Dialogue](#)
- [Parent Resource 2 min. Video: How to Improve Reading Fluency](#)

Games/Activities



Performance Tasks



Check for Understanding



→

Other Ways You Can Learn About this I CAN



- [Brain Pop](#): Reading Skills-Improving Comprehension.
Watch the video, then complete the activity, play the game and take the quiz.

Catch up Plan



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Power Tools

Connect

4.j

I CAN write and talk about the differences between poems, plays, and fictional stories using correct terminology (e.g. verse, rhythm, meter, casts of characters, settings, dialogue, stage directions)

Online Lessons



- [Learnzillion: Make Connections between Text and Illustrations](#)
- [Learnzillion: Distinguish a Poem from Prose](#)
- [Learnzillion Lesson Set: Reading Literature-Garden Poetry](#)

Games/Activities



Performance Tasks



Check for Understanding



- [Learningpod: Mood, Details, & Descriptions](#)
- [Opened: Explain Structural Differences between Poems, Dramas, & Prose](#)
- [Gooru: The Moon](#)

Other Ways You Can Learn About this I CAN



- [Brain Pop](#): Poetry. Watch the video, then complete the activity, play the game and take the quiz.

Catch up Plan



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Power Tools

POWER
Graphic Organizer
Journal

4.k

I CAN conduct short research projects that builds knowledge through investigation of a topic (including History, Science, and/or Math) and use Technology to display my findings (drawings, visual displays, Presentation Software)

Online Lessons



- [Learnzillion Lesson Set: 4th Grade Research Reading and Writing](#)
- [Google Technology Short Videos: Choose One](#)

Games/Activities



[Search Shark](#)

[After the Storm](#)

[The Sports Network 2](#)

[Quandry](#)

Performance Tasks



Check for Understanding



→

Other Ways You Can Learn About this I CAN



- Brain Pop: [Research](#). [Outlines](#). [Internet Search](#). [Online Sources](#). Watch the video, then complete the activity, play the game and take the quiz.

Catch up Plan



[Learnzillion Write Alongs for 3rd-8th Grade](#)

Along with your ES or Teacher, determine which skills need to be addressed.



Click [HERE](#) to be directed to OARS to take a practice quiz for this I CAN.

Power Tools

Graphic Organizers
Concept Mapping
Notes
Connect
Sketch to Stretch



RtI Handbook TOR/ES

2015-2016

7/1/2015

Springs Charter School

Personalize Learning Department

RtI ES/TOR Handbook

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RtI ES/TOR Handbook

Purpose of RtI

Response to Intervention (RtI) provides a means for parents, teachers and key school personnel to systematically review and make suggestions about student performance with a goal to elevate student academic achievement by meeting individual instructional needs. Generally, the RtI process begins when the student has been identified through universal screening measures.

RtI is a three-tiered intervention process focused on identifying and assisting struggling students in an effort to help them be successful in school. The process is based on the following principles:

- Teach all children effectively
- Intervene early
- Use a multi-tier model of service delivery
- Adopt a problem-solving methodology

Why? Schoolwide Screening

Screening all children in a school helps identify students who may need extra help and not let students “fall through the cracks.”

Why? Progress Monitoring

Monitoring the child’s progress allows us to examine what changes, if any, need to be made to the instruction.

Why? High Quality, Research- Based Instruction and SMART Interventions

This ensures that the materials and instruction methods are known to work well.

Why? Collaboration Among School Staff Members

It allows for collaboration and shared knowledge from various perspectives and backgrounds to provide a more well rounded approach to assisting a struggling student.

Why? Better communication between the parents, student, and school staff

Relationships are strengthened and there is increased accountability and collaboration.

Why? Fidelity of Implementation

This is to make sure that instruction or materials are being used in the way they are supposed to be used, because that is when they are most effective.

RtI Defined

Response to Intervention (RtI) is an integrated approach to service delivery that encompasses general, remedial, and special education through a multi-tiered service delivery model. RtI provides a proactive process and structure for school teams in designing, implementing, and evaluating educational interventions. RtI is the process of aligning appropriate assessment with purposeful instruction for all students. AT SCS, our goal for all of our students is to be involved in a strong and rigorous personalized educational program. Universal screening measures are in place to help identify students who need additional support. Students requiring interventions to meet learning expectations will receive support through a systematic and purposeful process.

- Advantages of RtI: One advantage of RtI is early intervention for students who struggle.
- Another advantage is that RtI create a plan and implement specific instructional strategies found to benefit a particular student. This information can be very helpful to both teachers and parents.

RtI ES/TOR Handbook

Data-Driven Decision Making Model

RtI at SCS is based on a problem-solving model wherein data drives the decision-making process at all tiers. The RtI team and teachers are continually using data to drive instructional decision making. The process is aligned and connected throughout SCS programs and communication between all parties involved to ensure individual student success.



RtI Meeting Requirements

Outlined below are the levels and functions of the RTI Meeting process for Springs Charter School.

RtI – Tier 1 Meetings

All students will receive evidence-based instruction within the general education classroom and independent study programs. SCS’s mission statement of personalized learning incorporates an individualized approach to student learning that is expected to enhance each student’s ability to achieve to their highest potential of academic success. Universal screening at the Tier 1 level occurs through school wide OARS, i-Ready Diagnostic, and CAHSEE and progress monitoring through other formal and informal assessments. Regularly scheduled staff meetings will be held to discuss and document interventions and progress for all students (PLC).

Frequency of Tier 1 Meetings

Each program will review data during PLC meetings to discuss and document each of their student’s progress and ongoing monitoring at least once during each semester. It is recommended that data reviews are conducted at the beginning of the year, and more frequently for students who are demonstrating the greatest areas of need. Staff will keep an assessment folder in each student’s file and will document progress.

RtI – Tier 2 Meetings

There are four reasons for a Tier 2 meeting.

1. Tier 1 Team Referral
2. Parent request
3. Staff referral
4. Transition meeting for Tier 2 referrals to Tier 3 for Special Education Assessment

RtI ES/TOR Handbook

All initial Tier 2 meetings involve the RtI team; Administrator (site director or RTI Coordinator), the student's teacher of record or educational specialist. If requested, the school counselor may also attend the meeting. Additional teachers and staff that work directly with the student may be asked to provide valuable information to the team in creating an intervention plan. Every 6-8 weeks progress monitoring will occur with the ES/TOR and the RtI Coordinator. Once the report has been created the ES/TOR will conference with the parent and student regarding the results of progress toward goal. If at any time the results of progress stagnate or regress the ES/TOR and RtI Coordinator will schedule a meeting with the parent.

Frequency of Tier 2 meetings

All Tier 2 meetings provide an overview of the student's academic strengths and areas of concern, assessment scores, previously attempted interventions and progress monitoring, samples of student work and professional opinions from staff who work directly with the student.

Follow-up Tier 2 meetings occur at least every 6-8 weeks until the student begins to show progress gains or until the initial referral concerns have been resolved. All Tier 2 meetings are documented in OASIS within two weeks of each meeting.

RtI – Tier 2 – Tier 1 Team Referral

Students who have not shown improvement after implementation of the prescribed interventions at the Tier 1 level should be referred to Tier 2 (see the Criteria to Target Tier 2 students). At this level, the parent becomes involved in the discussion of objective assessment data, documented academic and behavior concerns and professional staff observations of the student's performance.

RtI –Tier 2- Parent requested meeting (2 week response time)

When a parent makes a request for additional assistance for their student, program staff will set up a Tier 2 meeting within 2 weeks of the parent's request. This conference is a combined effort of staff and parent for the purpose of addressing the parent concerns. All staff directly involved with the student's academic program should attend the initial meeting prepared to 1) listen to the parent's concerns, 2) provide constructive feedback in regards to addressing the student's academic and/or behavior performance, 3) provide the parent with objective observations and information.

RtI –Tier 2 – Staff requested meeting

When staff determines that an RTI Tier 2 meeting is needed to discuss their concerns about student performance with the parent or to incorporate a more intensive intervention plan, a Tier 2 meeting will be arranged.

RtI –Tier 2 team referral to Tier 3 (SST)

Recommendation for Special Education Assessment (2 week response time)

It is expected that parents/students and staff participate in the RtI Tier 2 process prior to a referral for evaluation for Special Education services. This step in the process will insure legal compliance that all general education services have been exhausted prior to receiving special education services. Clearly documented RtI Tier 2 meetings leading up to a referral will be beneficial in order to expedite the process for determination of a student's need for additional services. When a referral for evaluation is made to the RtI Coordinator or administrator, copies of all RtI assessments, evaluations, interventions and samples of student work must be included with the referral. The administrator and Special Education staff will review the documentation and make further recommendations to the RtI local team or begin the assessment process.

The RTI team will continue to meet with staff and parents at 6-8 week intervals until the assessment process is completed and a final determination for additional services has been made. This step in the process will insure a smooth transition for students with disabling conditions while maintaining that each student continues to receive continued support during the evaluation process. If the student qualifies for special education services and an

RtI ES/TOR Handbook

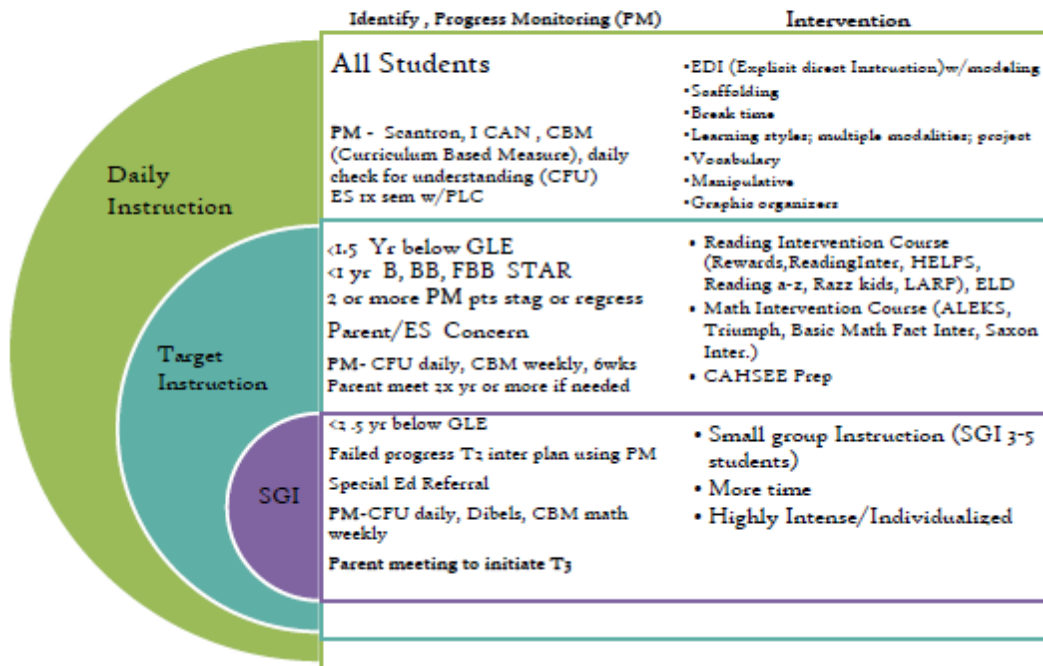
initial IEP meeting is held, the RtI Tier 2 team will exit the student from the Tier 2 process for continued progress monitoring at Tier 1 meetings.

Parent requests for evaluation to determine if their student qualifies for special education services must, by law, be addressed within a designated number of days from the date of the request.

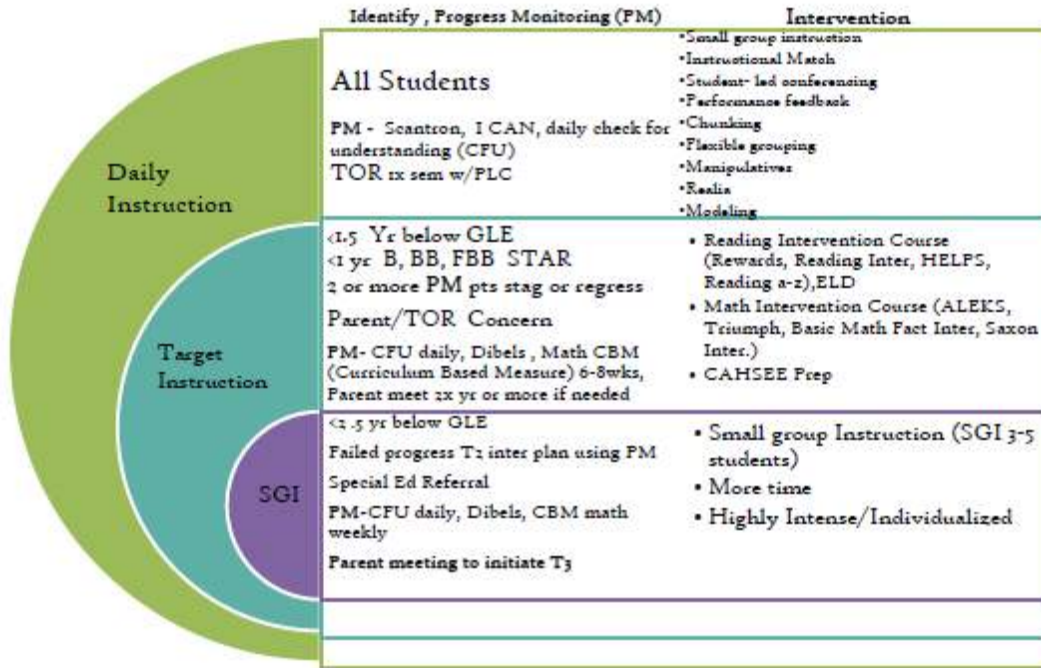
When a Springs' parent makes a verbal or written request for evaluation of their student two actions must be taken by program administrative staff. First, an email must be sent to both the RtI Coordinator, director and to special.education@riverspringscharter.org notifying them of the parent's request. Second, an RtI Tier 2 Meeting (see above) must be arranged and held within ten working days of the date the request was made. The Benchmark assessments must be completed prior to the meeting. If the student has not been previously targeted for the Tier 2 process, an initial meeting to review the student's academic performance, attendance and any other concerns must be held. **Timelines during this process are extremely time sensitive.**

RSCS RtI

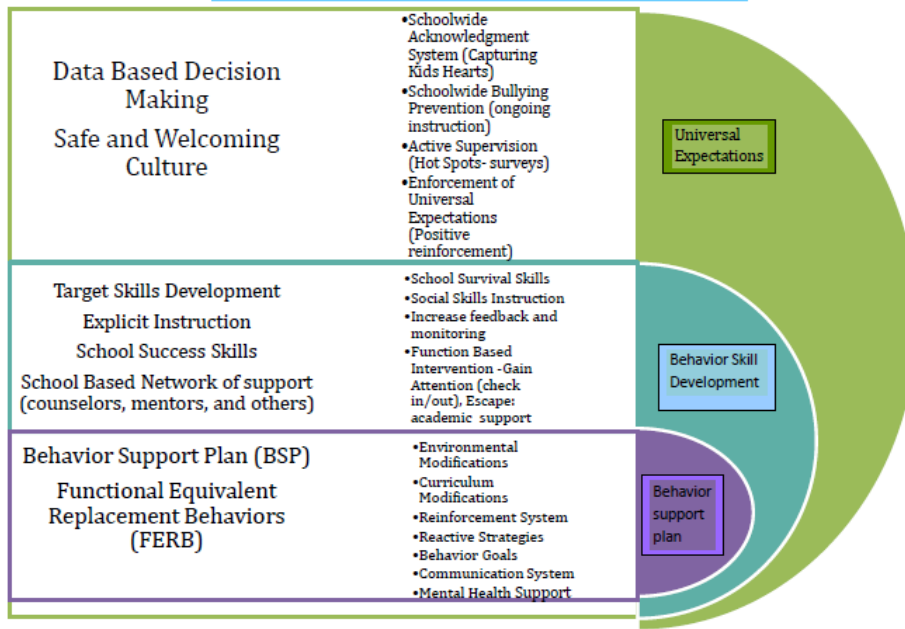
Homeschool Academic Support



RSCS RtI Academy Support



SCS PBIS Support System



RtI ES/TOR Handbook

Tier 1 (ALL STUDENTS) Activities checklist:

- Universal screening or benchmarking conducted at school level
- Evidence based curricula and strategies in place for all students and differentiation is documented by ES/TOR through the personalized learning plan- **Best practices in teaching are discussed**
- Any student identified as at risk should be monitored using progress monitoring tool or CBM in order to determine instructional effectiveness- **i-Ready and/or I CAN and progress monitoring chart, student monitoring chart**
- Data included and analyzed by ES/TOR for decision making that indicates if Tier 1 universal interventions should be continued or if there is a need to proceed to the increased intensity of Tier 2 interventions
- A student folder is maintained which includes copies of any relevant documentation including: i-Ready results, Scaled scores and gains for core areas, copies of prior Star tests, all copies of assessment results, student work samples, parent correspondence, etc.
- Progress is monitored at a minimum of three times per year

RTI Criteria for targeted students

- Not responding to Tier 1 good teaching, personalized learning and interventions—second year with low assessment scores and low growth gains, including the decline of State test scores over two or more years
- Multiple areas of concern – including low academic performance in math, ELA and/or behavior concerns
- In the “Math Path,” working significantly below grade level, and needing support through the “I Can Intervention Math Path” plan
- Did not pass Math Path Milestone 1, attended the Parent meeting and did not pass Milestone 2
- Adequate Progress or Attendance Issues – OASIS
- Previous or “exited” IEP
- High School student is “at risk” of not graduating or has very low grades and/or units earned (transcript review)
- GLE discrepancy of more than 1.5 below the students grade level placement
- Teacher concerns based on student work and professional observation
- Parent concerns about student low performance
- Significant Ethnic/racial subgroups
- Students whose parents both have not received a high school diploma or is identified for the free or reduced lunch program
- English Learners who have not scored at the proficient level on state assessments in ELA for three years
- Focus Group- is in two or more of the Focus Group categories (CUSP, CAHSEE at risk, Significant sub group- EL, Low parent ed level, SES)

Tier 2 process for newly identified students

- Identify students using the “Targeted Criteria for Tier 2” handout
- Schedule time to administer the Tier 2 benchmarks; Dibels Next Benchmark, Dibels Early Release Math Benchmark, San Diego Quick; ensure student has taken i-Ready
- Input assessment data into Oasis
- Schedule an initial Tier 2 meeting with your RTI Site Coordinator (starting the end of September)

RtI ES/TOR Handbook

- Invite additional people as needed, eg. parent(s), Director, EL support, RSP teacher, and other members of the PS department

Tier 2 follow up procedures

- Every 4-8 weeks (determined by the RTI team at the initial meeting) the progress monitoring tool will be administered by ES/TOR
- Assessment data will be input into OASIS by ES/TOR
- The ES/TOR will consult with the director and review progress monitoring results
 - If student makes some progress and/or achieves the goal, a new progress monitoring goal is established and the process continues.
 - If student makes little or no progress towards the goal, determine if a follow-up meeting with the RTI Coordinator needs to be scheduled to establish a new intervention plan or a Tier 3 meeting is needed to discuss necessary steps to ensure all possible general education resources have been exhausted.

Prior to Tier 2/3 Meeting Checklist

- Review reason for the meeting
- Review results from universal screening measures
- Record relevant student information, existing, attempted interventions and accommodations
- Discuss area(s) of concern and determine specific area of need (can use problem/clarification checklist, parent, student and teacher questionnaires)

Tier 2/3 Meeting Agenda

- ✚ Introduction (2 minutes)
- ✚ Discuss strengths (2 minutes)
- ✚ Problem identification (2 minutes)
- ✚ Review main concern (2 minutes)
- ✚ Problem Analysis (brainstorm) (10 minutes)
- ✚ Complete student achievement goals (10 minutes)
- ✚ Generate interventions (10 minutes)
- ✚ Determine interventions responsibilities
Who, what, where, when and how (2 minutes)
- ✚ Set up progress monitoring (2 minutes)
- ✚ Schedule follow up progress monitoring meeting for 4-8 weeks (2 minutes)

**Record all the information on summary and in OASIS

Tier 2/3 Activities Checklist:

- Universal screening or benchmarking conducted at school level
- Intervention plan is implemented with fidelity. Parent is using the intervention as prescribed at the Tier 2 meeting.
- Progress monitoring analyzed by ES/TOR every 6-8weeks for decision making that indicates if Tier 2 interventions are effective.
- Based on the progress monitoring measures if a student shows regression or stagnates progress there may be a need to proceed to the increased intensity of interventions another meeting should be scheduled with the RTI coordinator and multidisciplinary team.
- A student folder is maintained which includes copies of any relevant documentation including: Internal Assessment results, Scaled scores and gains for core areas, copies of prior state tests, all copies of assessment results, student work samples, parent correspondence, etc.

RtI ES/TOR Handbook

- Progress is monitored at a minimum of every 4-8 weeks and documented in OASIS with a meeting log.

RtI Annual Timeline

July/August: *Update OASIS data*

- Data analysis and identification of students within RTI Tiered level support
- Review Universal Screening data and input status into OASIS on all targeted students
- Develop students' educational plan to address academic performance concerns

September/October

- Conduct additional assessments on target students and begin RtI meetings.
- Student observations by teachers, documentation of individual student interventions within the classroom or home setting
- Continue documentation process for all targeted students in OASIS
- I-Ready and OARS test window for Fall (all students grade 2-11): September to October

December

- Identify and refer all targeted students in grade 1-8 for retention/promotion process and begin Tier 2 meetings. Include all parent requested & staff referrals for grade level retention or promotion.

January

- Conduct additional assessments on target students and begin RtI meetings.
- Student observations by teachers, documentation of individual student interventions within the classroom or home setting
- Continue documentation process for all targeted students in OASIS
- I-Ready and OARS window for winter testing (recommended as progress monitoring assessment for struggling students. Testing window for Winter: January – February

March

- Conduct additional assessments on target students and begin RtI meetings.
- Student observations by teachers, documentation of individual student interventions within the classroom or home setting
- Continue documentation process for all targeted students in OASIS
- Meet with RtI-Tier 2 teams, ensure parent participation in decision and referral of students for grade level retention/promotion recommendations.
- Meet with Guidance counselor and RtI team to make recommendations for alternative program placement options for fall enrollment. Program Placement alternatives should be determined at a Tier 2 meeting with the student's counselor in attendance.

May/June

- Conduct additional assessments on target students and begin RtI meetings.
- Student observations by teachers, documentation of individual student interventions within the classroom or home setting
- Continue documentation process for all targeted students in OASIS
- Spring i-Ready and OARS testing window and end of the year reporting
Spring Testing window (all students grades 2-11): May to June
- Review student progress and make recommendations for following year to alternate level tiers or exit students who indicate grade level performance and progress gains.

RtI ES/TOR Handbook

Speech Support Referrals

Speech RtI Referrals (previously referred to as Speech Support Referral)

Students may be referred for speech RtI support by instructional staff, school administration, and/or parents.

This is a request for support through the RtI process NOT a request for special education assessment in the area of speech and language. An intervention plan will be established and progress will be monitored to ensure all possible general education resources have been exhausted. If the student is not responding to the interventions, the TOR/ES will contact the Language, Speech and Hearing Specialist to request additional assessments.

Students with Disabilities: 504

All students who have disabilities may be entitled to a 504 Accommodation Plan. By law, these students must have full opportunity to participate in all aspects of the school on an equal basis with students without disabilities. 504 accommodation plans may be written for students with a disability that substantially limits one or more major life activities. Staff must refer these students immediately to the Guidance Department's RtI/504 coordinator to evaluate the student's disabling condition and to determine if the student qualifies for a 504 plan and/or to make a referral to the RtI process for ongoing assessment and interventions. Timelines during this process are extremely time-sensitive and should take a high priority on the RtI Advisor or site director's schedule. All steps in the 504 referral process will be documented in the student's confidential section of OASIS.

English Language Learners

The ultimate goal of Springs Charter School's English Learner Program is to develop English language literacy in each English learner (EL) as effectively and rapidly as possible so that students experience academic success comparable to native English speakers. SCS recognizes that this goal can be accomplished through programs that are ELD standards based, individualized, and well designed so that students can access the entire curriculum while acquiring English.

Federal case law requires that the main goals of the English Learner Program be to develop in each English learner, fluency in English as effectively and as rapidly as possible, and to develop mastery of the core curriculum comparable to native English speakers. This should be monitored in the RtI Tier 1 process. If concerns in progress arise ES will refer student to Tier 1 progress monitoring of the RtI process. Springs Charter School will ensure that students recoup any academic deficits incurred in achieving grade level standards in those areas.

In order to achieve these goals, the charter school will:

- Provide all students with the opportunity to participate in high quality curricular activities that address academic standards
- Offer programs based on student need and sound educational pedagogy
- Provide for and honor parent options
- Provide high quality staff development
- Embrace parent involvement in the educational process
- Provide a process for monitoring the effectiveness of the program.

Springs Charter School is committed to developing in English learners academic proficiency in English, academic achievement at parity with native English speakers, a positive self-image, and reclassification to Fluent English Proficient as well as developing in all students an appreciation of the cultural and linguistic diversity English learners bring to the community.

Grade Level Retention/Promotion

Kindergarten

Under California Education Code 48011, the general provisions for retention or promotion of students enrolled in Kindergarten require the parent or guardian of the child and the school district to agree that the child may continue in kindergarten for not more than an additional school year. At SCS, all kindergarten students will automatically be promoted to the first grade at the completion of the school year. Parent and staff that wish to retain a kindergarten student should use the Kindergarten Retention Form available on the SCS website under Staff Resources.

In cases where the Education Specialist or other staff (Teacher of Record, Advisor, Program Director) does not agree with the parent's request to retain or promote a Kindergarten student, the staff member must submit their reasons for objection to the director. The team will make the determination for retention or promotion. The parent has the right to appeal the decision of staff to the program director, Senior Administrative staff, and the Executive Director of the charter school.

Grades 1 through 8

California Education Code requires that school staff identify students who are being considered for 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. **Springs' students are expected to be identified for possible retention/promotion by the end of December.**

Specific criteria to be met before retention/promotion is considered:

- Student has identified involvement in the RtI process prior to end of December.
- An RtI Tier 2 meeting is held between staff and parents to discuss concerns and the possibility of retention and to develop an assessment/intervention plan. Additional Tier 2 meetings are held regularly (every 6 to 8 weeks) throughout the year in order to monitor student progress and to insure ongoing communication between the parent and school staff. A final meeting is held in May and a final decision is made to either retain or promote.
- Determination to retain or promote a student must be made based on assessment data, samples of student work, teacher observations, and other documented information addressed during the RtI process.
- If a decision is made to retain, a Retention/Promotion Request Form must be completed by the RtI team administrator or program director and submitted to the guidance department. The student's counselor will review the request, address any additional concerns and approve/deny the request for retention or promotion. The form will then be submitted to Student Records to complete the process and file the form in the student's cum file.
- The parent has the right to appeal the decision of staff to the program director, Senior Administrative staff, and the Executive Director of the charter school.

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Specific criteria used when making the decision to retain or promote:

It is important when discussing student achievement and a possible retention or promotion, that the following criteria must be considered.

- What is the student's current academic standing according to assessments and teacher observations established by SCS?
- What level is the student performing at academically in relationship to his or her typical peers?
- What instructional strategies/intervention have been attempted in order to help the student improve academically? What has been the student's academic improvement gain(s) in response to RtI interventions?
- What will be the social/emotional and developmental impact on the student if a determination to retain or promote is made?
- What other considerations may be factors affecting the student's academic achievements?

High School

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 Advisement Handbook.

Students with an IEP or 504

Refer all retention/promotion determinations for students with IEPs and 504s to the IEP/504 multidisciplinary team (ie.. the student's case manager or the site counselor) early in the school year.

Universal Screening

Universal Screening is a general outcome measure used to identify underperforming students and to determine the rate of increase for the school, classroom, and student. A Universal Screening will not identify why students are underperforming; rather it will identify which students are not at the expected performance criteria for a given grade level in reading and mathematics. The key feature in a screening measure is the accuracy in classifying a student as "at risk" or not "at risk." Although it is important that overall student achievement consistently be evaluated using multiple measures, universal screening is important because it represents the first point of entry into subsequent RtI tiers.

Universal Screening measures for all SCS students:

1. I-Ready for grades KN through 10
2. State Test, including CAASSP and CAHSEE
3. Curriculum-based assessments that are part of the student's instructional program
4. Teacher and parent observation, student work samples
5. Discipline Report

i-Ready

Purpose: a computer-adaptive test used to quickly pinpoint the proficiency level of students, across a range of subjects, that correspond with the CA state standards. Assessment results are used to personalize learning within the learning plan.

Grades: Kn - 10

Testing Time: approx. 30-40 minutes for each content area

Administration: Individual, internet-based

SCS uses i-Ready as a Universal Screening Measure for all students in Kindergarten through 10th grade. Students take the online assessment in essential academic areas: English

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Language Arts and Mathematics. The assessment provides for more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods. The screening data is organized to allow for comparison of both group (e.g. class) and individual performance. Comparisons of group performance can provide feedback about class performance to school leadership to identify when a teacher may require additional support, for example. Individual performance helps identify students who are potentially at risk for not acquiring the academic skill.

Schedule for the i-Ready Administration

(Unless indicated otherwise by administration)

Fall testing window: September/ October

Winter testing window: January/February

Spring testing window: May/June

Staff may reference the SCS Master Calendar on the website for specific testing windows.

Interpreting i-Ready Scores

Print a Student Profile Report of all subjects to see level placement for overall proficiency and proficiency in each domain for ELA and for Math. The ELA Domains include: Phonemic Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension literature and Comprehension Informational Text. This report also gives the Lexile Level for the student. Refer to the following tables for Mathematics and Reading in order to determine students considered "at risk" and to calculate Grade Level Equivalency.

- **At Risk:** scores below the interquartile range for their enrolled grade. Students risk not being able to progress at the same rate as their peers.
- **Grade level performance(In Range):** Scores ranging from the 25th percentile to the 75th percentile, or the middle 50% of the students enrolled in each grade. Students in this range are performing similarly to their peers.
- **Advanced:** designated by the 95th percentile

Using i-Ready levels to determine grade level equivalency:

Using the GLE score does not mean the student, in the example above, should be promoted to the fourth grade, since he/she may not have the curricular framework to do actual fourth grade work. Instead this means that the student should be challenged throughout the year with more complex materials that meet necessary state objectives at their current grade level. It also can be interpreted to mean that this state has fairly aggressive expectations for third grade, in comparison with the national norm sample.

Analyzing Growth Gains

When evaluating the data for a student who is considered "at risk," it is important to determine where the student is performing in relationship to his peers (GLE) as well as the rate in which the student is progressing. For example, consider a student who is determined to be two grade levels behind in math but is progressing at a rate which 1 ½ times faster than his/her peers. If the student continues to make progress at this rate, we can be confident that he will catch up to his peers in three years. However, the student who is behind and is making progress at a rate considerably lower than peers needs greater intervention and progress monitoring.

Average Gains from Fall to Spring

Using Lexile Scores to Determine Grade Level Equivalency

It should be understood that there is no direct correspondence between a specific Lexile® measure and a specific grade level. Within any classroom or grade, there will be a range of

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readers and a range of reading materials. For example, in a fifth-grade classroom there will be some readers who are ahead of the typical reader (about 250L above) and some readers who are behind the typical reader (about 250L below). To say that some books are “just right” for fifth graders assumes that all fifth graders are reading at the same level. The Lexile Framework® for Reading is intended to match readers with texts at whatever level the reader is reading.

However, MetaMetrics has studied the ranges of Lexile reader measures and Lexile text measures at specific grades in an effort to describe the typical Lexile measure of students and the typical Lexile measure of texts of a given grade level. *Disclaimer: This information is for descriptive purposes only and should not be interpreted as a prescribed guide about what an appropriate reader measure or text measure should be for a given grade.*

| Grade | Reader Measures (Interquartile Range, Mid-Year) | Text Measures (from the Lexile Map) |
|--------------|--|--|
| 1 | Up to 300L | 200L to 400L |
| 2 | 140L to 500L | 300L to 500L |
| 3 | 330L to 700L | 500L to 700L |
| 4 | 445L to 810L | 650L to 850L |
| 5 | 565L to 910L | 750L to 950L |
| 6 | 665L to 1000L | 850L to 1050L |
| 7 | 735L to 1065L | 950L to 1075L |
| 8 | 805L to 1100L | 1000L to 1100L |
| 9 | 855L to 1165L | 1050L to 1150L |
| 10 | 905L to 1195L | 1100L to 1200L |
| 11 and 12 | 940L to 1210L | 1100L to 1300L |

Typical Reader and Text Measures by Grade

Notice that there is considerable overlap between the grades. This is typical of student reading levels and texts published for each grade. In addition, the level of support provided during reading and reader motivation have an impact on the reading experience. Students who are interested in reading about a specific topic (and are therefore motivated) often are able to read text at a higher level than would be forecasted by the reader’s Lexile measure.

CAASP State Testing Program

Purpose: They measure students’ progress toward achieving California’s state-adopted academic content standards, which describe what students should know and be able to do in each grade and subject tested.

Grades: 3 through 8 and 11

Testing Time: Typically 2 to 4 days, depending on the student, grade level, and course schedule. Eg. Students in grades three through eight take a computer based test for various subjects.

Schedule for the CAASSP Administration

CAASSP is administered annually in the spring. For exact dates, refer to SCS Master Calendar and the SCS assessment department.

CAASSP Performance Standards –TBD 2015

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California High School Exit Exam (CAHSEE)

Purpose: To assess whether students who graduate from high school can demonstrate grade level competency in the state content standards for reading, writing, and mathematics.

Grades: 10 through 12. All students are required to take the CAHSEE for the first time in grade ten. Students who do not pass one or both parts of the exam in grade ten have up to two opportunities in grade eleven and at least three and up to five opportunities in grade twelve to retake the part(s) of the exam not yet passed.

Testing Time: Untimed, approx. three hours.

All California public school students must satisfy the CAHSEE requirement, as well as all other state and local requirements, in order to receive a high school diploma. The CAHSEE also helps identify students who are not developing skills that are essential for life after high school and encourages districts to give these students the attention and resources needed to help them achieve these skills during their high school years.

Schedule for the CAHSEE Administration

The CAHSEE testing schedule for the 2011-12 school year is posted on the CDE CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/admin.asp>. SCS selects their testing dates from this schedule. Please refer to SCS Master Calendar and the Assessment department for exact dates. The first day of testing is math and the second day is ELA.

Interpreting CAHSEE Scores

The passing score for both ELA and mathematics is 350.

Referrals to Tier 2 Progress Monitoring:

All SCS students who have attempted the CAHSEE and not yet passed are automatically identified for Tier 2 progress monitoring.

CAHSEE Performance Standards

The scale scores for both ELA and mathematics range from 275 to 450. Scale scores can be used to compare students' performance across administrations or across years.

OARS Milestone Tests

Purpose: Milestone tests measure students' progress toward achieving California's state-adopted academic content standards, which describe what students should know and be able to do in each grade and subject tested. This is a summative assessment and is meant to test mastery of content taught. The results will be used to target instruction for reteach and review based on students' individual results of progress.

Grades: 3-12

Time: Approximately 90 minutes

Schedule for Administration: Three times per year; October, December/January and February/March

Interpreting Scores: If student scores below 70% Targeted instruction with reteach and review are necessary.

Performance Standards: Student must score 70% to demonstrate mastery of content

How to Find the Grade Level Equivalency(GLE)

i-Ready Reading and Math Overall Performance and GLE Chart

| Reading Placements | Student Grade Level | | | | | | | | | | | | |
|--------------------|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Below K | 0 - 343 | 0 - 328 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Level K | 344 - 457 | 329 - 407 | 0 - 392 | 0 - 392 | 0 - 392 | 0 - 392 | 0 - 392 | 0 - 392 | 0 - 392 | 0 - 392 | 0 - 392 | 0 - 392 | 0 - 392 |
| Level 1 | 458 - 520 | 408 - 520 | 393 - 463 | 393 - 448 | 393 - 448 | 393 - 448 | 393 - 448 | 393 - 448 | 393 - 448 | 393 - 448 | 393 - 448 | 393 - 448 | 393 - 448 |
| Level 2 | 521 - 560 | 521 - 560 | 464 - 560 | 449 - 513 | 449 - 498 | 449 - 498 | 449 - 498 | 449 - 498 | 449 - 498 | 449 - 498 | 449 - 498 | 449 - 498 | 449 - 498 |
| Level 3 | 561 - 800 | 561 - 584 | 561 - 584 | 514 - 584 | 499 - 556 | 499 - 541 | 499 - 541 | 499 - 541 | 499 - 541 | 499 - 541 | 499 - 541 | 499 - 541 | 499 - 541 |
| Level 4 | NA | 585 - 800 | 585 - 627 | 585 - 627 | 557 - 627 | 542 - 580 | 542 - 565 | 542 - 565 | 542 - 565 | 542 - 565 | 542 - 565 | 542 - 565 | 542 - 565 |
| Level 5 | NA | NA | 628 - 800 | 628 - 635 | 628 - 635 | 581 - 635 | 566 - 597 | 566 - 582 | 566 - 582 | 566 - 582 | 566 - 582 | 566 - 582 | 566 - 582 |
| Level 6 | NA | NA | NA | 636 - 800 | 636 - 653 | 636 - 653 | 598 - 653 | 583 - 608 | 583 - 593 | 583 - 593 | 583 - 593 | 583 - 593 | 583 - 593 |
| Level 7 | NA | NA | NA | NA | 654 - 800 | 654 - 670 | 654 - 670 | 609 - 670 | 594 - 619 | 594 - 604 | 594 - 604 | 594 - 604 | 594 - 604 |
| Level 8 | NA | NA | NA | NA | NA | 671 - 800 | 671 - 684 | 671 - 684 | 620 - 684 | 605 - 639 | 605 - 624 | 605 - 624 | 605 - 624 |
| Level 9 | NA | NA | NA | NA | NA | NA | 685 - 800 | 685 - 712 | 685 - 712 | 640 - 712 | 625 - 651 | 625 - 636 | 625 - 636 |
| Level 10 | NA | NA | NA | NA | NA | NA | NA | 713 - 800 | 713 - 723 | 713 - 723 | 652 - 723 | 637 - 659 | 637 - 644 |
| Level 11 | NA | NA | NA | NA | NA | NA | NA | NA | 724 - 800 | 724 - 735 | 724 - 735 | 660 - 735 | 645 - 667 |
| Level 12 | NA | NA | NA | NA | NA | NA | NA | NA | NA | 736 - 800 | 736 - 800 | 736 - 800 | 668 - 800 |

| Mathematics Placements | Student Grade Level | | | | | | | | | | | | |
|------------------------|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Below K | 0 - 402 | 0 - 387 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| Level K | 403 - 499 | 388 - 424 | 0 - 409 | 0 - 409 | 0 - 409 | 0 - 409 | 0 - 409 | 0 - 409 | 0 - 409 | 0 - 409 | 0 - 409 | 0 - 409 | 0 - 409 |
| Level 1 | 500 - 533 | 425 - 523 | 410 - 446 | 410 - 431 | 410 - 431 | 410 - 431 | 410 - 431 | 410 - 431 | 410 - 431 | 410 - 431 | 410 - 431 | 410 - 431 | 410 - 431 |
| Level 2 | 534 - 569 | 524 - 569 | 447 - 542 | 432 - 468 | 432 - 453 | 432 - 453 | 432 - 453 | 432 - 453 | 432 - 453 | 432 - 453 | 432 - 453 | 432 - 453 | 432 - 453 |
| Level 3 | 570 - 800 | 570 - 578 | 543 - 578 | 469 - 563 | 454 - 489 | 454 - 474 | 454 - 474 | 454 - 474 | 454 - 474 | 454 - 474 | 454 - 474 | 454 - 474 | 454 - 474 |
| Level 4 | NA | 579 - 800 | 579 - 588 | 564 - 588 | 490 - 574 | 475 - 500 | 475 - 485 | 475 - 485 | 475 - 485 | 475 - 485 | 475 - 485 | 475 - 485 | 475 - 485 |
| Level 5 | NA | NA | 589 - 800 | 589 - 598 | 575 - 598 | 501 - 584 | 486 - 511 | 486 - 508 | 486 - 508 | 486 - 508 | 486 - 508 | 486 - 508 | 486 - 508 |
| Level 6 | NA | NA | NA | 599 - 800 | 599 - 609 | 585 - 609 | 512 - 599 | 509 - 522 | 509 - 527 | 509 - 527 | 509 - 527 | 509 - 527 | 509 - 527 |
| Level 7 | NA | NA | NA | NA | 610 - 800 | 610 - 618 | 600 - 618 | 523 - 604 | 528 - 533 | 528 - 536 | 528 - 536 | 528 - 536 | 528 - 536 |
| Level 8 | NA | NA | NA | NA | NA | 619 - 800 | 619 - 628 | 605 - 614 | 534 - 614 | 537 - 555 | 537 - 555 | 537 - 555 | 537 - 555 |
| Level 9 | NA | NA | NA | NA | NA | NA | 629 - 800 | 615 - 626 | 615 - 626 | 556 - 626 | 556 - 586 | 556 - 571 | 556 - 571 |
| Level 10 | NA | NA | NA | NA | NA | NA | NA | 627 - 800 | 627 - 637 | 627 - 637 | 587 - 637 | 572 - 601 | 572 - 586 |
| Level 11 | NA | NA | NA | NA | NA | NA | NA | NA | 638 - 800 | 638 - 652 | 638 - 652 | 602 - 652 | 587 - 616 |
| Level 12 | NA | NA | NA | NA | NA | NA | NA | NA | NA | 653 - 800 | 653 - 800 | 653 - 800 | 617 - 800 |

| Mathematics Placement | Student Grade Level | | | |
|-----------------------|---------------------|-----------|-----------|-----------|
| | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| Level K | 0 - 409 | 0 - 409 | 0 - 409 | 0 - 409 |
| Level 1 | 410 - 431 | 410 - 431 | 410 - 431 | 410 - 431 |
| Level 2 | 432 - 453 | 432 - 453 | 432 - 453 | 432 - 453 |
| Level 3 | 454 - 474 | 454 - 474 | 454 - 474 | 454 - 474 |
| Level 4 | 475 - 485 | 475 - 485 | 475 - 485 | 475 - 485 |
| Level 5 | 486 - 508 | 486 - 508 | 486 - 508 | 486 - 508 |
| Level 6 | 509 - 527 | 509 - 527 | 509 - 527 | 509 - 527 |
| Level 7 | 528 - 536 | 528 - 536 | 528 - 536 | 528 - 536 |
| Level 8 | 537 - 555 | 537 - 555 | 537 - 555 | 537 - 555 |
| Algebra I | 556 - 626 | 556 - 586 | 556 - 571 | 556 - 571 |
| Geometry | 627 - 637 | 587 - 637 | 572 - 601 | 572 - 586 |
| Algebra II | 638 - 652 | 638 - 652 | 602 - 652 | 587 - 616 |
| CCR Math | 653 - 800 | 653 - 800 | 653 - 800 | 617 - 800 |

| SCS Performance Standards for Oral Reading Fluency | | | |
|---|----------------|------------------|------------------|
| Grade | Fall (WCPM) | Winter (WCPM) | Spring (WCPM) |
| 1 | | 20-40 | 40-60 |
| 2 | 30-60 | 50-80 | 60-90 |
| 3 | 60-90 | 80-100 | 90-110 |
| 4 | 80-100 | 90-110 | 110-130 |
| 5 | 110-130 | 120-140 | 120-150 |
| 6 | 100-140 | 120-150 | 120-160 |
| 7 | 120-150 | 120-160 | 130-170 |
| 8 | 120-160 | 130-170 | 140-180 |

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| | |
|--|---|
| <p>Fluency- Use Reading A-Z Passage or Dibles*</p> <p>*An assessment needed for Tier 2 consideration Use a grade level passage for the assessment. Dibles passages can be found in your Assessment Tool Box binder or on Moodle under RTI Resources. **For monthly progress monitoring you will use a passage AT their reading level.</p> | <p>San Diego Quick</p> <p>Measures recognition of words out of context. *An assessment needed for Tier 2 consideration The test consists of 13 graded word lists from preprimer to 11th grade. The words within each list are of about equal difficulty. Weak readers over rely on context and recognize words in context more easily than out of context. 1-Error= Independent 2-Errors= Instructional 3-Errors= Frustration **The student's reading level is the last grade level word list in which the student reads eight or more words correctly.</p> |
|--|---|

| How to read i-Ready tables | Lexile Level | |
|---|--------------|--|
| <p>1. Determine the student's grade . 2. Look at that column to see the range of scores that student should have in order to be considered on-level for his grade .</p> <p>• For example:</p> <p>On the Math Assessment, a student in fourth grade needs to score between 490 and 574 to be considered on-grade-level for math . On the Reading Assessment, a student in fourth grade needs to score between 557 and 627 to be considered on-grade-level for reading .</p> <p>• Note that these charts reflect overall scores for both Math and Reading . There are different scale-score ranges for each domain. **adapted from i-ready user guide</p> | Grade | Reader Measures (Interquartile Range, Mid-Year) Text Measures (from the Lexile Map) |
| | 1 | Up to 300L 200L to 400L |
| | 2 | 140L to 500L 300L to 500L |
| | 3 | 330L to 700L 500L to 700L |
| | 4 | 445L to 810L 650L to 850L |
| | 5 | 565L to 910L 750L to 950L |
| | 6 | 665L to 1000L 850L to 1050L |
| | 7 | 735L to 1065L 950L to 1075L |
| | 8 | 805L to 1100L 1000L to 1100L |
| | 9 | 855L to 1165L 1050L to 1150L |
| | 10 | 905L to 1195L 1100L to 1200L |
| | 11 and 12 | 940L to 1210L 1100L to 1300L |

Benchmark Assessments

There are three additional assessments required for all SCS Students Involved in Tier 2 of the RtI Process. These assessments are each used to provide a different aspect of student achievement. Their purpose is to establish baselines in which to measure growth gains and

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along with universal screening measures is used to establish goals for the purpose of determining and achieving grade level equivalency. They are:

1. Dibels Next grade level Benchmark; Oral Reading Fluency and Retell Fluency (ORF and RTF)
2. Dibels Early Release Math Benchmark Assessment
3. San Diego Quick

It is important to note that because these assessments are not being administered to all students, parent permission should be given before administering the assessments to students. The assessments and administration directions can be found in the RtI Google Site.

Dibels NEXT

Purpose: Helps examine how students are doing in learning important reading skills. The results can help identify students who are “on track” for learning to read, or whether a student may need help in learning important reading skills. The skills assessed are:

- Phonemic Awareness: hearing and using sounds in spoken words
- Alphabetic Principle: Knowing the sounds of the letters and sounding out written words
- Accurate and Fluent Reading: Reading stories and other materials easily and quickly with few mistakes
- Vocabulary: Understanding and using a variety of words
- Comprehension: Understanding what is spoke or read

Ages: K through 10

Testing Time: 5-10 minutes

Administration: Individual

The Dynamic Indicators of Basic Early Literacy Skills (Dibels NEXT) are comprised of the following measures:

- FSF: First Sounds Fluency
- LNF: Letter Naming Fluency
- PSF: Phoneme Segmentation Fluency
- NWF: Nonsense Word Fluency
- DORF: DIBELS Oral Reading Fluency
- RTF: Retell Fluency
- DAZE: Dibels Comprehension Maze
- WUF: Word Use Fluency

The most important Dibels measure to administer to students is the ORF, or Dibels Oral Reading Fluency. This one is required for all students in Tier 2 of the RtI process.

Schedule for the Dibels NEXT Administration

At a minimum for baseline and benchmark data collection, students in Tier 2 should be assessed at the beginning, middle, and end of an academic year to allow for timely instructional feedback. The following figure provides information on which measures to administer depending on grade and time of year. Only Oral Reading Fluency is required at this time. The progress monitoring materials are used for more-frequent assessment of students whose performance needs to be closely monitored to ensure they are making adequate progress.

Interpreting Dibels NEXT Scores

The first time the Dibels is administered, refer to the following table to determine the

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baseline scores and determine if student is “at risk.” Low risk is considered at the 40th percentile and above. The goal for the end of the school year for Oral Reading Fluency would be greater than the “low risk.” For example, at the end of first grade, the goal is that the lowest student in the class would be able to read at least 40 correct words per minute.

Dibels NEXT Performance Standards

| Kindergarten | | | | | | |
|---|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------------------|
| | Beginning of year Months 1-3 | | Middle of year Months 4-6 | | End of school year Months 7-10 | |
| | Scores | Status | Scores | Status | Scores | Status |
| First Sound Fluency (FSF) | 10+ 5 – 9 0 - 4 | At or above Below At Risk | 30+ 20 - 29 0 - 19 | Established Emerging Deficient | Not administered during this period | |
| Phoneme Segmentation Fluency (PSF) | Not administered during this period | | 20+ 10 - 19 0 - 9 | At or above Below At Risk | 40+ 25-39 0 - 24 | Established Emerging Deficient |
| Nonsense Word Fluency (NWF) | Not administered during this period | | 17+ 8 – 16 0 - 7 | At or above Below At Risk | 28+ 15 – 27 0 - 14 | At or Above Below At Risk |
| First Grade | | | | | | |
| Phoneme Segmentation Fluency (PSF) | 40+ 25-39 0 - 24 | Established Emerging Deficient | Not administered during this period | | Not administered during this period | |
| Nonsense Word Fluency (NWF) CLS | 27+ 18 – 26 0 – 17 | At or above Below At Risk | 43+ 33 - 42 0 – 32 | At or above Below At Risk | 58+ 47 - 57 0 – 46 | At or above Below At Risk |
| Nonsense Word Fluency (NWF) WWR | 1+ 0 | At or above Below At Risk | 8+ 3 – 7 0 - 2 | At or above Below At Risk | 13+ 6 – 12 0 - 5 | At or above Below At Risk |
| Dibels Oral Reading Fluency (DORF) cwpm | Not administered during this period | | 23+ 16 - 22 0 – 15 | At or above Below At Risk | 47+ 32 - 46 0 – 31 | At or above Below At Risk |
| DORF Accuracy | Not administered during this period | | 78%+ 68%-77% 0%-67% | At or above Below At Risk | 90%+ 82%-89% 0%-81% | At or above Below At Risk |
| DORF Retell | Not administered during this period | | Not administered during this period | | 15+ 0 - 14 | At or above Below At Risk |
| Second Grade | | | | | | |
| Nonsense Word Fluency (NWF) CLS | 54+ 35 - 53 0 - 34 | Established Emerging Deficit | Not administered during this period | | Not administered during this period | |
| NWF -WWR | 13+ 6 – 12 0 - 5 | Established Emerging Deficit | | | | |

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| | | | | | | |
|---------------------------------|----------------------------|---------------------------------|------------------------------|---------------------------------|------------------------------|---------------------------------|
| | | | | | | |
| Oral Reading Fluency (DORF) | 52+ 37 – 51 0 - 36 | At or above Below At Risk | 72+ 55- 71 0 – 54 | At or above Below At Risk | 87+ 65 - 86 0 – 64 | At or above Below At Risk |
| DORF Accuracy | 90%+ 81%-89% 0- 80% | At or above Below At Risk | 96%+ 91%-95% 0- 90% | At or above Below At Risk | 97%+ 93%-96% 0- 92% | At or above Below At Risk |
| Retell | 16+ 8-15 0 – 7 | At or above Below At Risk | 21+ 13 - 20 0 - 12 | At or above Below At Risk | 27+ 18 – 26 0 - 17 | At or above Below At Risk |
| Third Grade | | | | | | |
| Oral Reading Fluency (DORF) cwp | 70+ 55 - 69 0 - 54 | At or above Below At Risk | 86+ 68 - 85 0 - 67 | At or above Below At Risk | 100+ 80-99 0 - 79 | At or above Below At Risk |
| DORF Accuracy | 95%+ 89%-94% 0- 88% | At or above Below At Risk | 96%+ 92%-95% 0 – 91% | At or above Below At Risk | 97%+ 94%- 96% 0- 93% | At or above Below At Risk |
| Retell | 20+ 10-19 0-9 | At or above Below At Risk | 26+ 18-25 0-17 | At or above Below At Risk | 30+ 20-29 0-19 | At or above Below At Risk |
| Daze | 8+ 5 – 7 0 - 4 | At or above Below At Risk | 11+ 7 – 10 0 - 6 | At or above Below At Risk | 19+ 14 – 18 0 - 13 | At or above Below At Risk |
| Fourth Grade | | | | | | |
| Oral Reading Fluency (DORF) cwp | 90+ 70-89 0-69 | At or above Below At Risk | 103+ 79-102 0-78 | At or above Below At Risk | 115+ 95-114 0-94 | At or above Below At Risk |
| DORF accuracy | 96%+ 93%-95% 0-92% | At or above Below At Risk | 97%+ 94%-96% 0-93% | At or above Below At Risk | 98% 95%-97% 0-94% | At or above Below At Risk |
| Retell | 27+ 14-26 0-13 | At or above Below At Risk | 30+ 20-29 0-19 | At or above Below At Risk | 33+ 24-32 0-23 | At or above Below At Risk |
| Daze | 15+ 10-14 0-9 | At or above Below At Risk | 17+ 12-16 0-11 | At or above Below At Risk | 24+ 20-23 0-19 | At or above Below At Risk |
| Fifth Grade | | | | | | |
| Oral Reading Fluency (DORF) | 111+ 96 – 110 0 - 95 | At or above Below At Risk | 120+ 101 – 119 0 - 100 | At or above Below At Risk | 130+ 105 – 129 0 - 104 | At or above Below At Risk |
| DORF Accuracy | 98% + 95%- 97% | At or above Below | 98%+ 96%- 97% | At or above Below | 99%+ 97%- 98% | At or above Below |

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|-----------------------------|------------------------------|---------------------------------|------------------------------|---------------------------------|------------------------------|---------------------------------|
| | 0% - 94% | At Risk | 0- 95% | At Risk | 0- 96% | At Risk |
| Retell | 33+ 22-32 0 - 21 | At or above Below At Risk | 36+ 25-35 0 - 24 | At or above Below At Risk | 36+ 25-35 0 - 24 | At or above Below At Risk |
| Daze | 18+ 12 - 17 0 - 11 | At or above Below At Risk | 20+ 13 - 19 0 - 12 | At or above Below At Risk | 24+ 18 - 23 0 - 17 | At or above Below At Risk |
| Sixth Grade | | | | | | |
| Oral Reading Fluency (DORF) | 107+ 90 - 106 0 - 89 | At or above Below At Risk | 109+ 92 - 108 0 - 91 | At or above Below At Risk | 120+ 95 - 119 0 - 94 | At or above Below At Risk |
| DORF Accuracy | 97% + 94%- 96% 0 - 93% | At or above Below At Risk | 97% + 94%- 96% 0 - 93% | At or above Below At Risk | 98% + 96%- 97% 0 - 95% | At or above Below At Risk |
| Retell | 27+ 16- 26 0 - 15 | At or above Below At Risk | 29 + 18 - 28 0 - 17 | At or above Below At Risk | 32+ 24 - 31 0 - 23 | At or above Below At Risk |
| Daze | 18 + 14 - 17 0 - 13 | At or above Below At Risk | 19+ 14 - 18 0 - 13 | At or above Below At Risk | 21+ 15 - 20 0 - 14 | At or above Below At Risk |
| Seventh Grade | | | | | | |
| Oral Reading Fluency (ORF) | 135+ 114-134 0 - 113 | At or above Below At Risk | 146+ 126-145 0 - 125 | At or above Below At Risk | 157 + 134-156 0 - 155 | At or above Below At Risk |
| DORF Accuracy | 97% + 94%- 96% 0 - 93% | At or above Below At Risk | 97% + 94%- 96% 0 - 93% | At or above Below At Risk | 98% + 96%- 97% 0 - 95% | At or above Below At Risk |
| Retell | 27+ 16- 26 0 - 15 | At or above Below At Risk | 29 + 18 - 28 0 - 17 | At or above Below At Risk | 32+ 24 - 31 0 - 23 | At or above Below At Risk |
| Daze | 18 + 14 - 17 0 - 13 | At or above Below At Risk | 19+ 14 - 18 0 - 13 | At or above Below At Risk | 21+ 15 - 20 0 - 14 | At or above Below At Risk |
| Eight Grade | | | | | | |
| Oral Reading Fluency (ORF) | 141+ 115-140 0 - 114 | At or above Below At Risk | 153+ 126-152 0 - 125 | At or above Below At Risk | 159+ 132 -158 0 - 131 | At or above Below At Risk |
| DORF Accuracy | 97% + 94%- 96% 0 - 93% | At or above Below At Risk | 97% + 94%- 96% 0 - 93% | At or above Below At Risk | 98% + 96%- 97% 0 - 95% | At or above Below At Risk |
| Retell | 27+ 16- 26 0 - 15 | At or above Below At Risk | 29 + 18 - 28 0 - 17 | At or above Below At Risk | 32+ 24 - 31 0 - 23 | At or above Below At Risk |

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|------|---------------------------|---------------------------------|--------------------------|---------------------------------|--------------------------|---------------------------------|
| Daze | 18 + 14 – 17 0 - 13 | At or above Below At Risk | 19+ 14 – 18 0 - 13 | At or above Below At Risk | 21+ 15 – 20 0 - 14 | At or above Below At Risk |
|------|---------------------------|---------------------------------|--------------------------|---------------------------------|--------------------------|---------------------------------|

Using Dibels NEXT to Determine Grade Level Equivalency

There is no direct correspondence between correct words per minute and a specific grade level. Within any classroom or grade, there will be a range of readers and a range of reading materials. For example, in a fifth-grade classroom there will be some readers who are ahead of the typical reader (about 250L above) and some readers who are behind the typical reader (about 250L below). To say that some books are “just right” for fifth graders assumes that all fifth graders are reading at the same level. Dibels assessments are intended to use for goal setting and progress monitoring. However, the following chart can be referenced as a guide for determining grade level equivalency. Administer the Dibels benchmark probe for oral reading fluency to determine number of correct words per minute the student read. Refer to the following chart and find the column for the time in which the test was administered. I.e. fall, winter, or spring. Next, go down and find the correct number of words read per minute. Refer to the grade level equivalency for that row. For example, if a student read 105 cwpm in the fall.

Oral Reading Fluency (DORF) Target Rate Norms

| Grade | Fall (WCPM) | Winter (WCPM) | Spring (WCPM) |
|----------|-------------|---------------|---------------|
| 1 | | 20-40 | 40-60 |
| 2 | 30-60 | 50-80 | 60-90 |
| 3 | 60-90 | 80-100 | 90-110 |
| 4 | 80-100 | 90-110 | 110-130 |
| 5 | 110-130 | 120-140 | 120-150 |
| 6 | 100-140 | 120-150 | 120-160 |
| 7 | 120-150 | 120-160 | 130-170 |
| 8 | 120-160 | 130-170 | 140-180 |

Source: Adapted from “AIMSweb: Charting the Path to Literacy,” 2003, Edformation, Inc. Available at www.aimsweb.com/norms/reading_fluency.htm. Data are also adapted from “Curriculum-Based Oral Reading Fluency Norms for Students in Grades 2 Through 5,” by J. E. Hasbrouck and G. Tindal, 1992, Teaching Exceptional Children, 24, pp. 41-44.

Dibels Early Release Math Benchmark Assessment

Purpose: Dibels Math measures are brief indicators of larger skill areas. As indicators they are meant to be quick, efficient predictors of overall mathematics success. The measures are not designed for in-depth diagnostic testing, as with other curriculum based measures (CBM), an analysis of error patterns can provide instructionally relevant diagnostic information. It may be highly predictive of later mathematic success.

- Ages: K through 10
- Testing Time: 5-10 minutes
- Administration: Individual and/or large group

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The Dibels Early Release Math assessment are comprised of the following measures:

- Beginning Quantity Discrimination
- Number Identification
- Next Number Fluency
- Advanced Quantity Discrimination
- Missing Number Fluency
- Computation
- Concepts and Applications

Grade Level Time Limits for Worksheets

Each worksheet has multiple pages. The time limits are for the entire worksheet, not each page.

| Grade | Time Limit per Worksheet |
|-------|--------------------------|
| 2 | 5 minutes |
| 3 | 12 minutes |
| 4 | 10 minutes |
| 5 | 14 minutes |
| 6 | 16 minutes |

At a minimum for baseline and benchmark data collection, students in Tier 2 and 3 should be assessed at the beginning, middle, and end of an academic year to allow for timely instructional feedback. The progress monitoring materials are used for more-frequent assessment of students whose performance needs to be closely monitored to ensure they are making adequate progress.

Interpreting Dibels NEXT Scores

The first time the Dibels Math is administered, refer to the following table to determine the baseline scores and determine if student is “at risk.” Below Benchmark is considered at the 50%th percentile. The goal for the end of the school year would be greater than “Below Benchmark.” For example, at the end of first grade, the goal is that the lowest student in the class would fall within “Below Benchmark” according to the grade level charts below.

Table 1. Design or Target Odds of Achieving Subsequent Early Numeracy or Computation Goals, DIBELS Math Benchmark Score Levels, and Likely Need for Support

| Target odds of achieving subsequent early numeracy or computation goals | Visual Representation | DIBELS Math Score Level | Likely need for support to achieve subsequent early numeracy or computation goals |
|---|-----------------------|--|---|
| 80% to 90% | ■ | At or Above Benchmark <i>scores at or above the benchmark goal</i> | Likely to Need Core Support |
| 40% to 60% | ▣ | Below Benchmark <i>scores below the benchmark goal and at or above the cut point for risk</i> | Likely to Need Strategic Support |
| 10% to 20% | □ | Well Below Benchmark <i>scores below the cut point for risk</i> | Likely to Need Intensive Support |

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DIBELS Math Benchmark Goals and Cut Points for Risk for Kindergarten Children

| DIBELS Math Measure | DIBELS Math Score Level | Likely Need for Support | Beginning of Year | Middle of Year | End of Year |
|--|-------------------------|----------------------------------|-------------------|----------------|-------------|
| DIBELS Math Early Numeracy Composite Score | At or Above Benchmark | Likely to Need Core Support | 27+ | 48+ | 75+ |
| | Below Benchmark | Likely to Need Strategic Support | 11 - 26 | 31 - 47 | 51 - 74 |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 - 10 | 0 - 30 | 0 - 50 |
| Beginning Quantity Discrimination (BQD) | At or Above Benchmark | Likely to Need Core Support | 5+ | 8+ | 11+ |
| | Below Benchmark | Likely to Need Strategic Support | 2 - 4 | 4 - 7 | 7 - 10 |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 - 1 | 0 - 3 | 0 - 6 |
| Number Identification Fluency (NIF) | At or Above Benchmark | Likely to Need Core Support | 6+ | 13+ | 23+ |
| | Below Benchmark | Likely to Need Strategic Support | 3 - 5 | 7 - 12 | 13 - 22 |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 - 2 | 0 - 6 | 0 - 12 |
| Next Number Fluency (NNF) | At or Above Benchmark | Likely to Need Core Support | 5+ | 10+ | 12+ |
| | Below Benchmark | Likely to Need Strategic Support | 1 - 4 | 6 - 9 | 9 - 11 |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 | 0 - 5 | 0 - 8 |

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row. At the beginning and middle of year, the DIBELS Math Composite is $2 * BQD + 1 * NIF + 2 * NNF$. At the end of year, the DIBELS Math Composite is $2 * BQD + 1 * NIF + 3 * NNF$.

DIBELS Math Benchmark Goals and Cut Points for Risk for First Grade Children

| DIBELS Math Measure | DIBELS Math Score Level | Likely Need for Support | Beginning of Year | Middle of Year | End of Year |
|--|-------------------------|----------------------------------|-------------------|----------------|-------------|
| DIBELS Math Composite Score | At or Above Benchmark | Likely to Need Core Support | 116+ | 43+ | 51+ |
| | Below Benchmark | Likely to Need Strategic Support | 70 - 115 | 31 - 42 | 40 - 50 |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 - 69 | 0 - 30 | 0 - 39 |
| Number Identification Fluency (NIF) | At or Above Benchmark | Likely to Need Core Support | 27+ | | |
| | Below Benchmark | Likely to Need Strategic Support | 14 - 26 | | |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 - 13 | | |
| Next Number Fluency (NNF) | At or Above Benchmark | Likely to Need Core Support | 12+ | | |
| | Below Benchmark | Likely to Need Strategic Support | 7 - 11 | | |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 - 6 | | |
| Advanced Quantity Discrimination (AQD) | At or Above Benchmark | Likely to Need Core Support | 10+ | 18+ | 20+ |
| | Below Benchmark | Likely to Need Strategic Support | 5 - 9 | 13 - 17 | 15 - 19 |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 - 4 | 0 - 12 | 0 - 14 |
| Missing Number Fluency (MNF) | At or Above Benchmark | Likely to Need Core Support | 4+ | 7+ | 9+ |
| | Below Benchmark | Likely to Need Strategic Support | 2 - 3 | 5 - 6 | 7 - 8 |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 - 1 | 0 - 4 | 0 - 6 |
| Computation (Comp) | At or Above Benchmark | Likely to Need Core Support | 5+ | 9+ | 13+ |
| | Below Benchmark | Likely to Need Strategic Support | 2 - 4 | 5 - 8 | 9 - 12 |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 - 1 | 0 - 4 | 0 - 8 |

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row. At the beginning of year, the DIBELS Math Composite is $1 * NIF + 3 * NNF + 2 * AQD + 5 * MNF + 4 * Comp$. At the middle of year, the DIBELS Math Composite is $1 * AQD + 2 * MNF + 1 * Comp$. At the end of year, the DIBELS Math Composite is $1 * AQD + 2 * MNF + 1 * Comp$.

DIBELS Math Benchmark Goals and Cut Points for Risk for Second Grade Children

| DIBELS Math Measure | DIBELS Math Score Level | Likely Need for Support | Beginning of Year | Middle of Year | End of Year |
|--------------------------------|-------------------------|----------------------------------|-------------------|----------------|-------------|
| DIBELS Math Computation (Comp) | At or Above Benchmark | Likely to Need Core Support | 7+ | 10+ | 13+ |
| | Below Benchmark | Likely to Need Strategic Support | 4 - 6 | 7 - 9 | 10 - 12 |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 - 3 | 0 - 6 | 0 - 9 |

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

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DIBELS Math Benchmark Goals and Cut Points for Risk for Third Grade Children

The third grade goals are no longer applicable since the timing of the Computation measure changed starting with the 2014-2015 school year. Please use local normative information.

DIBELS Math Benchmark Goals and Cut Points for Risk for Fourth Grade Children

| DIBELS Math Measure | DIBELS Math Score Level | Likely Need for Support | Beginning of Year | Middle of Year | End of Year |
|--------------------------------|-------------------------|----------------------------------|-------------------|----------------|-------------|
| DIBELS Math Computation (Comp) | At or Above Benchmark | Likely to Need Core Support | 18+ | 29+ | 42+ |
| | Below Benchmark | Likely to Need Strategic Support | 13 - 17 | 21 - 28 | 31 - 41 |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 - 12 | 0 - 20 | 0 - 30 |

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

DIBELS Math Benchmark Goals and Cut Points for Risk for Fifth Grade Children

| DIBELS Math Measure | DIBELS Math Score Level | Likely Need for Support | Beginning of Year | Middle of Year | End of Year |
|--------------------------------|-------------------------|----------------------------------|-------------------|----------------|-------------|
| DIBELS Math Computation (Comp) | At or Above Benchmark | Likely to Need Core Support | 29+ | 48+ | 53+ |
| | Below Benchmark | Likely to Need Strategic Support | 16 - 28 | 31 - 47 | 37 - 52 |
| | Well Below Benchmark | Likely to Need Intensive Support | 0 - 15 | 0 - 30 | 0 - 36 |

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

San Diego Quick

Purpose: Determines a student's independent reading level

Ages: K through 10

Testing Time: 5 minutes

Administration: Individual

Suggested uses: Assesses independent reading level to ensure that the student is presented with reading material which can be decoded independently.

Schedule for the San Diego Quick Administration

At a minimum for baseline and benchmark data collection, students in Tier 2 should be assessed at the beginning, middle, and end of an academic year to allow for timely instructional feedback.

Interpreting San Diego Quick Scores

Students are asked to read from leveled word lists, beginning with at least two grade levels below the grade level in which the student is enrolled.

Using San Diego Quick to Determine Grade Level Equivalency

The list in which a student misses no more than one of the ten words is the level at which he/she can read independently.

Two errors indicate his/her instructional level.

Three or more errors identify the level at which reading material will be too difficult for him/her.

San Diego Quick Performance Standards

| | |
|-------------|-----------------------------|
| 0 -1 errors | Independent reading level |
| 2 errors | Instructional reading level |
| 3+ errors | Frustration level |

Barton - Additional Assessments Required

There are two additional assessments that are pre-requisites for students who will be tutored by their parents using the Barton Reading program. These assessments must be completed prior to ordering the Barton Curriculum and attending training.

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Barton Screening

Purpose: To assess a student's necessary auditory discrimination skills and determine readiness for the Barton Reading program.

Ages: There is a student screening for Grades K – 12 and a tutor screening

Administration: Individual

Time: 5 minutes

Interpreting Barton Screening Scores

Students must pass all three tasks. The maximum number wrong for tasks 1 and 2 is one and the maximum number wrong for task C is two, with a maximum of six repeats.

High Frequency Words

Purpose: A brief achievement test measuring reading recognition of high-frequency words essential to reading fluency.

Ages: Grades K - 6

Administration: Individual

Time: 5 minutes.

Suggested Uses: Good readers decode words so that they are said "instantly," therefore, assuring the automaticity essential to comprehension. Each level should be taught and assessed sequentially, with the goal of increasing fluency on these high frequency words to the point that parallel processing can occur.

Interpreting High Frequency Word Scores

| | |
|---------|--------------------------------------|
| Grade K | 25 words per minute w/ 95% accuracy |
| Grade 1 | 50 words per minute w/ 95% accuracy |
| Grade 2 | 75 words per minute w/ 95% accuracy |
| Grade 3 | 100 words per minute w/ 95% accuracy |
| Grade 4 | 150 words per minute w/ 95% accuracy |
| Grade 5 | 175 words per minute w/ 95% accuracy |
| Grade 6 | 200 words per minute w/ 95% accuracy |

SCS Performance Standards for Writing

Total Words written in Three Minutes with a 1 Minute Think Time

| Grade | Words Written | |
|-------|---------------|--------|
| | Fall | Spring |
| K | 0 | 0 |
| 1 | 15 | 23 |
| 2 | 31 | 39 |
| 3 | 43 | 52 |
| 4 | 54 | 61 |
| 5 | 63 | 67 |
| 6 | 70 | 74 |
| 7 | 75 | 77 |
| 8 | 82 | 84 |

Research norms from AimsWeb

SCS Performance Standards for Math Computational Fluency

| Level | Digits Correct Per Minute | Digits Incorrect Per Minute |
|--------------------|---------------------------|-----------------------------|
| Grades 1 through 3 | | |
| Frustration | 0 -9 | 8 or more |
| Instructional | 10 - 19 | 3 - 7 |
| Mastery | 20 or more | 2 or fewer |
| Grades 4 and Up | | |

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| | | |
|---------------|------------|------------|
| Frustration | 0 – 19 | 8 or more |
| Instructional | 20 – 39 | 3 – 7 |
| Mastery | 40 or more | 2 or fewer |

Research norms from Deno, S.L., & Mirkin, P.K. (1977). Data-based program modification: A manual. Reston, VA: Council for Exceptional Children.

- By winter of **first** grade students will: Compute **22** digits per minute
- By winter of **second** grade students will: Compute **36** digits per minute
- By winter of **third** grade students will: Compute about **39** digits per minute
- By winter of **fourth** grade students will: Compute about **78** digits per minute
- By winter of **fifth** grade students will: Compute about **60** digits per minute
- By winter of **sixth** grade students will: Compute about **62** digits per minute
- By winter of **seventh** grade students will: Compute about **55** digits per minute
- By winter of **eighth** grade students will: Compute about **50** digits per minute
- By winter of **ninth** grade students will: Compute about **51** digits per minute
- By winter of **tenth** grade students will: Compute about **61** digits per minute
- By winter of **eleventh** grade students will: Compute about **56** digits per minute

Personalized Learning Strategies

Springs' philosophy that parents are the primary educators for their children implies that the parent's influence in their child's education is a major factor of their students' academic success. Parents and staff are expected to have ongoing, open discussions about each student's progress on a regularly scheduled basis. When a concern about an individual student's academic progress is determined, either as a result of assessments or a parent or ES observation, interventions to the curriculum and/or instructional delivery will be discussed. Here are some strategies to begin discussions in personalization of the individual needs of each student.

Increase Time and Intensity

Time spent daily in ELA and Math is an important discussion topic at each learning plan meeting. Kindergarten students should spend at least one hour in ELA and 30 minutes in math each day. First through third grade should spend two and a half to three hours per day in ELA and forty five minutes to one hour of math each day. Fourth through eighth grade students should spend two hours per day in ELA and one hour in Math per day. High school students should spend one hour per day per academic day in each enrolled course. Consider the following strategies to increase time and intensity when there is a concern in academic progress.

- Time extension (e.g. double the amount of time)
- Time of day (schedule assignment at optimal time for the student's maximum performance (e.g. math assignments after PE, in the morning or after medication))
- Breaks (specify the number and length of breaks, for students, during the performance assignments)
- Multiple days (provide assignment in sections over two or more days (e.g. one section of the task, or question per day))
- Multiple time segments (Provide assignment in sections over two or more time periods throughout the day (e.g. one 15-minute segment in the morning and another 15-minute segment in the afternoon)).
- Timelines provided to students to assist them in pacing their work

Supplemental Resources

Include supplemental resources available while discussing the personalized learning plan. SCS has supplemental resources available for all students without using the instructional funds needed to provide the necessary educational materials.

- Aleks math is an online resource that personalizes each lesson and provides student choice in assignments for the learning session.

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- Reading a-z offers ELA materials in reading, vocabulary, comprehension, assessment, spelling and phonics. Resources can be accessed by parents with internet access, or they can be printed by the ES and provided to the student.
- Essentials is an intensive resource and can count for a high school special interest course, as it prepares students for the necessary skills in Mathematics 1. It can be taken for free by homeschool students using Moodle. It can also be delivered by a tutor or a parent with concepts delivered in packets. These packets have necessary teaching resources that are accessible through Moodle and are a required component to teach "Essential" Foundational skills needed in Mathematics.
- CAHSEE Workshops are available for no cost at the local academies. Students can sign up in 10th grade to prepare for the CAHSEE exam. If a student does not pass the CAHSEE in the 10th grade a CAHSEE workshop must be attended.
- Study Island is a supplemental resource available as an online workshop.
- Core Workshops at the student centers are a great way to increase direct instruction time.
- I CAN's are concept based resources that provide a pre-test, resources to master the concept and a post-test to demonstrate mastery of that specific concept. They can be used as an intervention resource and a progress monitoring tool.
- I-Ready Intervention Tool- systematically teaches foundational skills using a computer adaptive diagnostic assessment with frequent progress monitoring to ensure concepts are remembered.
- Ten Marks Access to grade level content to add to student's playlist and personalize math assignments. Immediate feedback for students and progress monitoring reports for teachers. When students work on Ten Marks, they have access to hints and video lessons on EVERY problem, so if they can't recall something, or didn't quite get the topic when it was covered in class, they can quickly review the content, and move forward. Immediate support improves motivation and builds confidence, and our data shows that it does wonders for student outcomes
- Reading a-z resources and Raz- Kids build reading fluency and comprehension as it motivates students to read more. End of passage questions assess comprehension. Teacher and parent friendly reports allow for frequent progress monitoring.

Instructional Strategies

As an ES it is expected that instructional and educational strategies are discussed at each learning plan meeting. Please use the resources available in the mini in service notebook and on the ES Handbook in Moodle. As an educator use your "bag of tricks" to offer your advice on good teaching practices and strategies.

As a TOR it is expected that you use a variety of modalities to meet the needs of all learners. As an educator use your "bag of tricks" to incorporate good teaching practices and strategies.

These are recommended Tier 1 personalized learning strategies that can be used each and every day of teaching:

- Teach math vocabulary and require students to use vocabulary frequently in written assignments and oral discussions (e.g. go on number walks and have students tell the story of math)
- Provide practice with simpler problems that can be divided into incremental steps.
- Provide and use tactile and visual manipulatives during lessons (e.g. buttons, duplex squares, unifex cubes, base-ten blocks)
- Provide graphic organizers, such as Venn diagrams and tables, for students to practice writing about similarities and differences.
- Break the task into smaller steps and take a step a day while reviewing previous steps.
- Teach learning strategies, such as mnemonics, to support student performance during lessons (UPSR = "Understand, Plan, Solve, Review" PEMDAS = "Please

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Excuse My Dear Aunt Sally” = parentheses, exponents, multiply and divide, add and subtract)

Developing an Intervention Plan

An objective of RtI is to select strategies that match a student’s needs. After establishing the goal, it is important to develop an intervention plan in order to meet the goal and establish the progress monitoring tool and frequency that matches the intervention(s). As with any intervention/strategy, it can be ineffective to continue implementing interventions that are not shown to be successful through progress monitoring data. Therefore, if the student is not making progress, consider modifying the intervention/strategy or switching to another intervention/strategy. Interventions should supplement instruction and should be research-based and feasible to implement.

Interventions will exist on a continuum, meaning there is variability in the duration and frequency for each level. Generally speaking, interventions could be described/implemented as the following:

Tier 1: Least intensive – a supplemental intervention provided in addition to general instruction. Could be provided in a small group setting. The intervention may be administered by the teacher, parent, paraprofessional or peer.

Tier 2: Moderately intensive – a supplemental intervention provided inside or outside of the general education classroom. May be provided in a group setting or on an individual basis. It may be a purchased supplemental curricular program such as All About Reading.

Tier 3: Most intensive – a supplemental intervention administered in a one-on-one setting with personnel who are trained to administer the intervention, e.g. special education.

Some of the proved research-based interventions for a moderately intensive intervention in each academic area include:

(Lesson plans for these intervention/strategies can all be found in RtI Google Site)

For a more detailed list refer to the GSIP Handout.

| | |
|-----------------------|--|
| Phonics | <ul style="list-style-type: none"> • High Frequency Words • www.freereading.net • Words! Words! Words! (Letter-sound associations and Blending) |
| Oral Reading Fluency | <ul style="list-style-type: none"> • Assisted Reading Practice • Listening Passage Preview. • Paired Reading (One of Kathleen’s favorites) • Peer Tutoring: Kids As Reading Helpers • Repeated Reading |
| Reading Comprehension | <ul style="list-style-type: none"> • Click or Clunk?: Student Self-Comprehension Check • Mental Imagery: Improving Text Recall • Prior Knowledge: Activating the Known • Question Generation • Reciprocal Teaching • Text Lookback |
| Writing | <ul style="list-style-type: none"> • Integrated Writing Instruction • Written Expression Intervention |
| Math Problem Solving | <ul style="list-style-type: none"> • <u>Problem Solving - Applied Practice</u> |
| Math Fact Fluency | <ul style="list-style-type: none"> • Build Math Fact Fluency and Increase Accuracy • Math Fact Fluency • Math Facts Through Incremental Rehearsal |

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| | |
|------------------|---|
| Math Computation | <ul style="list-style-type: none">• Cover-Copy-Compare• Incremental Rehearsal• Self-Monitoring & Performance Feedback |
|------------------|---|

Progress Monitoring

Progress monitoring is a technique that provides continuous feedback about the effectiveness of the instructional program and the student's achievement. I-Ready, and OARS are the tools SCS recommends for Tier 1 progress monitoring. For Tier 2/3 the basis of the program is weekly, direct measurement of a student's progress toward a specific goal. I CAN's can be used as a progress monitoring tool.

Purposes

Progress monitoring using Curriculum Based Measures has many valid educational purposes. The most important purposes are:

- to monitor a student's progress on a frequent and consistent basis
- to provide continuous feedback on the effectiveness of a specific instructional intervention
- to establish a system for accountability for student achievement
- to provide data on student progress which can assist teachers in making data based decisions regarding the need to change or maintain current instructional strategies
- to graphically display a student's progress over time in a way that can easily be shared with parents and other professionals involved in the student's education

Example of a Progress Monitoring Schedule

| | | |
|--------------------------------|---|------------------------|
| Students at low risk (Tier 1): | Monitor progress 3x's a yr using Scantron | Probe given 3 x's a yr |
|--------------------------------|---|------------------------|

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| | | |
|---|--------------------------------|------------------------------|
| Students at some risk (Tier 2): | Monitor progress every 6-8 wks | Probe given 1-2 x's per week |
| Students at high risk (Tier 3-Special Education): | Monitor progress weekly | Probe given daily |

Progress Monitoring Probes- Tier 2/3

Curriculum-based measurement, or CBM, is a method of monitoring student educational progress through direct assessment of academic skills. CBM can be used to measure basic skills in reading, mathematics, spelling, and written expression. It can also be used to monitor readiness skills. When using CBM, the instructor gives the student brief, timed samples, or "probes," made up of academic material taken from the child's school curriculum. During Progress monitoring periods the results are then charted to offer the ES/TOR a visual record of a targeted child's rate of academic progress. Much of the power of CBM seems to lie in its ability to predict in a short time whether an intervention is working or needs to be altered. By monitoring students on a regular basis using CBM the teacher can quickly shift away from educational programming that is not found to be sufficiently effective in increasing a child's rate of learning. In fact, research has shown that teachers who use CBM to monitor the effectiveness of instructional interventions tend to achieve significantly higher rates of student learning than those instructors who rely on more traditional test measures.

Example of Reading Probes-Tier 2/3

When using CBM to measure reading fluency, the examiner sits down individually with the child and has the student read aloud for 1 minute from each of 3 separate reading passages randomly chosen from a reading book. During the student's reading, the examiner makes note of any decoding errors made in each passage. Then the examiner calculates the number of words correctly read in the passage. Next, the examiner compares the word-totals correctly read for the 3 passages and chooses the middle, or median, score. This median score serves as the best indicator of the student's "true" reading rate in the selected reading material.

Where to Get Progress Monitoring Probes for Oral Reading Fluency-Tier 2/3

To use Dibels grade-level reading probes, they can be downloaded, along with their instructions from the RTI website. To generate curriculum-based custom reading probes, go to: <http://www.interventioncentral.org/htmldocs/tools/okapi/okapi.php>

Spelling

In spelling assessments using CBM, the instructor reads aloud words that students are to try to spell correctly within a time-limit. The teacher may give 12 to 17 spelling words within a 2-minute period. According to the CBM scoring technique, spelling words are scored for correct letter-sequences. Correct letter-sequences are pairs of letters in a word that are placed in the proper sequence. Let's look at an example. The word 'talk' contains 4 letters. However, it is considered to have 5 possible correct-letter sequences. First, the examiner assumes that there is a "phantom" letter, or space-holder, at the beginning and end of each spelling word.

_ T A L K _

Phantom letters are represented here as spaces.

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1. When the phantom letter at the start of the word is paired with T, it makes up the first correct letter-sequence.
2. T A makes up the second letter-sequence
3. A L makes up the third letter-sequence.
4. L K makes up the fourth letter-sequence.
5. And K paired with the final phantom letter makes up the fifth correct letter-sequence.

So the word talk has 5 correct letter-sequences in all. For each spelling word given, a student gets credit only for those letter-pairs, or sequences, that are written in the correct order.

Writing

CBM probes that measure writing skills are simple to administer but offer a variety of scoring options. As with math and spelling, writing probes may be given individually or to groups of students. The examiner prepares a lined composition sheet with a story-starter sentence at the top. The student thinks for 1 minute about a possible story to be written from the story-starter, then spends 3 minutes writing the story.

Examples of Mathematics Probes-Tier 2/3

When giving CBM math probes, the examiner can choose to administer them individually or to groups of students. There are 2 types of

CBM math probes. Single-skill worksheets contain a series of similar problems, while multiple-skill worksheets contain a mix of problems requiring different math operations. No matter which type of math probe is used, the student is given the worksheet and proceeds to complete as many items as possible within 2 minutes. More traditional approaches to scoring computational math problems usually give credit for the total number of correct answers appearing on a worksheet. In contrast to this all-or-nothing marking system, CBM assigns credit to each individual correct digit appearing in the solution to a math fact.

By separately scoring each digit in the answer of a computation problem, the instructor is better able to recognize and to give credit for a student's partial math competencies. For example, this addition problem has a 2-digit answer:

$$\begin{array}{r} 13 \\ + 6 \\ \hline 19 \end{array}$$

If a student correctly gave the answer to the problem as "19," that student would receive a score of 2 correct digits.

In this subtraction problem, the student placed an incorrect digit in the ones place. However, the numeral 2 that appears in the tens place is correct.

$$\begin{array}{r} 46 \\ - 18 \\ \hline 27 \end{array}$$

So this student receives credit for a single correct digit in the subtraction problem.

Where to Get Progress Monitoring Probes for Math Computation-Tier 2/3

To generate Math Computation Probes for Advanced Operations (Courtesy of Superkids.com) for the following skills, go to:

<http://www.superkids.com/aweb/tools/math/fraction/>

- Fractions
- Percentages
- Rounding

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- Averages
- Exponents
- Factorials

To generate Curriculum-Based Assessment in Early Math Fluency (Courtesy of Intervention Central and Numberfly) for the following skills, go to:

<http://www.interventioncentral.org/php/numberfly/numberfly.php>

- Missing Number
- Quantity Discrimination
- Number Identification

To generate Curriculum-Based Assessment Math Computation Probe Single-Skill Worksheets (courtesy of Intervention Central) for the following skills, go to:

<http://www.interventioncentral.org/htmldocs/tools/mathprobe/addsing.php>

- Addition
- Subtraction
- Multiplication
- Division
- and/or Mixed Skills

2015 Goal Setting, Intervention, and Progress Monitoring Chart “GSIP” With Assessment Option

| Area of Concern | G.L.E. Goals | Goal | Needed Weekly Rates of Progress | Progress Monitoring Tool | Recommended Interventions | Benchmark Assessments (Fall, Winter, Spring) |
|--------------------|--|---|--|---|--|---|
| Phonemic Awareness | <p>K: 47 letter sounds; 62 letter names correct</p> <p>1st: 61 letter sounds, 75 letter names correct</p> | Increase number of letter sounds, letter names, and phonemes read in one minute | <p>K: 1.3 letter sounds, 1.2 letter names</p> <p>1st: .8 letter sounds, .6 letter names</p> | <ul style="list-style-type: none"> Dibels FSF Dibels PSF Dibels LNF <p>(First Sound Fluency, Phoneme Segmentation, Fluency, Letter Name Fluency)</p> | <ul style="list-style-type: none"> Barton Reading Level 1 All About Reading Level 1 www.freereading.net Sound spelling cards Phonemic awareness lessons and games Student Interactive Website: Reading Teacher Lexia Core5 | Informal Phonological Processing Inventory, Dibels Next-FSF, PSF Reading a-z Phonological Awareness Assessment (need to log in) |
| Phonics | <p>K: 46 nonsense words</p> <p>1st: 95 nonsense words</p> <p>2nd: 120 nonsense words</p> | Increase Correctly Read Nonsense Words per minute | <p>1st: 1.9 words</p> <p>2nd: .3 words</p> | <ul style="list-style-type: none"> Dibels NWF Nonsense Word Fluency High Frequency Word Lists (Fry's or Dolch) | <ul style="list-style-type: none"> High Frequency Words: Fry's or Dolch activities All About Reading Level 1 www.freereading.net RAZ Kids CBM Word Study Word Sorts Student Interactive Website: Reading Teacher Lexia Core5 i-Ready | Dibels NWF, DORF, and San Diego Quick Reading a-z Phonics Assessment (Need log in) |

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| | | | | | | | |
|-----------------------------|--|---|--|---|--|--|--|
| <p>Oral Reading Fluency</p> | <p>Dibels 1st: 60 2nd: 100 3rd: 110 4th: 140 5th: 150 6th: 160 7th: 170 8th: 180</p> | <p>CBM 1st: 94 2nd: 120 3rd: 152 4th: 168 5th: 187 6th: 199 7th: 195 8th: 190 9th: 189 10th: 191 11th: 180</p> | <p>Increase cwpm (correct words read per minute)</p> | <p>K: 1 letter 1st: 2 words 2nd: 1.5 words 3rd: 1 word 4th: .85 words 5th: .5 words 6th: .3 words</p> | <ul style="list-style-type: none"> • Dibels benchmark passages • CBM passage • <u>OKAPI</u> • Raz Kids • Reading a-z Running Record | <ul style="list-style-type: none"> • Assisted Reading Practice • Listening Passage Preview • Paired Reading Peer Tutoring: Kids As Reading Helpers • Repeated Reading • RAZ Kids • Helps Program • Online audio books: http://www.gutenberg.org/ http://librivox.org/ • Super Teacher Worksheets • www.k-12reader.com • Reading Plus • i-Ready • Read Works Passages and explicit instruction lessons • Reading Path Fluency (On Bookmark) | <p>Dibels DORF and San Diego Quick Reading Plus-Assessment i-Ready Assessment Raz Kids Assessment Running Record: Read works, or reading a-z</p> |
| <p>Area of Concern</p> | <p>G.L.E. Goals</p> | <p>Goal</p> | <p>Needed Weekly Rates of Progress</p> | <p>Progress Monitoring Tool</p> | <p>Recommended Interventions</p> | <p>Benchmark Assessments</p> | |

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| | | | | | | |
|------------------------------|--|--|--|---|--|---|
| <p>Reading Comprehension</p> | <p>1st: 34 2nd: 58 3rd: 65 4th: 80 5th: 79 6th: 90 7th: 108 8th: 143</p> | <p>Increase NWR (total number of words student uses in a retell)</p> | <p>2nd: .9 words 3rd: .4 4th: 1.4 5th: .3 6th: 1.3 7th: 8th:</p> | <ul style="list-style-type: none"> • Dibels RTF (Retell Fluency) • CBM passage • OKAPI • www.readworks.org passages with question sets • www.readinga-z.com leveled books • Raz Kids | <ul style="list-style-type: none"> • Click or Clunk?: Student Self-Comprehension Check • Mental Imagery: Improving Text Recall • Prior Knowledge: Activating the Known • Question Generation, mind maps, graphic organizers • Reciprocal Teaching • Passages with vocab and comprehension questions • RAZ Kids • Reading Plus • Comprehension Skills and Strategies Lessons | <p>Dibels ORF with Retell Dibels DAZE Readwork Passages with question sets</p> |
| <p>Writing</p> | <p>1st: 23 words 2nd: 39 3rd: 62 4th: 61 5th: 67 6th: 74 7th: 77 8th: 84</p> | <p>Increase total number of words written per three minutes with percentage of correct writing sequences, words spelled correctly, and correct punctuation</p> | <p>1st: .4 words 2nd: .4 3rd: .5 4th: .4 5th: .2 6th: .2 7th: .1 8th: .1</p> | <ul style="list-style-type: none"> -Provide students with a 1-minute think time and timed for 3 minutes -Writing Prompt with checklist and rubric scores (self and parent/teacher) | <ul style="list-style-type: none"> • Integrated Writing Instruction • Written Expression Intervention • Journal, POWER, graphic organizers • Website through Write Source • Daily opportunities to write, reflect and respond daily throughout the curriculum • Guided Writing Lessons | <p>Writing prompts with Rubric scores (self and teacher scores)</p> |
| <p>Spelling</p> | <p>1st: 52 2nd: 66 3rd: 107 4th: 123 5th: 134 6th: 141 7th: 145 8th: 144</p> | <p>Increase CLS (Correct Letter Sequences)</p> | <p>1st: .4 2nd: .2 3rd: .3 4th: .5 5th: .1 6th: .2 7th: .3</p> | <p>Words Their Way Spelling CB measure</p> | <ul style="list-style-type: none"> • All about Spelling • Words Their Way • Fry's Word Activities • Sound Spelling Chart • Word Study Activities • Student Interactive: Word Wizard | <p>Spelling Inventory (also found in Assessment Toolbox) Fry's Word List(s) Assessment Reading a-z High Frequency Word Assessment Dolch Sight Word Assessment</p> |

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| | | | | | | |
|-----------------------------|--|---|---|--|--|--|
| <p>Math Computation</p> | <p>1st: 22 digits 2nd: 36 3rd: 39 4th: 78 5th: 60 6th: 62 7th: 55</p> | <p>Increase number of digits answered correctly (cd) in two minutes</p> | <p>1st: .6 digits 2nd: .9 3rd: .6 4th: .9 5th: .6 6th: .6 7th: .5 8th: .6 9th: .1 10th: .3</p> | <p>Numberfly! to create CBM Early Math Fluency probes online Kindergarten and first grade probes Dibels Math: Computation PM</p> <p>Dibels Math: Concepts and Application PM</p> | <p>- Cover-Copy-Compare - Incremental Rehearsal Problem - Interspersal - Self-Monitoring & Performance - Feedback - i-Ready - Ten Marks; Free or Premium with assessment and instruction - Problem Solving - Applied Practice - ST Math - Fluency: Timed tests using math facts- daily - Practicing Basic Skills in Math, Using resources from two plus two is not Five - Rocket Math; daily fluency practice with a partner - Extra Math Practice - www.timezattack.com - www.IXL.com</p> | <p>-K-6: Dibels Math -Ten Marks Premium Assessment -i-Ready Diagnostic -Rocket Math Probe</p> |
| <p>Math Problem Solving</p> | <p>5th: 75 digits 6th: 93 7th: 80</p> | | | | | |

RTI AND BEHAVIOR CONCERN: WHEN BEHAVIOR IMPACTS ACADEMIC PROGRESS

When behavior impacts academic progress it is appropriate to respond with RTI. There are questions that need to be answered in the process of identifying the reason for the behavior. Environmental, curricular, instruction and student performance can all be factors contributing to the behavior. Identifying the purpose of the behavior will assist the RTI Team in creating an appropriate intervention plan. The teacher and parent are valuable team members to answer these specific questions: when is the behavior occurring, What happens before, during and after the behavior? Are there “triggers” which initiate the student to use the behavior? What does the behavior look like, and/or sound like? How often does the behavior occur? How long does the behavior last? Are there times during the day when the student uses the behavior more often? Is the student using the behavior to gain something or avoid something? The team will use the problem solving process to isolate the purpose of the behavior and create an intervention plan to teach appropriate skills to affect a positive change in behavior. The same RTI Tiered approach will be followed to address these concerns.

PROMOTE POSITIVE BEHAVIOR: USING BEHAVIOR INTERVENTION TIER 1 AND 2

The following table presents Prevention Strategies as a proactive approach within the classroom.

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| | |
|--|---|
| <p>Prevention- Curriculum Strategies</p> <p>Curriculum Adjustments*</p> <p>Appropriate and motivating curriculum</p> <p>Adjust the amount of assignment given to the student at once – smaller number to demonstrate mastery</p> <p>Intersperse difficult assignments with easier assignments</p> <p>Assign tasks that require active participation</p> <p>Allow for —do-overs</p> <p>Personal interests used for motivation*</p> <p>Provide extra time to complete assignments (within 504 or IEP)</p> <p>Break assignments into manageable sections</p> | <p>Prevention- Instructional Strategies</p> <p>Shorten the instructional lesson</p> <p>Instructional Pacing*</p> <p>Change voice intonation</p> <p>Peer assisted instruction</p> <p>Increased academic learning time*</p> <p>Student follow-up*</p> <p>Student maintains a planner for assignments</p> <p>Specific, or modified, instructions</p> <p>Multiple modes of instruction (visual, auditory, hands-on)</p> <p>Increase reinforcement quality of classroom</p> <p>Increase frequency of task related recognition*</p> |
| <p>Prevention- Environmental Strategies</p> <p>Post all classroom rules and daily schedules in prominent locations*</p> <p>Preferential Seating *</p> <p>Needed materials are easily accessible</p> <p>Rearrange the room or furniture</p> <p>Create separate or designated work areas</p> <p>Quiet areas*</p> <p>Change the lighting</p> <p>Adjust sounds (e.g., volume of music, voice volume)</p> <p>Minimize or eliminate distracting materials*</p> <p>Play music*</p> | <p>Prevention Strategies- Provide Structure</p> <p>Set clear expectations and rules*</p> <p>Preview rules and behavioral expectations*</p> <p>Structured daily schedule*</p> <p>Visual schedule*</p> <p>Preview schedule*</p> <p>Preferred activities scheduled in daily routines</p> <p>Schedule adjustment*</p> <p>Non-preferred activities scheduled among preferred activities</p> <p>Student involved in planning</p> <p>Planned activities for transition times*</p> <p>Routines or signals to prepare for transitions</p> <p>Minimize down times*</p> <p>Predictability*</p> <p>Structuring non-instructional periods, including recess</p> |
| <p>Prevention Strategies to Increase Compliance</p> <p>Behavioral momentum*</p> <p>Offer choices*</p> <p>5-10 second compliance time window*</p> <p>Effective commands*</p> <p>Prompting*</p> <p>Precision requests*</p> <p>Proximity control*</p> <p>Quiet start requests*</p> <p>Allow flexible seating positions (e.g., stand, sit on knees)</p> <p>Systematic prompting (if age-appropriate)*</p> | |

Teaching Strategies Positive Behavior

Teaching Strategies- Promote Positive Classroom Behavior

- Direct Instruction*
- Modeling*
- Incidental Teaching*
- Practice opportunities*
- Natural opportunities*
- Role-play*
- Verbal reminders*
- Non-verbal reminders*
- Verbal rehearsal*
- Visual strategies*
- Prompting*
- Errorless learning*
- Behavioral learning games
- Use of manipulatives*
- Curricular integration*
- Teaching interaction*
- Integrate curriculum into music*
- Monitoring checklist* (Tier 2)
- Task analysis* (Tier 2)
- Stimulus cueing* (Tier 2)
- Scripts* (Tier 2)
- Social stories/Comic book conversations* (Tier 2)
- Self-management* (Tier 2)
- Social skills training* (Tier 2)

Reinforce Positive Behavior (Tier 1 and 2)

Specific verbal praise*

Social interactions

- 1:1 conversations with certain people
- Talking about their interests
- Social time with friends
- Being able to talk during lunch

Appropriate touch

- High five
- Pat on the back
- Hug – if appropriate

Materials/Tangible items

- Stickers
- Toys
- Books
- Pencils
- Notebooks
- Edibles (e.g., food)
- Home-school reinforcement system*
- Mystery motivator*
- Token economy*

Activities

- Computer time
- Assist with morning announcements
- Extra 5 minutes of recess

Privileges

- Line leader
- Visit a teacher or school personnel
- Run office errands
- No homework pass
- Positive referrals*
- School-wide recognition
- Leadership roles/Responsibility

Goal setting*

- Group reinforcement contingency* (Tier 2)
- Individualized reward system* (Tier 2)
- Premack Principle* (Tier 2)

Teaching Strategies to Decrease Inappropriate Behavior

(Tier 1 and 2)

Prompts/Redirection

Redirection*

Verbal prompt*

Visual reminder (sign or picture)

Gestural prompt (pointing or using a hand signal)*

Physical prompt (slight touch on the shoulder, gentle guidance)

Corrective feedback*

Teacher restates expectations to the student

Verbal rehearsal*

Rules Review*

Contingent observation*

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The Problem Behavior Persists Despite RTI Tier 1 Personalized Learning (Tier 2)

- Conference with student Parent contact (e.g., phone, e-mail, notes)
- Parent conference
- Offering the student choices
- Reflection center*
- Detention
- In-school suspension
- Positive Practice*
- Peer consequences*
- Reflective essay*
- Required relaxation*
- Positive Behavior Support Plan (PBSP)

Positive Behaviors (Tier 1 and 2)

Looks Like: hands to self, feet on the floor, thinking before doing, participating in lesson, following directions, focusing on your own learning, kind facial expressions, pleasant body language, proper personal space, and looking others in the eye when talking.

Sounds Like: Soft tone of voice, kind and non-threatening words, pleasant "I trust you," and "I feel comfortable," asking questions, asking permission, sharing ideas, admitting mistakes and celebrating accomplishments, "I'm sorry," "I appreciate you," and "I'm proud of you," "Excuse me," "Thank you," and "Please."

Feels Like: The environment is comfortable and safe for everyone, free from harm, threat or worries, productive, self- controlled, self -directed, proactive, best effort, proud of work, and people's feelings, thoughts and beliefs are being given sensitive consideration.

Reminder: Positive Behavior Support □

- ✓ **Remember** who is in charge—you! Don't get into any power struggles with students.
- ✓ **Remember** don't yell or lose your temper. To achieve a calm, orderly, and controlled environment, you must remain calm and controlled.
- ✓ **Remember** don't make threats, especially those that students know you will not or cannot carry out. Example: —If you don't behave like a third grader, I'm going to send you back to second grade.
- ✓ **Remember** give students strong, direct statements instead of making your commands questions. Example: Instead of saying, "Will you please stay in your seat?" Make it a clear statement by saying, "Stay in your seat."
- ✓ **Remember** don't use the word try. The word try gives permission to fail. You want your students to comply not to try. Example: Instead of saying, "Try to be on time" Say, "Be on time."
- ✓ **Remember** to use a get ready to listen signal to alert students that you are about to give important information. Then speak in a normal voice. **Don't** speak over the students even if some are not ready to listen. When they miss the direction, they will

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be ready to listen next time. When you give the signal, students who are ready to listen will pressure those who are not.

- ✓ **Remember** give a direct statement only once. Tell students exactly what you expect and, whenever possible. Then, do not repeat the statement. Example: "If you have a question, raise your hand. I will only call on students who quietly raise their hand and wait to be called on.
- ✓ **Remember** don't use sarcasm, ridicule, or labels. Students will learn respect by being respected.
- ✓ **Remember** use your students' names to praise positive behavior as well as to discipline. Examples: "Fred, I noticed that you picked up the trash around your desk and I appreciate your showing responsibility, and Suzie, I expect everyone to stop and listen when I give the freeze signal."

ABC's of Behavior Intervention with Examples

5-10 second compliance-time window- When a request is made, allow the student a 5-10 second time window to follow through with compliance.

Accepting consequences - Once given, the student accepts the natural and/or artificial consequences to reinforce the positive or negative behavior. Skills will need to be developed and reinforced to teach a student to accept consequences.

Active Supervision -safe supervision to avoid problem behaviors- each staff member assigned to a specific zone

Allow "do-overs" -This intervention will help to reduce stress induced behaviors of students who lack confidence and motivation due to fear of failure. If they are allowed to —re-do an assignment, when they have attempted it, anxious behavior may be eliminated. Example: Suzie gets nervous each time there is a math quiz and during the third math quiz of the semester she refuses to do it and —shuts down. By putting her head down and disengaging with those around her. The teacher can inform her that if she attempts to do this quiz and then finds out she did not pass it, she can attempt to take it again the next day or later on that week.

Alternative behaviors for sensory feedback- Attempt to find a less distracting behavior that serves the same sensory purpose. Examples: A student who taps their pencil can tap a Q tip, squeeze a ball or a student who rocks on their chair can use an exercise ball to sit on instead of a chair.

Analyzing behavior trends - Consistent documentation needed of discipline issues, locations, teachers involved, students involved, frequency, duration, and time of day, to identify the reason for the behavior. This information is needed for the RTI Team to develop an appropriate intervention plan.

Appropriate rejection/ignoring- This is referring to a socially acceptable behavior; to avoid contact with an undesired person, object, or activity. Example: The student ignores another peer who is teasing him.

Avoiding power struggles -Power struggles typically involve arguments or negative interactions between the teacher and student. In a power struggle the teacher often loses valuable teaching time due to the confrontation and the student's behavior usually worsens. It is a lose, lose situation that should be avoided. Avoid power struggles by following these guidelines:

- 1. Obtain students attention.
- 2. Make eye contact.
- 3. Offer choices or state clearly what you need the student to do.
- 4. Walk away from situation.

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- 5. Ignore attempts by student to further engage you.

Positive Behavior Support Plan -This is a written plan developed by the RTI team and agreed upon by the student and, parent, specifying an appropriate behavior and a reinforcement that the student may earn when he/she displays the behavior. The plan is signed by all parties who are participating in the team meeting (student, teacher, parents, etc.). For preschool, an informal verbal plan is appropriate. Remember, the plan should involve a delay or interval before a primary reward is given, which can result in a lack of motivation for the student, if the interval is too long. Positive reinforcement should be included in a well-balanced plan. Examples:

- **Pre-K**» The teacher says to Kelly, —If you pick up the toys, then you get to pass out the snack today.
- **Elementary**» Gavin and his teacher have developed a behavioral plan that states: If Gavin completes all of his classroom assignments throughout the day, he will be allowed to choose two items from the treasure box.
- **Secondary**» Kevin is failing his Algebra class and his teacher puts him on a behavior plan. If he completes and turns in four consecutive assignments with 80% accuracy, he earns electronics time at home for a set amount of time.

Behavioral learning games- Students can learn appropriate behavior through classroom wide game(s). For individual student behavior, there are board games that help to promote and teach certain targeted skills to increase positive social interactions.

Behavioral momentum- Increasing compliance by identifying and then making a minimum of three requests with which the student has a high probability of compliance before making a low-probability request. Be sure to reinforce compliance with the low-probability requests. Examples:

- **Pre-K**» At lunch time, Ann is often reluctant to eat her lunch. In order to increase the likelihood that she will try her lunch, her teacher uses the following sequence of requests: —Ann, please sit down next to Shauna today! Ann, pass the napkins, please! Ann, look at the pretty shoes Shauna is wearing! Ann, have a bite of your sandwich!
- **Elementary**» Mr. Cleaver is working with nine-year-old Alison on compliance. After identifying high- and low-probability behaviors for Alison, he uses the following sequence: —Alison, tell me your name. Alison, give me five. Alison, point to the dog. Alison, put your puzzle back on the shelf. If she puts the puzzle away, she receives a token.

Behavioral Self-Control (BSC) -This involves creating a highly structured plan for students who lack self- control on a consistent basis. When a student is engaged in inappropriate behavior, the following teacher prompts and student responses should take place:

- Self-evaluation
 - Teacher asks: What are you doing?
 - Student responds: I am.....
- Self-management
 - Teacher asks: What do you need to be doing?
 - Student responds: I need to....
- Self-instruction
 - Teacher asks: What are you going to do now?
 - Student responds: I have to.....
- Self-reinforcement
 - Teacher asks: Let me know when you finish.

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- o Student responds: I did.....

Break tasks into manageable sections- Students may misbehave to escape activities that they find too hard or tedious. Consider breaking a larger task into smaller or easier 'chunks' that the student will more willingly undertake. If the student must complete a large number of subtasks, include an occasional 'fun break'.

Bullying Prevention- Proactive approach to prevent bullying behavior within the school setting. Your counselor provides annual staff development, student and staff surveys and has multiple resources available to provide direct instruction lessons, whole class lessons and school site assemblies on the proactive approach to bullying prevention.

Calm down break- The student must first identify when they are getting too tense, excited, or angry, and then take a short break away from the setting or situation until they have calmed down sufficiently. "Cool Tools" is a great resource!

Capturing Kids Hearts -Curriculum that uses strategies to create a positive learning environment.

Contingent observation this involves telling a student who is doing something in appropriate to step away from the activity, sit and watch the appropriate behavior of other students while the teacher intentionally reinforces them. After a brief period of observation, the teacher prompts the student to rejoin the activity, and reinforces the desired behavior.

Check in/out Strategy System for daily check in time for student to meet with teacher at least twice during the day to discuss progress, and successes for the day so far. This is an effective strategy for students using behavior to get attention from the teacher.

Coping skills This intervention involves teaching a student appropriate ways to cope/deal with frustration, anger, embarrassment, etc. Teaching coping skills is a proactive way to increase positive behavior.

Corrective feedback This involves providing information which points out areas in need of attention. Giving corrective feedback does not have to be a negative punishing experience but one that will give needed information. Feedback should be specific, simple, and immediate.

Types of corrective feedback:

- o Explicit correction: The teacher supplies the correct form of the behavior or skill to the student and clearly indicates what was incorrect or inappropriate. This is common corrective feedback in large groups of students where the teacher's time is limited.
 - o Explicit correction has a very low rate of effectiveness since the student doesn't have to self-correct and the mistake could be easily forgotten.
 - o Elicitation: Teacher asks for a replacement skill, _How would you do that appropriately? And then pausing to allow student to complete teacher's request.
 - o Clarification: Teacher uses phrases such as, _I don't understand what you are trying to do', or _What do want from choosing to do that?

CPI Strategies- Staff Training in Deescalating problem behavior (Tier 2/3)

Curricular integration- A technique known as curricular integration is useful in teaching skills to students, as the technique integrates positive strategies for modifying problem behavior into the existing classroom curriculum, and is based upon the premise that a skill is more likely to be learned when taught in the context in which it is used. Teachers who incorporate behavioral interventions into daily instruction generally state that this technique

has proven to be particularly effective for teaching replacement behaviors.

Daily lessons to teach Universal Expectations -direct instruction, modeling, practice and other visual aids; including posters with pictures, teaching what it looks like, sounds like, feels like, etc

Direct instruction- This refers to active teaching or explicit instruction, including explaining to students exactly what they are expected to learn, demonstrating the steps needed to accomplish a task, providing opportunities for practice, and giving feedback based on performance. Examples:

- **Elementary»** The teacher explains to Dennis that the lesson is about long division. Then she demonstrates the steps on the chalkboard and watches while he tries to do a problem. Feedback is given to correct any errors and to reinforce him for following procedures correctly.
- **Secondary»** In English class, Ms. Paulos teaches her freshman students how to diagram sentences involving subject, predicate, articles, adjectives, and adverbs. She demonstrates the procedure with a sample sentence and writes each step on the board. Then she puts a sentence on the board and asks the students to diagram the sentence in their seats while she walks around and gives assistance and corrective feedback. Finally, one student goes to the board and illustrates how to correctly diagram the sentence.

Effective commands- Teachers can reduce problems with student compliance by following research-based guidelines (Walker & Walker, 1992). See the section, *Delivering Effective Commands*, for specific strategies on how to give commands and increase compliance.

Eliminate audience- This intervention involves removing the attention given to a student for a behavior. It is appropriate for students who behave inappropriately to gain attention from others around them. Examples:

- Have the students in the class physically move away from student.
- Redirect the class to a different activity away from the student.

Environmental Engineering- This refers to the process of arranging the physical environment of the classroom to enhance student learning and behavior. The physical environment serves as a set of stimuli which influence appropriate and inappropriate behavior. Teachers can pay attention to such factors as basic layout of classroom space, wall displays, traffic patterns, and other aspects of the classroom. Examples:

- **PreK:** Mrs. Adams arranges her class so that she has visual contact with all parts of the room. For example, she uses low bookcases so students are in her line of sight.
- **Elementary: Ms. Red** (1) divides the classroom into areas for quiet reading, seat work, and small group work; (2) arranges the room so students cannot easily look out windows or doorways into halls, and (3) places himself between the students and open areas if there are runners in the class.

Errorless learning-This involves creating teaching routines that guarantee success. This is most effective for students who frequently make mistakes, who lack confidence (or may be anxious), and/or who do not remember their learning experiences and the feedback that they receive. The following are procedures that facilitate errorless learning:

- Adjust expectations appropriately (be reasonable)
- Make sure that the student is completely clear about what is expected of them
- Complete the task collaboratively with the student
- Make the task doable by 1) breaking the task into separate parts or 2) giving the student responsibility for only one or two components of a larger task

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- Anticipate problems and —pre-correctll (e.g., —I see a tricky word in the next sentence – the word is ____-let me know if you need help when you get to that word.ll)
- Provide adequate cues
- Ensure large numbers of successful repetitions to ensure learning

Extinction- This refers to a behavior reduction procedure that is used to decrease problem behaviors that have a history of being reinforced, by removing the source of reinforcement. This is typically used with attention seeking behaviors, but can also be used with behaviors that are maintained by escape from demands or access to a preferred item or activity.

- Because an inappropriate behavior is ignored or not reinforced, the student may exert greater effort to obtain the reinforcer and there may be a dramatic increase or burst of the inappropriate behavior initially. It is very important to keep this phenomenon in mind when utilizing extinction, and to refrain from giving in and providing reinforcement. Inadvertently —giving inll and reinforcing the behavior will serve to make the behavior worse. Also, when eliminating a problem behavior using extinction, it is always necessary that you teach the individual a new behavior to replace the inappropriate behavior.
- Extinction is not appropriate when the behavior is dangerous to the student or others. In such an instance, extinction should be combined with other procedures. Extinction is a technical procedure that requires staff training
- See examples of *planned ignoring, eliminate audience, peer ignoring, time-out, and follow through.*

Follow through-When a consequence is set to occur for a behavior or if the instructor states that a certain consequence will occur, then it is important to follow through with the consequence if the particular behavior occurred. This should be done for both positive consequences (e.g., delivering a reward contingent on appropriate behavior) and negative consequences (e.g., losing a privilege contingent on inappropriate behavior). It should also be done to ensure that the student does not receive the —pay-offll for a behavior (e.g., continue to present the work demands even though the student's behavior is occurring to escape). Follow through with what we say will communicate to the student that we are consistent and that they can expect that we will always do what we say we are going to do. Example:

- **Pre-K:** Allison starts crying when she is asked to clean up the puzzle pieces. The teacher continues to prompt Allison to clean up, providing more intensive prompts (i.e., gestures, gentle guidance) until the puzzle is complete.
- **Elementary:** Mary earned enough stickers today to receive a reward. The teacher makes sure to let her grab her reward at the end of the day.
- **Secondary:** Billy used inappropriate language during football practice today. His football coach told him to sit out for the first 5 minutes of the practice game.

Functional communication skills- Students who do not have appropriate communication and social skills will often vent their school related frustrations in disruptive and inappropriate ways. Example: A student experiencing difficulty in mathematics may attempt to avoid such work by acting out in the classroom. An appropriate functional communication skill may be to signal the teacher either verbally or with a predetermined nonverbal sign (i.e., hand raise) whenever the student feels frustrated. The teacher will then respond to the student to find out if he/she needs extra instruction, assistance with the assignment, or a brief break from work.

Gestural prompting- This involves prompting a student with the use of body language such as pointing, touching, looking, or placing something in front of a student to enforce an already discussed and specific expectation. Example: Juan comes into the classroom and is

sitting on top of his desk. The teacher can simply walk over to him, make eye contact, and point or drag his eye to the chair in a request to have the student sit in his seat.

Goal Setting- This involves looking at a task and breaking it down into small attainable sections and setting a reward for completing the section. As the student meets the goal, the level of difficulty should increase.

High rates of positive responses- This refers to the frequent use of positive comments or actions to students who demonstrate appropriate behavior. Teachers create a positive environment by frequently praising the student for appropriate behavior and correct academic responses. Positive responses should be specific, so students can repeat the desired behaviors. If too general, students may not know which behaviors to repeat. The recommended ratio of positive to negative responses is at least 4:1. Examples:

- **Elementary»** Mrs. Garcia tells the students —thanks for listening!! and —nice effort!! frequently as she monitors their creative writing behavior during second grade.
- **Secondary»** Mr. Skinner continuously makes a point to verbally praise those students who are on task and ready to work, while engaging in planned ignoring of mild off-task behaviors of other students.

Home-school reinforcement system -This involves establishing a relationship between the behaviors exhibited at school and the reinforcement received at home. Specifically, the parents at home would provide reinforcement contingent upon the appropriate behaviors demonstrated at school. These systems can be very successful if the parent and teacher are implementing the same strategies and tie rewards to appropriate behaviors exhibited in the target environment. Example:

- Abbie refuses let other children stand next to her line during transitions and she will push the children away. Abbie's teacher and mother implement a system to help increase her tolerance of peers. Abbie loves to watch —Hannah Montanall when she comes home. The agreement is that Abbie can watch her favorite TV show when she comes home only if she stands next to her peers in line without pushing during 3 out 4 transitions. If she does not, she does not get to watch the TV show when she comes home

Identify appropriate settings for behavior- This intervention suggests that inappropriate behaviors can be appropriate if demonstrated in a suitable setting. Example: If a student is constantly singing out loud during class time and causing a disruption, identify or create more appropriate settings for such behavior (i.e. music class, join the chorus, or provide a specific time during class for student's to show off their talent)

In-class time out- A procedure used to remove students from situations or environments in which they are receiving reinforcement for inappropriate behavior. When time out is used, the instance must be documented. The criteria for time out should be a brief period of time without problem behavior (e.g., 3 minutes of quiet, 2 minutes calm). The student should not receive any attention (negative or positive) while in time out. If the time out cannot be implemented correctly and the student constantly tries to leave, then the student is still being provided with reinforcement and the procedure is not effective. This is the removal of a student from reinforcing activities in the instructional setting.

- **Pre-K»** Jordy's truck is taken away after he repeatedly runs it over the fingers of his playmates. The truck is placed on the shelf and the timer is set for four minutes.
- **Elementary»** While the other third grade students continue to earn points toward a Friday activity, Sam's opportunity for reinforcement is removed for five minutes when he shouts out in class.

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- o **Secondary**» Glen is removed from the P.E. soccer game for sixteen minutes after yelling obscenities at the goalie. He has to watch from the sidelines. Removal of student from a reinforcing setting into a setting with a lower reinforcing value.
- o **Pre-K**» Torie continually bothers her classmates while sitting on the mat during story time. She is put in a chair away from the group for three minutes with calm behavior. During this time, she cannot see the storybook pictures as well as before.
- o **Elementary**» During morning circle, Timmy touches other students and makes inappropriate noises. The students respond by fussing at Timmy and laughing at him. The teacher's assistant removes Timmy from circle and places him in a time out chair away from the group and facing away from his peers. She tells him that his 3 minute time out will begin when he is quiet. The assistant turns her back and refrains from giving Timmy any attention. When 3 minutes has elapsed, Timmy is allowed to return to circle time.

Incidental teaching- This involves providing structured learning opportunities in the natural environment by using the child's interests and natural motivation. Incidental teaching is unique in its focus on child directed teaching, in other words, following the child's lead regarding interests within naturally occurring daily activities. It involves being intentional and planning for those —teachable moments that are initiated by the child. There are four levels of prompts that can be utilized:

- o **Level 1:** This prompt involves instituting a 30 second delay when a child displays and interest in a specific object or material. This delay is designed to encourage a verbal initiation for the object or material.
- o **Level 2:** After 30 seconds, if the child has not verbally requested the item, then you prompt the appropriate verbalization (i.e., —What do you want?II)
- o **Level 3:** If the child does not respond to level 2 prompt, then provide a more specific prompt while showing the desired object (i.e., —What is this?II)
- o **Level 4:** At this level, the most intense, the child is prompted to imitate the correct response as modeled by the caregiver (i.e.,- a car?)

Reinforcement quality of classroom- If a student is acting out in order to escape the classroom it may be that the student does not find the classroom setting and/or routine to be very rewarding. The teacher can make the classroom environment more attractive in a number of ways, including by posting interesting instructional materials (e.g., bulletin board displays), boosting the pace of (and degree of student interaction in) class lecture or discussion, and including additional instructional activities of high interest to students.

Increased academic learning time-The amount of time the student is actually engaged in and experiencing success is increased. The time must be spent on learning essential skills and not on meaningless tasks. Teachers should try to achieve a level of academic learning time of no less than 70 %. Variables that can be addressed are beginning on time, minimizing housekeeping tasks, and minimizing transition times.

Individualized Reward System- The use of an individualized reward system helps to promote appropriate behaviors and also helps students self-monitor their own behavior. Ideas for rewards systems are dependent on the individual student. Such examples can include a sticker chart, checklist, star chart, or any type of monitoring system that the student will —buy into and see as motivating. The target behavior must be specific and each time a student earns a sticker or check it must be paired with specific verbal praise.

Instructional pacing- This refers to the speed or rate at which the teacher presents instructional material and tasks to the learner. Understanding your students' academic ability and keeping pace with it can be a behavior intervention for both those students that complete assignments, get bored, and act inappropriately and also for students who act inappropriate due to their frustration of not understanding. A brisk pace of instruction

enhances attention and increases the number of response opportunities. Individualizing and differentiating the pace of instruction plays a major role in student behavior. Example:

- **Pre-K»** Mrs. White moves from one preschool child to the next in quick succession, maintaining engagement with the activities during circle time.
- **Elementary»** Miss Young delivers direct instruction to the students at the rate of about nine learning tasks per minute, and asks for group responses from students frequently to check understanding.
- **Secondary»** Mr. Dynamic asks his twelfth grade students frequent questions to assess their understanding of the science material. Their responses serve as an indicator as to the possible need to repeat or review particular subject matter.

Integrate curriculum into music -Use music to teach expectations. Example: Reword songs that students listen to on a daily basis to teach rules, appropriate behavior, or other lessons.

Meaningful work projects- Students participate in a —jobs program within the school in which they are viewed as valuable, contributing employees of the school. **Minimize down time-** This intervention is for students who seem to display inappropriate behaviors while they are waiting for other students to finish or they may be waiting to transition to the next activity. Don't leave the child with a lot of down time. If the child is between activities give them something to do. Example: A child is waiting for the other student's to finish work. Allow the child to read a book or do an activity on the computer until the other kids are done.

Minimize or eliminate distracting materials- Extra materials on a student's desk or around the room can be the cause of distraction.

Modeling- A student learns behavior by observing a modeled response. Students are watching how the teacher interacts with not only other students but other adults and by modeling a positive and appropriate behavior we can increase appropriate behaviors in students.

Modify task length-Present brief tasks instead of a longer task. This will provide more breaks for the child, and give them a sense of progress. A student who works slowly/methodically may become frustrated with lengthy assignments so the teacher may want to shorten tasks.

Momentum training with relaxation strategies- Teachers use a series of requests related to relaxation. Requests to use deep breathing, muscle tension-relaxation cycles, or stretching can be incorporated into direct instruction and a momentum routine.

Monitoring- This involves systematically monitoring a student during a task. Example: Checking on a student at 10 minute intervals and/or providing verbal or non- verbal redirection when needed. Non-verbal monitoring can include eye contact and proximity.

Monitoring checklist- Create a checklist for appropriate behaviors, which is reviewed by both teacher and student. The checklist may be as simple as identifying 3-5 appropriate behaviors, the five days of the school week, and space to check-off when those behaviors are demonstrated. The checklist must be consistently monitored by both teacher and student so that progress can be followed.

Mystery motivator- This is an incentive system that is designed to promote appropriate behavior by delivering a "mystery" reward. The teacher specifically defines the target behavior and the need to increase or decrease it. Then, the teacher creates a motivating environment by covering up the reward and building some motivation for the student by referring to it often and giving vague clues about it that will spark the student's interest.

Natural opportunities- The instructor provides a verbal prompt to the student as a reminder to do the appropriate behavior when the teacher notices that the student's behavior is starting to escalate.

Non Verbal Reminders- Written lists of expectations: Teacher provides the student with a list written out in front of them of the behavior expected. Picture cards: Teacher can use picture cards to teach/remind students of various rules/expectations. Signals: The teacher uses a signal to communicate when to use the appropriate behavior or when to stop engaging in the inappropriate behavior.

Observational learning- While the target child is observing, the teacher gives specific public praise to children other than the target student when they show appropriate behaviors. When praising these behaviors, the teacher clearly describes the praiseworthy behaviors. When the target child 'imitates' the same or similar appropriate behaviors, the teacher immediately praises him or her.

Offer choices- Giving the student a choice of tasks (even if they are not preferred tasks) will often reduce inappropriate behavior from occurring by allowing them to have some degree of control. Only give choices when you are willing to allow the student to experience the natural consequences based upon their choice. Examples:

- o Permitting students to select who they work with on a project
- o Choose what book to read for an assignment
- o Complete ½ of the assignment with a partner
- o What assignment to do first

Parent-Teacher communication system- This refers to an informational system between school and home that provides clear, concise communication about a student's academic and behavioral performance. This communication should occur on a regular basis. It should emphasize positive information and also include information about areas of concern. Methods for communication might include phone contact, face to face meetings, email, or notes/letter correspondence. Examples:

- o **Pre-K»** Johnny takes home his sticker chart at the end of the day and Mom praises him.
- o **Elementary»** Ms. Wheeler sends home notes with 4 different students each day rating their academic work, study habits, and effort. By this method, each student in the class receives a note home once a week.
- o **Secondary»** The student takes home a note indicating class performance, assignments completed, and upcoming test dates. The note must then be signed by one of the parents and returned to the teacher

Participation in extracurricular activities- Identify and encourage student to become involved in an activity that matches the abilities and skills of the student.

Peer consequences- If the teacher finds that the student's peers play an important role in influencing the inappropriate behavior, the teacher may try to influence the student's inappropriate behaviors indirectly by providing consequences for selected peer behaviors. Examples:

- o If classmates encourage the student to make inappropriate comments by giving positive social attention (e.g., laughing), the teacher may start a group response-cost program and deduct points from the class total whenever a peer laughs at inappropriate comments.
- o A teacher who wants to increase the social interactions that a socially isolated child has with her peers may reward selected peers with praise each time that they approach the isolated child in a positive manner.

Peer ignoring- This intervention involves teaching the peers or entire class to ignore another student's inappropriate behavior. Typically, this involves the student's turning away from the student when inappropriate behavior occurs or not responding to the student. It can also include providing attention when the student starts to behave more appropriately. The teacher must rehearse and practice with the students and then reinforce the group when they participate.

Peer involvement and influence- The use of same-age and/or cross-age peers for structured social engagements, and as buddies. Examples:

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- **Pre-K»** Debbie has difficulty sitting on the rug during circle time in her preschool class. The teacher assigns Kathy to sit next to Debbie on the rug so that Kathy can model appropriate behavior.
- **Elementary»** Beth and Jean are struggling to remember to take their homework home in fifth grade. The school psychologist assigns them to check each other's backpacks at the end of the day to make sure they have the homework they need.
- **Secondary»** Kimberly walks next to Kyle in his wheel chair to the lunch room and carries his tray to a table of friends in the lunch area.

Peer Mentor/tutor opportunity- This involves allowing another student to aide/mentor/tutor the student or allowing the student to be a mentor of a younger student in a lower grade. The latter option can be a great way to improve self -confidence and also helps to reinforce foundational skills.

Personal connection with student- Establishing set times and methods for providing special attention for a student. A teacher makes it a point to check in with a student each morning in order to find out how his/her homework was the evening before.

Personal interests used for motivation- Incorporating student interest in to a given task or activity. Example: A reading assignment can cover a topic that the student likes (i.e. sports, fishing, and any related items). Many students are motivated by music and integrating music into lessons can be motivating for students.

Planned activities for transition time- Provide the structure for a student to close one activity and to do what is necessary before initiating the next one. Allowing students to assist in everyday housekeeping tasks that are necessary can be helpful.

Planned ignoring- This is an extinction procedure that involves withdrawing attention when an inappropriate behavior is occurring. This is most effective for behaviors that are primarily occurring to gain attention. Over time, the person learns that they do not get your attention for engaging in that behavior. Planned ignoring should never be used alone. It should always be paired with a reinforcement procedure for appropriate behavior. When inappropriate behavior occurs you can either:

- Ignore the behavior but continue to reward the appropriate behavior
- Ignore the behavior and the person until they engage in the desired appropriate behavior, then reinforce that behavior when it occurs.
- **Pre- K:** Sue often cries to get attention at preschool. Her teacher stops giving her attention when she cries. At first Sue cries harder and longer. The teacher still ignores her. As the behavior is not being reinforced, the crying gradually tapers off. Sue periodically reverts back to crying to see if the teacher has —changed the rules. As the teacher ignores it consistently, the crying disappears completely.
- **Elementary:** Mike continually puts his hands in his pants. He receives attention from the teacher and the aide when they ask him to take his hands out of his pants. The teacher and aide begin to compliment Mike when he is sitting appropriately and do not attend to him when his hands are in his pants
- **Secondary:** Barbra is a high school student who makes inappropriate remarks to her teacher. The teacher decides to withdraw his attention when Barbara makes inappropriate remarks by breaking eye contact, making no facial expression, and walking away. When Barbara is appropriate in her remarks to the teacher, he responds briefly and redirects her attention back to the classroom activity.

Play Music- Music can be used as an intervention for students who are distracted easily and display what many teachers call, —off task behaviors. not engaged with assignment, looking around the room, talking with a peer). Music can help to reduce distractions and promote appropriate classroom behaviors.

Positive peer reporting- This involves teaching the student's peers the appropriate behaviors to observe. Whenever the students observe the behavior, they provide positive praise to the student and report the appropriate behavior to an adult. This not only encourages the appropriate behavior of the student but also facilitates positive peer relationships.

Positive peer role models- Provide opportunities for the student to be in contact with positive peer role models. Pair the student with a peer who is able to display appropriate behaviors. It is important that the peer the student is paired with displays respect and they are able to create a positive rapport with each other. The student can be seated in close proximity and/or placed in work groups with peer role models. Such positive peer connections should be reinforced by the teacher and/or any other adult involved with the student.

Positive practice- This refers to the intense practice of an appropriate behavior for a specified number of repetitions or a specified period of time. Examples:

- **Elementary»** Sylvia runs down the hall. The teacher then requires her to walk down the hall appropriately three times.
- **Secondary»** A student who wanders the halls without permission when taking an unsupervised bathroom break may have to stay after school one afternoon and take multiple 'practice' trips to the school bathroom. In this example, the instructor might accompany the student to monitor how promptly the student walked to, and returned from, the bathroom and to give the student feedback about how much this target behavior has improved.

Positive reinforcement- This involves delivering a reinforcement after behavior to increase the likelihood of a behavior occurring in the future. To be most effective, reinforcement should be delivered immediately and consistently (delivered each time it is planned). Reinforcement should be delivered continuously (every time it occurs) if building a new behavior. It should be delivered intermittently (every so often) if maintaining an existing behavior. Examples:

- Attention, preferred items and/ or activities provided contingent upon on-task behavior and work completion
- Access to items/activities provided only after desired behavior has occurred (or absence of undesired behavior)
- Delivery of items that provide similar sensory consequences contingent upon periods when the problem behavior

Positive self-talk- Increase student's belief in self and their own capabilities in various situations by positive self -prompts. The student can be taught a repertoire of positive statements, such as —I'm capable of doing my work, or —If I study my spelling words every day, I will get a good grade on my test. The student is taught to repeat such statements as frustrations increase in adverse situations. Teachers and/or counselors may have to implement verbal or nonverbal prompts in order for the student to initiate the self-

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talk process.

Post all classroom rules and daily schedules in prominent locations- Involving students in creating classroom rules and expectations, as well as develop posters and activities about the rules, helps them to take ownership of the environment. It is a proactive way of teaching and increasing appropriate classroom behaviors.

Practice opportunities- This involves providing specific opportunities for the student to demonstrate taught skills in the classroom. The teacher may need to establish a verbal or nonverbal prompt with the student (i.e. —now is a good time to use your skills or tap the student on the shoulder).

Predictability -When children can predict upcoming events they show less resistance. Example: If a trip is cancelled, write in on the student's calendar or planner.

Preferential Seating -This refers to changing the seating arrangements in order meet his/her specific needs. Example:

- The student sits in close proximity to the teacher for hearing, vision, and/or attention concerns.
- The student is moved away from negative peer influences and near more positive peer influences.
- Arrange seating so as to prevent congestion
- Strategically arrange student seating so that individuals prone to misbehave are adequately separated from one another.

Premack Principle (If this, then that...)- States that people are more likely to complete an undesirable task if they know that upon completing the task they will have immediate access to something they highly desire. This intervention is used quite often in both educational and home settings. The teacher states a non-preferred behavior or activity must take place before a preferred behavior or activity can be accessed. Examples:

- Jeremy's teacher told him that when he completes his geometry worksheet, she will allow him to read his book for 10 minutes.
- Isabella wanted to go to circle time, but she had not cleaned up her work area. The teacher stated, —If you clean up your work, then you can go to circle time.

Preview Rules rules/behavioral expectations- Some students misbehave because they are impulsive and do not always think through the consequences of their misbehavior before they act. These students can benefit from having the teacher briefly review rules and/or behavioral expectations just before the students go into a potentially challenging situation or setting (e.g., passing through the halls; going to an assembly). If the instructor has a classroom reward system in place, he or she can strengthen the rules preview by reminding students that the class can win points for good behavior.

Preview schedule- Having the teacher preview a student's schedule daily (or even more frequently) can help those children who seem to misbehave because they do not respond well to unexpected changes in schedule or cannot remember what their schedule is.

Private approach to student- The instructor quietly approaches the student, points out the problem behavior and how it is interfering with class work or interrupting instruction. The instructor reminds the student of the academic task in which he or she should be engaged. The student is politely offered the choice to improve behavior or accept a negative consequence. Privately approaching a student can help him or her to save face and reduce the likelihood that the student will become defensive or defiant.

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Problem solving skills- Problem solving involves 1) identifying the problem, 2) determining why the problem is occurring, 3) developing solutions, and 4) making a choice.

Progress reports- Using a daily or weekly system to document and communicate student's behavioral progress. Subjectively, the teacher may write a brief note at the end of the day or week to describe the student's overall behavior. Objectively, the teacher collects data daily to determine the progress of interventions.

Prompting- A visual, auditory, or physical cue is presented to a student to facilitate a given response. However, overuse of prompting may result in a high level of dependency on prompts. Be conscious of students for whom a physical cue is aversive. Examples:

- **Pre-K»** When it is time to clean up at pre-school, Mrs. Kindly turns the cleanup music on.
- **Elementary»** While Sarah is learning to print in kindergarten, she is given papers on which there is a dot where each letter should start.

Proximity control- Teacher proximity or adult proximity depending on the resources available is essential in changing student behavior (discouraging off-task behavior).

Examples:

- Randomly walking around the room to stand near a student with problem behavior actually prevents the inappropriate behavior from occurring.
- A student that is tapping a pencil and has been redirected verbally in the past could use a non-verbal reminder from the teacher. As the teacher is teaching he/she could walk over to the student and without saying anything, touch the pencil that the student is tapping.
- A student may need extra support and supervision during transition times or the less structured time such as lunch or recess, pairing them with an adult and having them help the adult is a positive way to increase supervision.

Quiet areas- The student is given a specific time and/or space (established prior to displaying behavior) for quiet or —cool down purposes when overwhelmed, over-stimulated, or upset. Example: If a student becomes easily frustrated during certain academic tasks, then a quiet area of the classroom can be established as a personal space for that student to go if necessary.

Quiet start requests- Make a quiet request to start a task or change a behavior, so the rest of the class is not disturbed. A low voice, a written note, or visual prompts can be effective in gaining compliance.

Reactive Strategies -Think About My Behavior, Time-Away, Problem Solving Steps, Incident Reports.

Redirection- Re-focusing someone's attention on to another task or topic. This usually is done with little to no attention being paid to the inappropriate behavior which may be occurring. Redirection requires that you give minimal acknowledgement to the issues at hand but focus on something that is more appropriate to the moment. The teacher may interrupt the problem behavior by calling on the student to answer a question, assigning him/her a task to carry out, or otherwise refocusing the child's attention. Once the person is engaged in the other task or topic, it will be important to give a lot of praise and/or attention to them at this point. Example: Veronica is running up the slides during recess. Mrs. Black approaches her, points to the swings, and says, —Look, there's an empty swing for you.

Reflection center- If the student is agitated, anxious, or mad, the student is redirected to an area of the room called the —Reflection Center. This area is where the student can express how they are feeling appropriately, such as writing it down or drawing a picture.

Reflective Response- The student is required to write and submit to the teacher a brief written response (if age appropriate) after displaying behaviors. At a minimum, the response would state: (1) what problem behavior the student displayed, (2) how the student could have acted in an alternative, more acceptable manner, and (3) a statement from the student to show appropriate behaviors in similar situations in the future. NOTE:

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Some teachers use a pre-printed structured questionnaire containing these 3 items for the student to complete. The intervention requires the student to spend a fixed period of time in relaxation following each occurrence of an upsetting behavior. The student should not be forced to do this. The student should be taught the relaxation techniques during non-stressful circumstances, not during the stressful event.

- **Pre-K»** Jill occasionally has angry outbursts. When this occurs, an aide takes him to a quiet corner and they practice breathing slowly for four minutes.
- **Elementary»** Natalie, who acts out by hitting other children, learns to identify when she is feeling frustrated. She is taught two relaxation techniques. When she lets the classroom teacher know she is frustrated, she is excused from the room to a designated place for a 10-minute period of relaxation.
- **Secondary»** Alice periodically has panic attacks. She learns a progressive muscle relaxation technique that effectively calms her. When Alice feels highly agitated, she goes into the nurse's room and practices relaxation for fifteen minutes.

Response cost- Contingent withdrawal of a specific amount of available reinforcement (e.g., points, privileges, etc.) following an inappropriate response. Response cost must be less than the total amount or number of reinforcement available (i.e., never go in the hole). Remember, all students have civil rights to water, food, clothes and use of the bathroom which cannot be withheld. As a drawback, this type of system can often lead to aggression directed at the teacher, other students, or property. A student may also cry, whine, or pout when reinforcement is withdrawn. It is recommended to initially implement a system that involves delivering reinforcement, not taking them away. This will establish value to the system and it will also eliminate aggression or tantrums that can occur when the reinforcement are removed. Examples:

- **Pre-K»** If Cathy finishes the table time activity without kicking the table, she gets a large ball of play dough. Each time she kicks the table, a portion of the play dough is removed. When the activity is completed, she gets to play with the remaining dough.
- **Elementary»** Steve is awarded ten points at the start of recess. Each time he breaks one of the playground rules, he loses a point. At the end of the recess period, Steve may bank all the points he has retained and exchange them after the last recess of the day for items listed on a menu of reinforcers.
- **Secondary»** Bart's preferred activity is computer time. He starts each class with ten minutes of computer time to use at the end of the period. Each time he spits on the floor, he loses one minute of his computer time.
- **Lottery system»** The teacher gives each student five or more tickets with his or her name on it. If a student breaks a rule or does not follow a request, a ticket is taken away. At the end of the day, the tickets are collected from all students and three or four names are drawn to receive a reward.

Role-play- A student learns behavior by practicing the desired behavior. The teacher develops scenarios and the student role-plays how they would respond in that situation. Research shows this is a very effective method for teaching appropriate behavior.

Rules review- The teacher approaches the student and (a) has him or her read off the posted class rules, (b) asks the student which of those rules his or her current behavior is violating, and (c) has the student state what positive behavior he or she will engage in instead.

Schedule adjustment-Modify or adjust the daily schedule or routine of the student to reduce the chance that inappropriate behavior will occur. Examples:

- A student may tend to focus best in the early morning and needs to have academic classes scheduled before lunch or just the opposite they may need a schedule in which their academic classes may need to be scheduled in the afternoon.

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- There may be a personality/work style —mismatch between a teacher and student and changing a student's teacher schedule could make a significant difference.
- Schedule recess after quiet reading time, instead of quiet reading time after recess

School-wide recognition- Use school wide vehicles for recognition of appropriate behavior: Use programs such as —student of the week, school wide awards, or recognition on the school announcements. The recognition should be paired with praise concerning a specific appropriate behavior in order to impact a target behavior.

School Survival Skills- Explicit teaching of specific skills that may be impacting student success, such as; organization, note taking, study skills, and/or using a planner.

Scripts- The teacher develops a script with the student that addresses his/her specific needs. In order to ensure optimal effectiveness of this intervention, the teacher should provide the script in written form to the student and possibly attach it to his/her desk.

Self-management- Student is taught how to monitor and manage his or her own behavior.

Self-monitoring- The student systematically monitors (or tracks) his or her own behavior in order to help the student become more aware of their behavior. Example: Ms. Pate has asked Michael to self-monitor his off-task behavior while in her classroom for second period Language Arts. Ms. Pete provides Michael with a data sheet containing 12 square boxes. Ms. Pate has set her computer to emit a tone every 5 minutes. When Michael hears the tone, he is to place an X in the box if he was on-task, or leave the box blank if he was off-task. Ms. Pate takes data as well to compare with Michael's.

Setting clear expectations and rules- A way of letting the student know what is clearly expected of them and what will happen when the student meets or does not meet the expectation. The expectation should be reasonable and something the student can achieve. Set the expectation by stating the expectation and letting the student know what he or she can earn and not earn for meeting or not meeting the expectation. This puts the responsibility of earning that privilege in their hands. When the student meets or does not meet the expectation, the teacher must follow through with the pre-determined consequences. Emphasize that they are making the decision by how they act. It is not you choosing for them on what will happen. Examples of methods: Capturing Kids Hearts, Teaching with Heart, Universal Expectations, School Rules, Class Rules, and Classroom Contracts.

Social skills- These include skills such as social problem solving, cooperative play and work, turn-taking, and conversational skills. Increasing the appropriate use of these skills will help facilitate positive and appropriate interactions with peers and adults.

Social stories/Comic book conversations- A social story or comic book conversation is written specifically for the student and the situation (i.e. Joe waits for his turn) and must be visually provided for the student. This teaching method involves prompting understanding of the social context of various social situations. The social story is a tool to help lessen the stress of social situations.

Specific, or modified, instructions- Prior to the assignment, the teacher gives the student more specific or modified instructions in order to assist in overall comprehension of information. The teacher may provide additional or individual verbal instructions, written instructions, pictorial instructions, visual guides, completed model of task, etc.

Specific verbal praise- When the student engages in a positive behavior that the teacher has selected to increase, the teacher praises the student for that behavior. Along with positive comments (e.g., —Great job!"), the praise statement should give specifics about the behavior the child demonstrated that is being singled out for praise (e.g., "You really kept your attention focused on me during that last question, even when kids around you were talking!"). The praise should be a simple and concise statement given immediately after the behavior. Specific verbal praise should always be paired with other types of

reinforcement in order to communicate to the student why they are receiving the other type of reinforcement. Example:

- A student who is usually loud and disruptive comes into the classroom quietly and sits in his/her desk, (which the teacher has been asking for and redirecting the students to do for two weeks). The teacher then walks over to the student and uses specific verbal praise such as, —You did a fantastic job coming in quietly and going straight to your deskll or —I appreciate the way you came into the room quietly and went directly to your desk. You are making this classroom a great place to learn.

Structured daily schedule- A daily outline of classroom activities designed to maximize student learning. Structuring time through a planned daily schedule of specific activities and transitions maximizes —on-task behavior and minimizes students' inappropriate behavior. Create a daily schedule in written or visual format. Display the schedule in a prominent location in classroom. Discuss the schedule each day/class period. Examples:

- **Pre-K»** During circle time, Josh's teacher previews the daily events using a picture schedule.
- **Elementary»** Ms. Adams, a second grade teacher, writes the daily schedule paired with visual aids on the board and highlights the weekly events and homework with colored chalk. She reviews the schedule with her students at the beginning of each day.
- **Secondary»** Mr. Bryant, who teaches math in seventh grade, writes both the daily schedule and the weekly homework on the board. Students know what to start on when the bell rings each day, and they know the order of activities for teacher directed instruction, guided practice, and independent practice.

Structuring non-instructional periods, including recess- This refers to a systematic intervention program for a student who requires a high level of structure during non-instructional periods. The student is taught specific game rules, as well as appropriate hall, lunchroom, bathroom, and playground behavior. Then they are reinforced for appropriate behavior during these activities. Examples:

- **Pre-K»** The preschool teacher notices that most of Johnny's conflicts with other children occur during free play. She decides that instead of free play, she will have Johnny pick between two activities.
- **Elementary»** The other students are constantly complaining that Alex interrupts and interferes with their games at recess. A classroom aide teaches Alex the rules for kick ball. The classroom aide then goes to recess with Alex and prompts him to join the game. The aide monitors his play and interaction with other students. Alex is rewarded for playing by the rules and for getting along with the other children.

Student follow-up- Establish a systematic check in. during an assignment to ensure that the student fully understands a specific task or request. The teacher and student may have an agreement specifying that 10 minutes after the start of a given assignment/test or request the teacher will verbally confirm the student understands. If the student is in need of further instruction, the teacher will provide it.

Systematic prompting- Systematic prompting is a 3-step prompting sequence to ensure compliance with demands. A student's noncompliance is often a function of avoiding the setting or activity in that setting. Tell the student in a very clear, concise language what you want him to do. Then, use a gestural prompt, and then use gentle guidance. The instructor should always praise any compliance observed. When implementing this procedure, the instructor should not engage in any verbal discussions or debates. The only words spoken to the student other than demands should be praise when the task is completed. Step three of this procedure is not appropriate for older students. **Step 1:** *Stacy put the truck in the box.*

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Wait 5 seconds to give her a chance to comply. him a chance to comply. If he does, praise him. If he does not comply, go to step 2. **Step 2:** Tell the student what to do as you **demonstrate the appropriate response.** –Stacy, put the truck in the box) as you are showing her where to put the truck. Give her 5 seconds to comply. If she complies, praise her. If she does not comply, go to step 3 or repeat steps 1 and 2 (if older student). **Step 3: Help the student complete the task** by using as little physical guidance as necessary (hand-over-hand).

Targeted Skills Development- Your counselor or RTI Coordinator have resources lesson to teach the following skills. When these behaviors occur skills need to be taught, modeled, reinforced and practiced often to correct problem behaviors:

- Accepting No as an answer
- Asking for Help
- Staying on Task
- Disagreeing Appropriately
- Following Instructions
- Using Appropriate Voice Tone

Task analysis- Break down a task into steps to make manageable and to ensure student feels success. Teaching a student how to break down task into more simplistic parts can also help reduce problem behaviors. Example:

- A student who has difficulty compiling a three sentence paragraph may perform better when the task is broken down into small steps. First, teach him/her to identify and write down the theme of the paragraph, then create three categories (introduction, main idea, and conclusion), Next brainstorm what ideas should go under each category, and finally the student can compile the paragraph based on the information gather during previous steps.

Teaching interaction- A short social skills teaching sequence: 1) expression of affection, 2) initial praise, 3) description of inappropriate behavior, 4) description of appropriate behavior, 5) rationale, 6) acknowledgement, 7) practice, 8) feedback, 9) consequences, and 10) general praise. Examples:

- **Pre K»** When the teacher observes Susie grabbing a doll from Natalie, the teacher takes Susie aside and tells Susie how much she enjoys having her in the class. She rehearses with Susie how to ask Natalie if she can play with the doll. The teacher tells Susie what a good job she did and then sends her back to play.
- **Elementary»** Russell was teasing Jane about her new haircut. The teacher asks Russell to stay in and help her pass out art supplies at recess. During recess, she congratulates Russell accomplishing his reading goal. She then describes how she saw him teasing Jane and how that can really hurt somebody's feelings. She asks Russell to apologize to Jane and give her two compliments during the day. He promises to do that. The teacher pats him on the back and says she is proud of him.

Token Economy- A token economy is a system in which a token is administered to students when appropriate behaviors are displayed and the tokens can be exchanged later for reinforcer. Ideas of tokens can include:

- Plastic or metal chips
- Marks on a blackboard

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- Points marked on a paper point card
- Stars
- Holes punched in a card
- Stickers
- Paper clips
- Beans in a jar
- Happy faces
- Play money

Tolerance skills- Students who frequently become angry at peers or who may be set off by certain triggers may be taught to tolerate or accept certain situations by using coping skills to keep them from reacting inappropriately.

Transitions supports- Transitioning from one environment to another or one activity to another can be a difficult process for many students. If supportive tools are built into the transition process, appropriate behaviors may increase during this time. Examples: Hallway peer buddy, close adult proximity, and pictorial signs with transition expectations posted in the hallway.

Use of manipulatives- Classroom or academic manipulatives to teach a skill. Examples: Behavior charts, math blocks, positive word charts, and message boards.

Use of positive referrals- This intervention is the use of a form that recognizes a student for displaying the appropriate target behavior(s) by filling it out and making a specific comment about the behavior, when it happened, and possibly reporting it to someone the student sees as a powerful adult within the school setting.

Verbal prompting- This involves prompting a student with a verbal remark that states the expected behavior. Example: A student comes into the room and sits backwards in their chair to talk to another student. The teacher verbally prompts the student by saying, —Joe, face forward.

Verbal rehearsal- Establish a system which the student verbally, or in a written form, repeats rules or expectations. Example: Teacher and student have an agreement specifying that before each class change and student verbally reviews the rules and expectations.

Verbal reminders- The instructor review rules and expectations prior to an assignment or problem times.

Visual schedule- An organized schedule that could be pictorial or written. A schedule can help a student progress through the day but it can also break down specific tasks throughout the daily progression.

Visual strategies- The instructor places visual prompts on the student's desk, in the student's planner, on a nearby wall, or any other area that will prompt the student to engage in the appropriate behavior

REFERENCES

<http://www.escambia.k12.fl.us/pbis/rtib>; *Behavior Intervention Guide*
 Author, P.Hahn. Riverside County Selpa. " [A Positive Behavior Interventions and Support.](#)"

WEBSITE RESOURCES

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|--|--|--|
| www.pbis.org | www.swis.org | www.modelprogram.com |
| www.apbs.org | http://flpbs.fmhi.usf.edu | www.pbismaryland.org |
| www.pbisworld.com | www.pbisillinois.org | www.cde.state.co.us/pbs |
| www.txbsi.org | www.uoregon.edu/~ivdb/ | www.rcselpa.org |

Glossary of Commonly Used Terms

Acceleration – Interventions that are implemented to increase the speed at which students acquire skills.

Accommodation – Changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/test setting. Accommodations are designed to provide equity, not advantage, for children with disabilities. Accommodations include assistive technology as well as alterations to presentation, response, scheduling, or settings. When used appropriately, they reduce or even eliminate the effects of a child’s disability but do not reduce or lower the standards or expectations for content. Accommodations that are appropriate for assessments do not invalidate assessment results.

Alternate Assessment – An assessment aligned with alternate achievement standards for children with the most significant cognitive disabilities designed by the state and required in lieu of regular statewide assessments, when determined necessary by the child’s IEP team.

Assessment – Assessment is a broad term used to describe the collection of information about student performance in a particular area. Assessments can be formative or summative.

At Risk – A term applied to students who have not been adequately served by social service or educational systems and who are at risk of educational failure due to lack of services, negative life events, or physical or mental challenges, among others.

Behavior Intervention Plan- A plan developed for children who are exhibiting behavioral difficulties that include targeted behaviors, intervention strategies, reinforcers and consequences, and a plan for collecting and monitoring data. Behavior Intervention Plans should include positive behavioral support.

Benchmark – A detailed description of a specific level of student performance expected of students at particular ages, grades, or developmental levels. Benchmarks are often represented by samples of student work. A set of benchmarks can be used as "checkpoints" to monitor progress toward meeting performance goals within and across grade levels, (i.e., benchmarks for expected mathematics capabilities at grades three, seven, ten, and graduation.)

Baseline – An initial observation or measurement that serves as a comparison upon which to determine student progress.

Benchmark Assessments – Student assessments used throughout a unit or course to monitor progress toward learning goals and to guide instruction. Effective benchmark assessments check understanding and Response to Intervention: measures application of knowledge and skills rather than recall; consequently, effective benchmark assessments include performance tasks. Benchmark assessments may involve pre- and post-assessments.

Benchmarks for Progress Monitoring – Measures that are used to determine student progress and to guide instruction. These measures may assess a specific skill such as correct words read per minute (reading fluency).

CAASSP- Measures students' progress toward achieving California's state-adopted academic content standards, which describe what students should know and be able to do in each grade and subject tested.

CAHSEE- California High School Exit Exam- To assess whether students who graduate from high school can demonstrate grade level competency in the state content standards for reading, writing, and mathematics.

Common Assessment – Common assessments are the result of teachers collaborating and coming to consensus about what students should know, understand and be able to do according to the standards. Common assessments assess the standards and provide teachers a means for looking at student work.

Content Standards – Content standards are broad statements of what students should know and be able to do in a specific content area. They state the purpose and direction the content is to take and are generally followed by elements.

Culminating Performance Task – A culminating performance task is designed to be completed at or near the end of a unit of instruction. The activity is designed to require students to use several concepts learned during the unit to answer a new or unique situation. The measure of this activity allows students to give evidence of their own understanding toward the mastery of the standard.

Curriculum-based Assessment – An informal assessment in which the procedures directly assess student performance in targeted content or basic skills in order to make decisions about how to better address a student's instructional needs.

Curriculum-based Measure – Curriculum-based measurement, or CBM, is a scientifically-based method of monitoring student educational progress through direct assessment of academic skills. CBM can be used to measure basic skills in reading, mathematics, spelling, vocabulary, and written expression. It can also be used to monitor readiness skills.

Curriculum Map – A curriculum map provides an outline of the course content by units and may provide a suggested time schedule for each unit.

Depth of Knowledge – Depth of knowledge (DOK) is a term that refers to the substantive character of the ideas in the performance standards. DOK classifies the various levels of understanding that students must demonstrate as they encounter and master the content and skills within the performance standards. This schema for evaluating standards has four levels of knowledge: (a) recall, (b) skill/concept, (c) strategic thinking, and (d) extended thinking. Operational definitions and labels vary somewhat by subject.

Dibels NEXT- The Dynamic Indicators of Basic Early Literacy Skills (DIBELS NEXT)- Administer the Dibels benchmark probe for oral reading fluency to determine number of correct words per minute the student read.

Differentiation – Differentiation is a broad term referring to the need of educators to tailor the curriculum, teaching environments, and practices to create appropriately different learning experiences for students. To differentiate instruction is to recognize students' varying interest, readiness levels, and learning profiles and to react responsively. There are four elements of the curriculum that can be differentiated:

English Language Learner (ELL) – Refers to students whose first language is other than English and whose command of English is limited. The term is used interchangeably with limited English proficient.

Evaluation – The process of making judgments about the level of student understanding or performance.

Feedback – Descriptive comments provided to or by a student that provides very specific information about what a student is/is not doing in terms of performance needed to meet identified standards/learning goals.

Fidelity – Fidelity refers to the provision or delivery of instruction in the manner in which it was designed or prescribed. Other related terms to fidelity are intervention integrity or treatment integrity which often refers to the same principle.

504 Plan- 504 accommodation plans may be written for disabling conditions caused by short or long term emotionally or physically disabling conditions.

Flexible Grouping – A type of differentiation in which students are organized into groups based on interests and/or needs. Groups are not static and teachers use data to establish and modify the composition of the student groups.

Fluency – The ability to read a text accurately, quickly, and with proper expression and comprehension. The ability to automatically recognize conceptual connections, perform basic calculations, and apply appropriate problem solving strategies.

Formative Assessment – A formative assessment is an evaluation tool used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and progress toward mastery. Formative assessments diagnose skill and knowledge gaps, measure progress, and evaluate instruction. Teachers use formative assessments to determine what concepts require more teaching and what teaching techniques require modification. Educators use results of these assessments to improve student performance. Formative assessments would not necessarily be used for grading purposes. Examples include (but are not limited to): pre/post tests, curriculum based measures (CBM), portfolios, benchmark assessments, quizzes, teacher observations, teacher/student conferencing, and teacher commentary and feedback.

Frameworks – Frameworks are intended to be models for articulating desired results, assessment processes, and teaching-learning activities that can maximize student achievement relative to the California State Standards. They may provide enduring understandings, essential questions, tasks/activities, culminating tasks, rubrics, and resources for the units.

Gifted Student – A gifted student is a student who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.

Grade-Level Equivalency – Scores at the 90th percentile

Individualized Education Program (IEP) – A written document that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability. A written statement for a child with a disability that is developed, reviewed, and revised in accordance with IDEA 2004.

Individualized Education Program Team (IEP Team) – Individuals who are responsible for developing, reviewing, or revising an IEP for a child with a disability.

Interventions – Targeted instruction that is based on student needs. Interventions supplement the general education curriculum. Interventions are a systematic compilation of well researched or evidence-based specific instructional strategies and techniques.

i-Ready–Computer Adaptive Diagnostic Assessment used as the Universal Screening Measure. Results of the diagnostic are one measure used to drive personalized learning plans. Intervention is available through homeschool students who may be “at risk,” or involved in the RTI Tier 2 process.

Lexile – Lexile, also known as the Lexile Score or Lexile Measure, is a standard score that matches a student’s reading ability with difficulty of text material. A Lexile can be interpreted as the level of book that a student can read with 75% comprehension. Experts have identified 75% comprehension level as offering the reader a certain amount of comfort and yet still offering a challenge. Lexiles range between approximately BR (for beginning reader) and 1700.

Modifications – Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications can negatively impact grade level achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.

Probe – When using a Curriculum Based Measure (CBM), the instructor gives the student brief, timed samples, or “probes,” comprised of academic material taken from the child's school curriculum. These CBM probes are given under standardized conditions.

Professional Learning Community – A group of individuals who seek and participate in professional learning on an identified topic.

Progress Monitoring – Progress monitoring is a scientifically based practice that is used to assess students’ academic performance and evaluate the effectiveness of instruction.

Progress monitoring can be implemented with individual students or an entire class.

Pyramid of Interventions – The Pyramid of Intervention is also known as the Student Achievement Pyramid of Interventions. It is a conceptual framework developed by SCS that will enable all students in our school to continue to make great gains in school. The pyramid is a graphic organizer that illustrates layers of instructional efforts that can be provided to students according to their individual needs through the RtI process.

Response to Intervention – Response to Intervention (RtI) is a practice of academic and behavioral interventions designed to provide early, effective assistance to underperforming students. S.M.A.R.T. and Research-based interventions are implemented and frequent progress monitoring is conducted to assess student response and progress. When students do not make progress, increasingly more intense interventions are introduced.

Research Based Intervention - The methods, content, materials, etc. were developed in guidance from the collective research and scientific community. (Harn, 2007)

Rubrics – Based on a continuum of performance quality and a scale of different possible score points, a rubric identifies the key traits or dimensions to be examined and assessed and provides key features of performance for each level of scoring.

San Diego Quick- Assesses independent reading level to ensure that the student is presented with reading material which can be decoded independently.

Scaffolding – Scaffolding is the instructional technique of using teacher support to help a student practice a skill at a higher level than he or she would be capable of independently. Presenting a skill at this level helps students advance to the point where they no longer need the support and can operate at this high level on their own.

SST- Student Study Team or Student Success Team

Standard – A standard is something set up and established by authority as a rule for the measure of quantity, weight, extent, value or quality. A standard defines the broad expectations for an area of knowledge in a given domain and may include an expectation of the degree to which a student expresses his or her understanding of that knowledge.

Strategy – A loosely defined collective term that is often used interchangeably with the word —intervention; however strategies are generally considered effective instructional/behavioral practices rather than a set of prescribed instructional procedures, systematically implemented.

Student Support Team – The Student Support Team (SST) is a multi-disciplinary team which utilizes a problem-solving process to investigate the educational needs of students who are experiencing academic and/or social/behavioral difficulties. SST uses a data-driven process to plan individualized supports and interventions and the method of assessing their effectiveness.

Student with a Disability – Refers to a child evaluated as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as emotional disturbance), an orthopedic impairment, autism, traumatic brain injury, other health impairment, or a specific learning disability who needs special education and related services.

Student Work – Student work may or may not demonstrate that the student is meeting the standard. Student work should be used by the teacher to show the student what meeting the standard means.

Summative Assessment – A summative assessment is an evaluation tool generally used at the end of an assignment, unit, project, or course. In an educational setting, summative assessments tend to be more formal kinds of assessments (e.g., unit tests, final exams, projects, reports, and state assessments) and are typically used to assign students a course grade or to certify student mastery of intended learning outcomes for the Georgia Performance Standards.

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Tasks – Tasks provide the opportunity for students to demonstrate what they can do, what knowledge they have, what understanding they have that relates to specific standards or elements. This demonstration may occur at any time during the course or at the end of the course.



Special Education Department

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Special Education Procedural Guide

May, 2015



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Special Education Procedural Guide

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INTRODUCTION

Springs Charter Schools (SCS) is a network of personalized learning, independent study charter schools that includes River Springs, Harbor Springs, and Empire Springs. SCS are committed to meeting the needs of students with exceptional needs, their parents, and the staff members who work with the students with disabilities enrolled in our programs. In order to implement this goal, the Procedural Handbook describes policies, procedures, and guidelines in place to ensure that students being referred for and/or enrolled in special education programs receive a free, appropriate public education (FAPE) in the least restrictive environment (LRE).

SCS are members of the Riverside County Special Education Local Plan Area (SELPA), and follow the guidelines and procedures set forth by the SELPA in accordance with all State and Federal laws.

SCS Special Education Department Mission: Special Education staff will work collaboratively with students, teachers, and parents to develop and provide an Individualized Education Program within the Personalized Learning Plan of each student.

REFERRAL PROCESS

SCS provide for the identification and assessment of the exceptional needs of an individual, and the planning of an instructional program to meet the assessed needs. Identification procedures include systematic methods of utilizing referrals of pupils from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures are coordinated with school site procedures for referral of pupils with needs that cannot be met with modification of the regular instructional program. (EC 56302)

Parents and staff work closely to address academic or behavioral performance and concerns of individual students. Parents will be contacted whenever there is a concern about their child's academic or behavioral performance. Parents may also contact their child's teacher or school site administrator with concerns about their child's academic or behavioral performance. Concerns may be addressed in an Rtl meeting. This meeting may be initiated by school staff or parents/guardians/student. During the Rtl meeting, the Team can document concerns and which strategies are being implemented or will be implemented to attempt to address the student's concerns related to their learning.

For more information regarding Child Find procedures refer to the Riverside County SELPA website policies and procedures at: <http://www.rcselpa.org/common/pages/DisplayFile.aspx?itemId=3850076>

If a parent makes an oral request for a special education assessment for their child, it is the responsibility of SCS to inform the parents this request must be in writing and assist the parents with writing the request if needed (EC 56029; CCR§ 3021). All requests should be submitted to the Director of Special Education or Designee via secure internet site or via email with written parent permission to special.education@springscs.org. This request starts the assessment process and SCS must respond within 15 days. Director of Special Education or Designee will notify Rtl Team of the parent request. SCS will hold an Rtl meeting within 10-15 days to address the parent's concerns. All Rtl documentation must be uploaded into OASIS by the school site personnel. A pupil shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (EC 56303)

Assessment Plan and Prior Written Notice (PWN) will be developed by Special Education staff to determine assessments needed to address all areas of suspected disability. Director of Special Education or Designee will assign responsible staff.

SCS may deny the parent's request for an initial assessment or additional assessment using a Prior Written Notice (PWN) if the team feels that the student is receiving a Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE). SCS shall include data in the PWN to ensure that the student does not require assessment.

All school staff referrals shall be written and include: (1) a brief reason for the referral and (2) documentation of the resources of the regular education program that have been considered, modified, and when appropriate, the results of intervention. This documentation shall not delay the time-lines for completing the assessment plan or assessment. (Title 5 CCR 3021; EC 56100(a), (i), and (j); EC 56300-56303; 34 CFR 300.128, 300.22)

For detailed information regarding policies and procedures regarding Child Find and a Coordinated System of Referrals, go to the Riverside County SELPA website policies and procedures at: <http://www.rcselpa.org/common/pages/DisplayFile.aspx?itemId=3850076>

ASSESSMENT PLANS AND PRIOR WRITTEN NOTICE

An Assessment Plan (AP) is a document that outlines the assessment tools and methods used to determine eligibility for special education services as well as present levels of performance, the types of measurements used to collect this information, and the individual(s) responsible for the collection/review of data.

Assessments will be comprised of data from multiple sources and will require a multidisciplinary team of specialists to gather and interpret the data. Parental consent is not required before reviewing existing data, or before administering a test or other assessment that is administered to all students, unless before administration of that test or assessment, consent is required of the parents of all the students. A parent has a right to request an evaluation at any time. For a student that has an IEP, if the school and parent mutually agree, a triennial IEP can be held early.

Prior Written Notice (PWN) is a legal requirement per IDEA, and is a protection afforded to parent(s)/ guardian(s) per their Procedural Safeguards. IDEA includes prior written notice as a measure to ensure that parents have adequate notification and understanding of special education decisions made about their child, including elements of a Free Appropriate Public Education (FAPE). A prior written notice should provide comprehensive documentation of any and all actions proposed and/or refused by an LEA/district. The information included should be sufficient to ensure that parents understand the rationale by which decisions were made, and all things that were considered. Providing prior written notice affords parents an additional opportunity to consider and/or object to decisions that were made prior to implementation. It is the responsibility of each Case Manager and/or Assessor to ensure the PWN is provided to the parent. The PWN may be accessed through the Special Education Information System (SEIS) in the IEP documents.

For detailed information on Assessment procedures, see the Riverside County SELPA website at <http://www.rcselpa.org/common/pages/DisplayFile.aspx?itemId=4774556>

PROCEDURAL SAFEGUARDS

Parents of children with disabilities enrolled in SCS have specific education rights under the Individuals with Disabilities Act (IDEA). These rights are called Procedural Safeguards. Individuals serving as surrogate parents and adult students aged eighteen and over who receive special education services are also entitled to these Procedural Safeguards. A copy of the Notice of Procedural Safeguards and Parents' Rights must be offered to the parent a minimum of one time yearly. A copy must also be provided to parents:

- Upon initial referral or parental request for evaluation
- When sending out an Assessment Plan and/or Prior Written Notice
- In accordance with disciplinary procedures
- Upon parental request

SPECIAL EDUCATION TIMELINES

- **Annual IEP review.** Not to exceed 12 months (365 days) from the date of the last IEP N/A EC 56043 (d), (j) EC 56343 (d) EC 56380
- **Triennial Eligibility review.** Every 3 years based on the date of the last evaluation.
 - May occur more often if needed, but no more than once per year, unless the IEP team agrees
 - Parent and LEA may agree in writing that triennial assessments are not necessary and may also agree to limit the scope of the review
 - Recommendation: Begin the triennial assessment process at least 90 days prior to the triennial review date EC 56043 (k) EC 56381
- **Parent requests an IEP meeting for a child with an existing IEP:** 30 calendar days after written request is received
 - Exception for school breaks in excess of 5 school days
 - If a verbal request is made by the parent, SCS must assist the parent in making the request in writing EC 56043 (l) EC 56343.5
- **Initial Assessment and IEP Development**
 - Attach Procedural Safeguards and Prior Written Notice (PWN) within 15 calendar days from date of referral
 - Exception of school breaks in excess of 5 school days
 - If a referral is received 10 days or fewer before the end of the school year, then the AP must be sent to parent within the first 10 days of the following school year EC 56043(a) EC 56321(a)
- **IEP team meeting to review initial assessments**-60 calendar days from the receipt of parent consent on the Assessment Plan, to determine eligibility and areas of need
- **IEP to review student's lack of progress toward IEP goals**-No specific timeline; however, best practice is to convene the IEP team within 30 days of determining that a student is demonstrating a lack of progress EC 56343 (b)
- **Parental Notification of IEP Meeting:** No specific timeline; however, staff should notify parents of the IEP team meeting and send the IEP Notice of Meeting early enough to ensure an opportunity to attend the meeting. Best practice is to send at least 10 school days prior to the meeting date EC 56043 (e) EC 56341.5 (b)
- **Implement the signed IEP:** As soon as possible after receiving the signed consent to the IEP from the parent. Keep in mind that compensatory education could be owed if IEP is not implemented in a timely manner EC 56043 (i) EC 56344 (b)
- **Progress reports on IEP goals:** Provided to the parent(s) as indicated on the IEP at least as often as general education progress reports EC 56345 (a) (3)
- **Individual Transition Plans (ITP):** Must be in the IEP when the student turns 16.
 - ITP's must be reviewed annually EC 56043 (g) (l) (h) EC 56341.5 (e) EC 56345 (a) (8)
 - Student informed of transfer of rights at age 18 Must be documented in the IEP when the student turns 17 that the transfer of rights has been discussed
- **Independent Education Evaluation (IEE) Request:** No specific statutory timeline, case law indicates SCS should respond without unnecessary delay 34 CFR 300.502 (b). All requests for IEEs are to be referred to the Director of Special Education.

- **Student Records Request:** Provide parent(s) with copies of student records after an oral or written request within 5 business days EC 56043 (n) EC 56504
 - Provide new LEA/District with special education records within 5 business days after request for records from new LEA/District is received

For specific details on scheduling IEPs within SCS, see Attachment A.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETING

IEP team meetings are designed to be non-adversarial and convened solely for the purpose of making educational decisions for the good of the individual with exceptional needs. SCS shall initiate and conduct meetings for the purpose of developing, reviewing, and revising the IEP of each individual with exceptional needs. (EC 56340). SCS, Parents, or the Special Education Local Plan Area (SELPA) may electronically record an IEP meeting if the requesting party provides other members of the IEP team with 24 hours' written notice. If the recording is at the request of SCS or the SELPA, and the parent objects or refuses to attend the meeting because it will be recorded, then the meeting shall not be recorded.

The following individuals are required members of an IEP team, as defined in the California Education Code (Section 56341) for purposes of developing, revising or reviewing the IEP, determining eligibility, and/or recommending placement for any pupil.

- An administrator or an administrative designee (other than the student's teacher) who is knowledgeable of program options appropriate for the student. This person must be authorized to make decisions and allocate resources.
- Not less than one general education teacher. SCS advises that the student's current general education teacher attend the meeting. It is not necessary that all general education teachers be in attendance.
- The student's special education teacher(s).
- The student's parent(s)/legal guardian(s)/surrogate parent, or an individual selected by the parent. It is important to note that no individual or agency is authorized to sign with consent to an IEP unless they possess educational rights for the student.
- When appropriate, the IEP team may also include:
 - The student.
 - Other persons who possess expertise or knowledge necessary for the development of the IEP.
 - An assessor(s) who conducted an assessment and is presenting his/her report for the IEP team or an individual with the appropriate qualifications to present the assessment report on behalf of an assessor
 - For students with suspected learning disabilities, at least one member of the IEP team, other than the student's general teacher, shall be a person who has observed the student's educational performance in an appropriate setting.
 - Interpreter as needed for parents
 - In the event the parents require an interpreter to have meaningful participation in the IEP meeting, the Case Manager should contact the Administrative Assistant in the Special Education Office to request an interpreter. SCS will arrange for an interpreter to provide the necessary assistance.
 - Member Excusal: IDEA 2004 allows for the excusal of some IEP team members. Excusal includes members unable to attend the meeting at all, or members that may need to arrive late or leave early.

- Not Necessary: A member of an IEP team may not be required to attend an IEP meeting in whole or in part, if the parent of a child with a disability and SCS agree that the attendance of such member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
- Necessary, but excusable: A member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if both of the following occur:
 - A. The parent and SCS consent to the excusal in writing by completing the IEP Excusal Form (available in SEIS)
 - B. The excused IEP team member submits, in writing, to the parent and the IEP team input into the development of the IEP prior to the meeting.
- SCS expects that IEP meetings will be held in person whenever feasible. In general, the Admin Designee, Parent, Student (when appropriate), general education teacher, and special education teacher are to be present in the same room. Related service providers and assessors may call in to the meeting, with prior notification and agreement of the parent, when scheduling prohibits attendance. IEP Excusal Form should be used to document parent notification and agreement of teleconference participation.

For details on how to obtain signatures following a teleconference, see Appendix B.

IEP CONTENT

The IEP is a written statement determined in a meeting of the IEP team and shall include, but not be limited to, all of the following: (EC 56345)

- The present levels of the pupil's educational performance
- The measurable annual goals, including benchmarks or short-term instructional objectives
- The specific special educational instruction and related services and supplementary aides and services to be provided to the pupil, or on behalf of the pupil, and a statement of the program modifications or supports for school personnel that will be provided for the pupil in order to advance appropriately toward attaining the annual goals, to be involved and progress in general curriculum and to participate in extracurricular and other nonacademic activities
- The extent to which the pupil will be able to participate in regular educational programs
- The individual modifications in the administration of state or district wide assessments of pupil achievement that are needed in order for the pupil to participate in the assessment
- The projected date for initiation and the anticipated duration of the programs and services included in the IEP
- Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved
- A statement of how the pupil's parents or guardian will be regularly informed, at least as often as parents and guardian of non-disabled students, on their progress toward annual goals
- When appropriate the IEP shall also include:
 - Prevocational career education for pupils in kindergarten and grades 1 to 6, inclusive, or pupils of comparable chronological age. 07/ 14R 2/ 15 3
 - Vocational education, career education or work experience education, or any combination thereof, in preparation for remunerative employment, including independent living skill training for pupils in grades 7 to 12, inclusive, or comparable chronological age

- For pupils in grades 7 to 12, inclusive, any alternative means and modes necessary for the pupil to complete the district's prescribed course of study and to meet or exceed proficiency standards for graduation
- For pupils whose primary language is other than English, linguistically appropriate goals, objectives, programs and services
- Extended school year services when needed, as determined by the IEP team
- Provision for the transition into the regular class program if the pupil is to be transferred from a special class or center, or nonpublic, nonsectarian school into a regular class in a public school for any part of the school day
- For pupils with low-incidence disabilities, specialized services, materials, and equipment, consistent with guidelines
- At least one year before the pupil reaches the age of 18, a statement that the pupil has been informed that his or her rights will transfer to the pupil upon reaching the age of 18
- All IEPs must include an offer of FAPE

PRESENTATION OF ASSESSMENT REPORTS

Assessment reports should be presented by an individual who can interpret the instructional implications of evaluation results. Most often, reports should be presented by the assessor who conducted the assessment. Should the assessor be unable to present their findings (due to extenuating circumstances) at an IEP meeting, another individual with the same credential may share their results and answer questions during the IEP meeting. Should an assessor be unable to attend an IEP meeting in person, they may attend via telephone or computer. If an assessor is unable to attend the meeting entirely, and no replacement is available, a team member "Excusal" form would be required for the absent team members. Best practice would be to complete as much of the meeting as possible and reconvene at a different time to review the assessment results.

Outside Reports

The following are general guidelines for addressing the receipt of outside reports. Outside reports may be submitted by the parent for consideration by the IEP team. Information gathered from outside reports may guide team in identifying the need to assess for new areas of disability. Outside reports do not automatically determine eligibility or drive goals. SCS must conduct their own evaluations to examine student needs in the school setting and how those needs impact the student's education. An outside report may trigger the need for further assessment, but does not immediately change or determine eligibility in school setting (medical diagnosis versus educational eligibility). Conversely, a medical diagnosis is not required for determination of eligibility in the school setting.

ELIGIBILITY CRITERIA

A child shall qualify as an individual with exceptional needs if the results of the assessment demonstrate that the degree of the child's impairment requires special education in one or more of the program options authorized by EC § 56361. The decision as to whether or not the assessment results demonstrate that the degree of the child's impairment requires special education shall be made by the IEP team. The IEP team shall take into account all the relevant material that is available on the child. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the child's eligibility for special education (CCR Title 5 § 3030(a)). The disability terms used in defining an individual with exceptional needs under Title 5 §3030(b) include: (1) Autism, (2) Deaf-Blindness, (3) Deafness, (4) Emotional Disturbance, (5) Hearing Impairment, (6) Intellectual Disability, (7) Multiple Disabilities, (8) Orthopedic Impairment, (9) Other Health Impairment, (10) Specific Learning Disability, (11) Language or Speech Disorder, (12) Traumatic Brain Injury, and (13) Visual Impairment.

INTERIM PLACEMENT

Whenever a pupil with an IEP transfers into SCS the pupil will be provided a free appropriate public education, comparable to those described in the previously approved IEP, in consultation with the parent for a period not to exceed 30 days. SCS, shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law (EC 56325). SCS has an obligation to implement the student's last IEP, but the new placement does not have to exactly replicate the prior placement (Mrs. S. ex rel G. v. Vashon Island Sch. Dist. 337 F.3d 1115 (9th Cir. 2003)). If the student's goals can be met in a less restrictive environment, and the parent/guardian agrees, SCS will convene an IEP meeting to offer this alternative.

Comparable Services

Comparable services will be determined based on:

- The last agreed upon and implemented IEP obtained *directly* from the student's previous school
- IEP will be analyzed to determine what portions of the student's transfer IEP can be implemented, where, how soon and by whom
- If portions of the student's IEP that cannot be implemented, SCS will convene an IEP meeting to consider possible solutions to meet student needs

For detailed information on the Interim Placement Process see Appendix C.

VISION AND HEARING SCREENINGS

Pursuant to 5 CCRSection 3027, hearing and vision screening should occur prior to student's triennial, "All pupils being assessed for initial and three-year review for special education services shall have had a hearing and vision screening, unless parental permission was denied." Screening should take place prior to any formal testing and may be included as part of the student's assessment (EC Section 56320). Screenings completed within 6 months of the date of the Triennial are considered valid. In the event the student that is being assessed for an initial or a triennial does not have V/H results within 6 months, then the screening must be completed within the 60 day timeline of the assessment plan. The IEP team may consider an outside report from a physician. The IEP team may take into consideration and accept the results.

STATE TESTING

Students will participate in state testing in accordance with the testing schedule established by SCS. Students will receive all appropriate accommodations or modifications in accordance with their IEP. Special Education and Related services may be suspended for no more than 1 week (5 days) during the testing period.

General Office Procedures

Compliance Monitoring

Under the direction of the Director of Special Education, Compliance Technicians will:

- Utilize internal compliance monitoring tools to review incoming IEPs. Non-compliance issues will be addressed by the Director of Special Education. *See Appendix D for Compliance Monitoring Tool.*
- Maintain a daily schedule of filing documents in student files including, but not limited to: Progress Reports, SST/RtI documents, and all IEP documents
- Maintain a weekly schedule of utilizing SEIS and OASIS to monitor student data providing ongoing preparation for CASEMIS and CALPADS submissions in accordance with SELPA policies and to ensure compliance of all IEP timelines for all Annuals, Triennials, Initials, and Interims
- Develop a 60 day calendar based on SCS school year calendar at the beginning of each school year
- Maintain Communication Logs, including Enrollment notes, in OASIS.
Enrollment Logs will be printed by Special Education Administrative Support Staff and placed in IEP file

Maintenance of Pupil Records

- Pupil records are a necessary element in describing a pupil's development in school. It is also essential for the records to be accurate, appropriate, and secure, in accordance with state and federal laws. Only the parent (or pupil over 18) may authorize the release of any information except under the specific and narrow set of circumstances in accordance with state and federal laws.

Per the Title 5 California Code of Regulations (CCR, § 431) SCS will:

- Guarantee access to authorized persons within five (5) business days of the request
- Assure security of all confidential records by maintaining all pupil files in locked file cabinets
- Monitor and maintain access log in every pupil file
- Limit access to those school employees with an "educational need to know" and the parent (or pupil over 18 years of age)
- *Special Education Administrative Support Staff will send Special Education Records to Student Records Department within 48 hours of the request for records in order for Student Records staff to meet the 5 day timeline.*

Destruction of Pupil Records

Director of Special Education or Designee will oversee and approve the destruction of pupil records in accordance with the following guidelines.

All school records in California are divided into three groups for the purpose of defining how long records are kept before they are destroyed:

- Class I - Mandatory Permanent: Must be kept indefinitely by the school district unless microfilmed
- Class II - Mandatory Interim: Unless forwarded to another district, Mandatory Interim records (i.e., access log, health records, special education programs, language training records, progress reports, standardized tests administered in preceding 3 years) may be reclassified as Disposable when the pupil leaves the district or when their usefulness ceases. Such records must be maintained for a minimum three or five years after the completion of the activity for which grant funds were used. Destruction of the file shall be during the third school year following reclassification after parent notification.
- Class III – Disposable or Permitted: The only disposable records are Class III (i.e., objective staff ratings, standardized test results more than 3 years old, routine disciplinary data, behavior observations, disciplinary notices, and attendance records not otherwise required). Such records may be destroyed six months after the pupil completes or withdraws from the educational program. These are to be destroyed so as to maintain the confidentiality of the record.

For complete information and definitions related to Pupil Records, please refer to the Riverside County SELPA website at <http://www.rcselpa.org/common/pages/DisplayFile.aspx?itemId=1498103>

Appendix A

Scheduling IEP Meetings

Academy Students

- Special Education Department will provide a report from SEIS to each school site with the projected number of IEPs due for each month based on current enrollment prior to the end of the school year-update. This report will be provided within the first month of the school year, and will be updated monthly throughout the school year.
- IEP Administrative Designee and the Special Education Case Manager are responsible for identifying IEP dates throughout the school year to meet the needs of the projected IEPs
- Case Manager is responsible for monitoring IEP due dates and scheduling IEPs throughout the year-it is recommended that all IEPs for current caseloads be scheduled at the end of each school year and revised in the Fall
- Case Manager is responsible completing Notice of Meeting, notifying parents, and ensuring all Team Members are notified of the meeting via Calendar invite at least 2 weeks prior to the date of the meeting

Home School Students

- Special Education Department will provide each Home School Directors/Administrators/Designees with the projected number of IEPs due for each month. The report will be sorted by area based on current enrollment, prior to the end of the school year-update. This report will be provided within the first month of the school year, and will be updated monthly throughout the school year.
- Home School Directors/Administrators/Designees will identify IEP dates throughout the school year to meet the needs of the projected IEPs and provide list of available dates to Special Education Department
- Special Education Administrative Support Staff will develop Master IEP Calendar for Home School students and schedule all IEPs by June 30 of each school year and will revise by September 30
- Special Education Administrative Support Staff will send tentative calendar invites once schedule is finalized
- Special Education Department will monitor student enrollment and revise IEP schedule as needed
- Special Education Administrative Support Staff will send final calendar invitation to all Team Members least 2 weeks prior to the IEP meeting
- Case Manager is responsible for completing Notice of Meeting and notifying parents of the date of the meeting

In the event Administrative Support is needed from Special Education Department, Case Manager should contact the Special Education Department at 951-225-7731 at least 2 weeks prior to the meeting date to request assistance. Special Education Administrative Support staff will notify Special Education Director or Designee of the need and an available Administrator will be assigned.

Appendix B

Obtaining Signatures for IEP

SCS expects that IEP meetings will be held in person whenever feasible. In general, the Admin Designee, Parent, Student (when appropriate), general education teacher, and special education teacher are to be present in the same room. Related service providers and assessors may call in to the meeting, with prior notification and agreement of the parent, when scheduling prohibits attendance. IEP Excusal Form should be used to document parent notification and agreement of teleconference participation. In the event members must participate via teleconference, the following guidelines must be followed to ensure all appropriate signatures are obtained:

- Case manager (CM) is responsible for identifying if all team members will be physically present at the IEP.
- If a team member will be calling in or the IEP meeting will be held via teleconference, the CM will confirm parent is aware and in agreement prior to the IEP meeting.
- In the meeting notes, document if an individual is attending via phone, or if the meeting is being held via teleconference. Place in parenthesis next to the team member name (by phone).
- CM will obtain parent signature and signature of those team members present, upload signature page into SEIS, and include in the packet to be sent in to the SpEd office.
- CM documents in SEIS the parent signature is present.
- Each IEP team member NOT in person at the IEP meeting, will download the signature page, sign, upload into SEIS, mail in to Special Education office, and inform CM when completed.
- CM is responsible to oversee all signatures have been uploaded and sent in to the Special Education office.

Parent Signature

- If IEP is sent home for parent signature, process for IEP team members not present is the same; however, CM is responsible for following up with parent to ensure parent signature is obtained in a timely manner (within 1 to 2 weeks, maximum).
- CM needs to document the attempts to obtain signature, which may include sending an additional copy of the IEP home, setting up a meeting for parent to sign, etc.
- Include the ES/TOR in the attempts to obtain a signature.
- Remember, new goals, services etc. cannot be implemented until IEP is signed and returned to Springs Charter.
- If CM is unable to obtain signatures, CM is to inform Special Education Director of inability to obtain signature.
- Once IEP has been signed by parent, CM is responsible for changing SEIS to reflect the receipt of parent signature.

Appendix C
Interim IEP Placement Process
For New Springs Students with IEPs

1. Once a new student with an IEP has signed the Student Agreement, the ES, TOR, or designee will notify the Special Education department at special.education@springscs.org or via a secure internet site. The notification will include the student name, parent name and contact information, the program that the student has enrolled in, and the start day as noted on the Student Agreement. The email will also indicate if a copy of the IEP was provided or not, and the location of the IEP.
2. Enrollment staff may either upload a copy of the IEP that the parent provided into OASIS, or attach to the enrollment notification email with parent permission.
3. Special Education staff will contact parent within 24 hours to let them know the enrollment has been received and the IEP is being reviewed.
4. If IEP is not provided by parent, Special Education Administrative Support Staff will contact the previous district within 24 hours via phone/fax/e-mail or through SEIS to obtain copy of the IEP.
5. Special Education Administrative Support Staff will notify Director of Special Education or Designee of the new student and provide copy of the IEP.
6. When school is in session:
 - Director of Special Education or Designee will review IEP and contact parents within 48 hours of receipt to determine appropriate comparable services and placement for the Interim placement period.
 - Upon verification of special education services, student will be enrolled in the appropriate program
 - If there is a delay of more than 48 hours in receiving verification of special education services, the student will be enrolled as a General Education student.
 - Upon verification of special education services, the student's services will be implemented
 - If records are not received within 30 days, an assessment plan may be developed if there are any areas of suspected disabilities.
 - Special Education Administrative Support Staff will maintain contact with parent and the school site to provide updates on the progress.
7. When school is not in session:
 - Director of Special Education or Designee will review IEP and contact parents within 2 weeks to determine appropriate comparable services and placement for the Interim placement period.
 - All services will be in place and determined by the first day of the new school year.
 - If verification of Special Education services is not received before the start of the school year, the student will be enrolled as a General Education
 - Upon verification of special education services, student will be enrolled in the appropriate program
 - Upon verification of special education services, the student's services will be implemented
 - If records are not received within 30 days, an assessment plan may be developed if there are any areas of suspected disabilities.
 - Special Education Administrative Support Staff will maintain contact with parent and the school site to provide updates on the progress
8. Director of Special Education or Designee will assign Case Manager and contact Case Manager and Principal once placement is determined for processing of Interim Placement documentation, including 30 day due date for Interim Placement meeting.
9. In the event student is to be placed in program outside of SCS (RCOE class, NPS, etc.), placement decisions will be made within the timelines listed above; however, the actual start date of the student will be determined by the enrollment process of the receiving program.

10. Interim Placement form will be completed by Case Manager unless otherwise instructed by Director of Special Education or Designee.
- Academy Students: Interim Placement form should be signed by parent and Site Principal and scanned to secure internet site or emailed with written parent permission to special.education@springscs.org
 - Home School Students: Interim Placement form should be signed by parent and scanned to secure internet site or emailed with written parent permission to special.education@springscs.org for signature of Director of Special Education or Designee
 - Special Education Administrative Support Staff will complete data entry to SEIS and/or OASIS, upload to SEIS and place hard copy in Student's file
11. Case Manager is responsible for scheduling IEP within 30 calendar days of the first day of attendance.
12. Scheduling the Meeting
- Academy Students:
 - Case Manager is responsible for completing Notice of Meeting, notifying parents, and ensuring all Team Members are notified of the meeting within 1 week of the first day of attendance to ensure availability of all required Team Members
 - Home School Students:
 - Case Manager is responsible for contacting Special Education Administrative Support Staff to schedule the meeting within 1 week of the first day of attendance to ensure availability of all required Team Members
 - Special Education Administrative Support Staff will send calendar invitation to all Team Members based on IEP Calendar dates available within the 30 day requirement
 - Case Manager is responsible for completing Notice of Meeting and notifying parents of the date of the meeting

Special Notes

- School staff may contact the Special Education Reception Department at 951-225-7731 or via email at special.education@springscs.org during the enrollment process with any questions.

Appendix D: Compliance Monitoring Tool

| Student Name | | Auditor Name | | | |
|---|--|---------------------|-------------------|-----------|------------------|
| INTERIM COMPLIANCE CHECKLIST | | Date: | Compliant: | | Initials: |
| Enrollment | | | | | |
| Interim Placement Form | | | Yes | No | |
| Date of: <input type="radio"/> 30 day IEP Meeting <input type="radio"/> 30 day/Annual IEP Meeting <input type="radio"/> Amendment | | | Yes | No | |
| Copy of Notice of Meeting if : <input type="radio"/> 30 day IEP Meeting <input type="radio"/> 30 day/Annual IEP Meeting | | | Yes | No | |
| Copy of Signature Page | | | Yes | No | |
| INITIAL COMPLIANCE CHECKLIST | | Date: | Compliant: | | Initials: |
| Parent/RTI Request for Assessment | | | | | |
| Copy of Parent/RTI Request for Assessment | | | Yes | No | |
| PWN/AP (w/in 15 days of request) | | | Yes | No | |
| Date of Receipt of Signed AP (if no rec'd stamp, date of parent sig) | | | Yes | No | |
| Copy of Notice of Meeting | | | Yes | No | |
| Copy of Initial IEP (w/in 60 days of Signed AP) | | | Yes | No | |
| If SLD: Copy of Team Determination of Eligibility w/signature | | | Yes | No | |
| Copy of Signature Page (w/ Parent Signature) | | | Yes | No | |
| Copy of Team Member Excusal (if applicable) | | | Yes | No | |
| Copy of all assessment reports (i.e. Psych, OT, SLP,) | | | Yes | No | |
| Testing Protocols | | | Yes | No | |
| Copy of Amendments (if applicable) | | | Yes | No | |
| ANNUAL COMPLIANCE CHECKLIST | | Date: | Compliant: | | Initials: |
| Notice of Meeting | | | Yes | No | |
| Copy of Annual IEP (w/in 12 months of prior IEP) including Progress Reports | | | Yes | No | |
| Copy of Signature Page (w/ Parent Signature) | | | Yes | No | |
| Copy of Team Member Excusal | | | Yes | No | |
| PARENT REQUEST FOR AN IEP MEETING | | Date: | Compliant: | | Initials: |
| Date of Written Request from Parent | | | Yes | No | |
| Date of Notice of Meeting | | | Yes | No | |
| Copy of IEP (held w/in 30 days of request) | | | Yes | No | |
| Copy of Signature Page (w/ Parent Signature) | | | Yes | No | |
| TRIENNIAL COMPLIANCE CHECKLIST | | Date: | Compliant: | | Initials: |
| Copy of Signed AP | | | Yes | No | |
| Copy of Notice of Meeting | | | Yes | No | |
| Copy of Triennial IEP (w/in 36 months of prior IEP) including Progress Reports | | | Yes | No | |
| If SLD: Copy of Team Determination of Eligibility w/signature | | | Yes | No | |
| Copy of Signature Page (w/ Parent Signature) | | | Yes | No | |
| Copy of Team Member Excusal (if applicable) | | | Yes | No | |
| Copy of all assessment reports (i.e. Psych, OT, SLP) | | | Yes | No | |
| Testing Protocols | | | Yes | No | |
| Copy of Amendments (if applicable) | | | Yes | No | |
| NOTES: | | | | | |
| | | | | | |
| | | | | | |

School Year: _____

Springs Charter Schools - CTE Course List for 2015-2016

CTE Career Pathways are like having a major in high school.

Health Care

Administrative Worker Pathway

Available Online, Magnolia, Indio, Murrieta, and Hemet

Course Titles:

- CTE Front Office
- CTE Medical Coding
- CTE Medical Billing
- CTE Medical Terminology

Engineering Technology Pathway

FAPA, Hemet, Temecula and Magnolia

Course Titles:

- CTE Engineering Essentials
- CTE Electrical and Computer Engineering
- CTE Mechanical Engineering Design w/CAD

Business Management Pathway

Online, FAPA, Magnolia, Hemet, and Temecula

Course Titles:

- CTE Introduction to Business
- CTE Bookkeeping Fundamentals
- CTE Marketing and Advertising (P)

Media and Design Arts Pathway

Information Support and Services Pathway

- CTE- Digital Imaging
- CTE- Interactive Publishing
- Introduction to Photography (P)

Network Pathway

Murrieta

- CTE PC Essentials (Comp TIA A+)
- CTE Networking Fundamentals (Comp TIA Network+)
- CTE Applied Networking (CCNA)

- CTE Foundations of the Legal System
- CTE Law Office management

Child Development Pathway

Online and Temecula

- CTE Child Development
- CTE Health, Safety and Nutrition
- CTE Music, Art, Movement and Science

Performing Arts Pathway

Online and Temecula

- CTE Introduction to Theatre
- CTE Beginning Acting
- CTE Improvisation through Dance and Theatre

Education Pathway

Online

- CTE Elementary Literacy Development
- CTE Elementary Math Development

System Diagnostic

Service and Repair Pathway

Available at FAPA

Course Title:

- CTE Aviation Seminar 1
- CTE Aviation Seminar II
- CTE Ground School



Patient Care Pathway

Murrieta and Online

- CTE Dental Sciences and Occupations
- CTE Dental Sciences and Anatomy
- CTE Chairside Assisting
- CTE Dental Office Management



Receive a CTE Certificate by completing two courses, an Internship, and a culminating project all in the same Pathway.

For more information contact George Essel, Lead CTE Coordinator at george.essel@springscs.org

FILED *gc*Secretary of State
State of California *HH*

100 MAR 09 2015

ARTICLES OF INCORPORATION
OF
CITRUS SPRINGS CHARTER SCHOOL, INC.

I.

The name of the Corporation shall be Citrus Springs Charter School, Inc.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purpose for which this Corporation is organized is to manage, operate, guide, direct and promote Citrus Springs Charter School and other public charter schools that the Corporation should organize.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Amy Podratz
43466 Business Park Drive
Temecula, CA 92590

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

VII.

The initial street address and initial mailing address of the Corporation is:

43466 Business Park Drive
Temecula, CA 92590

Dated: 3/9/15

Kimberly Rodriguez
Kimberly Rodriguez, Incorporator



I hereby certify that the foregoing transcript of 2 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

MAR 10 2015

Date: _____

Alex Padilla

ALEX PADILLA, Secretary of State

**BYLAWS
OF
Citrus Springs Charter School, Inc.**
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is Citrus Springs Charter School, Inc.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 43466 Business Park Drive, Temecula, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws by amending this Section to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote Citrus Springs Charter School and other public charter schools that the Corporation should organize (collectively referred to as "Charter School"). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

**ARTICLE V
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This Corporation’s assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

**ARTICLE VI
MEMBERSHIP**

Section 1. SOLE STATUTORY MEMBER. Unless and until these bylaws are amended to provide otherwise, Springs Charter Schools, Inc., a California nonprofit public benefit corporation, shall be the sole statutory member of this Corporation (the “Statutory Member”) as the term “member” is defined in Section 5056 of the California Nonprofit Corporation Law. The membership of the Statutory Member in the corporation is not transferable.

Section 2. ASSOCIATES. Nothing in this Article VI shall be construed as limiting the right of the Corporation to refer to persons associated with it as “members” even though such persons are not members of the Corporation, and no such reference shall make anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The Corporation may confer by amendment of its Articles of Incorporation or these Bylaws some or all of the rights of a member, as set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of Directors, on a disposition of substantially all of the corporation’s assets, on the merger or dissolution of it, or on changes to its Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of Section 5056. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

Section 3. **RIGHTS OF STATUTORY MEMBER.** The Statutory Member (as defined in Section 5056 of the California Nonprofit Public Benefit Corporation Law) shall have the right, as set forth in these Bylaws, to elect or appoint members of the Board of Directors, to remove members of the Board of Directors, to vote on the disposition of all or substantially all of the Corporation's assets, to vote on any merger and its principal terms and any amendment of those terms, and to vote on any election to dissolve the Corporation, and as otherwise required under the California Nonprofit Public Benefit Corporation Law and/or set forth in these Bylaws.

ARTICLE VII BOARD OF DIRECTORS

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. **DESIGNATED DIRECTORS AND TERMS.** The number of Directors shall be no less than three (3) and no more than seven (7), unless changed by amendments to these bylaws. All Directors shall be nominated by the Board, with nominations submitted to the Statutory Member, and appointed only with the written approval of the Statutory Member. In accordance with California Education Code Section 47604(b), the granting authority has a right to appoint a representative to the board. If the granting authority appoints a representative, the Board shall have the right to appoint an additional Board Director to maintain an odd number of Directors.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor

director has been designated and qualified. Directors may serve no more than two (2) consecutive terms. Terms for the initial Board of Directors shall be staggered as determined in writing by the Statutory Member with two (2) seats serving a one (1) year term and two (2) seats serving a two (2) year term.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49% of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of the transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Except for the initial Directors who shall serve staggered terms as outlined in Section 3 above, each Director shall hold office for three (3) years and until a successor Director has been designated and qualified.

Section 6. RESTRICTION ON BOARD AUTHORITY. The Board shall not, without the prior written approval of the Statutory Member, authorize or direct any officer of the corporation to perform or commit any of the following acts:

- a. Approve the sale, lease, conveyance, exchange, transfer, or other disposition of all or substantially all of the assets of the corporation;
- b. Approve the principal terms of a merger of the corporation with another organization;
- c. Approve the filing of a petition for the involuntary dissolution of the corporation if statutory grounds for such dissolution exist;
- d. Approve the voluntary dissolution of the corporation or the revocation of such an election to dissolve it;
- e. Approve, repeal or amend the Bylaws; or
- f. Appoint or remove any member of the Board of Directors.
- g. Seek a material amendment to the Citrus Springs Charter School's Charter pursuant to Education Code section 47607. The Board may not make any material amendments to the Citrus Springs Charter School's Charter at any time, including, but not limited to, before submission of the Charter to the granting authority or upon renewal, without the prior written approval of the Statutory Member.

Section 7. **EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Board shall occur in the event of (a) the death, resignation, or removal of any Director; (b) the declaration by resolution of the Board of a vacancy in the office of a Director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of Directors; or (d) the failure of the Statutory Member to appoint the number of Directors required.

Section 8. **RESIGNATION OF DIRECTORS.** Except as provided below, any Director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board as a whole. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective.

Section 9. **DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.** Except on notice to the California Attorney General, no Director may resign if the corporation would be left without a duly elected Director or Directors.

Section 10. **REMOVAL OF DIRECTORS.** A Director may only be removed by action of the Statutory Member. The Statutory Member may remove a Director with or without cause.

Section 11. **VACANCIES FILLED BY STATUTORY MEMBER.** Vacancies on the Board of Directors shall be filled by approval of the Statutory Member.

Section 12. **NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS.** Any reduction of the authorized number of Directors shall not result in any Directors being removed before his or her term of office expires.

Section 13. **PLACE OF BOARD OF DIRECTORS MEETINGS.** Meetings shall be held at any place within the granting agency's boundaries that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act ("Brown Act"), California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 14. **MEETINGS; ANNUAL MEETINGS.** All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. Prior written notice of all meetings shall be provided to the Statutory Member.

The Board shall meet annually for the purpose of organization and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board or in the notice of the meeting in accordance with the Brown Act.

Section 15. **REGULAR MEETINGS.** Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least seventy-two (72) hours before a regular meeting, the

Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. SPECIAL MEETINGS. Special meetings of the Board for any purpose may be called at any time by the Chairman of the Board, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board may be held only after at least twenty-four (24) hours' notice is given to the public through the posting of an agenda. Directors and the Statutory Member shall also be notified of special meetings in the following manner:

- a. Any such notice shall be addressed or delivered to the Statutory Member and each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means (including email) to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. QUORUM. A majority of the Directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be less than a majority of the Directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 19. TELECONFERENCE MEETINGS. Members of the Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;

- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 20. ADJOURNMENT. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as Directors or officers, only such reimbursement of expenses as the Board may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the Directors then in office, may create one or more committees, each consisting of two or more Directors and no one who is not a Director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of Directors. The Board may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the Statutory Member or Board of Directors;
- b. Fill vacancies on the Board or any committee of the Board;

¹ This means that members of the Board who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

- c. Fix compensation of the Directors for serving on the Board or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for Director if more people have been nominated for Director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its Directors has a material financial interest.

The Board may also create one or more advisory committees composed of Directors and non-Directors. It is the intent of the Board to encourage participation and involvement of faculty, staff, parents, students, and administrators through attending and participating in committee meetings. The Board may establish, by resolution adopted by a majority of the Directors then in office, advisory committees to serve at the pleasure of the Board.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Corporation and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Treasurer. The corporation, at the Board’s direction, may also have a Chairman of the Board and a Vice-Chair. The officers in addition to the corporate duties set forth in this Article

VIII may also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation shall be chosen annually by the Board and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. **CHAIRMAN OF THE BOARD.** If a Chairman of the Board of Directors is elected, he or she shall preside at the Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time. If there is no President, the Chairman of the Board shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board is elected, there shall also be a Vice-Chair. In the absence of the Chairman, the Vice-Chair shall preside at Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

Section 8. **PRESIDENT.** The President, also known as the Superintendent, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. **SECRETARY.** The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice

given; the names of the Directors present at Board of Directors and committee meetings; and the vote or abstention of each board member present for each action taken .

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. **TREASURER.** The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to the Directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a Director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's Directors are directors and have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

The Corporation shall not enter into a contract or transaction in which a non-Director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This Corporation shall not lend any money or property to or guarantee the obligation of any Director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance

money to a Director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its Directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1. **INSURANCE.** This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its Directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any Director, officer, employee, or agent in such capacity or arising from the Director’s, officer’s, employee’s, or agent’s status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board, which shall also be promptly provided to the Statutory Member; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **RIGHT TO INSPECT.** The Statutory Member and every Director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the Statutory Member or Director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, the Statutory Member and any Director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the Statutory Member interest as a Statutory Member or Director's interest as a Director. Any such inspection and copying may be made in person or by the Statutory Member or Director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to the Statutory Member and itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and

- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to the Statutory Member and all Directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each Director and furnish to each Director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any Director or officer of the corporation, its parent, or subsidiary (but mere common Directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- b. The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

ARTICLE XVII BYLAWS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws, except that the following bylaws provisions may not be amended or repealed without the prior approval of the Statutory Member: Article VI; Article VII, Sections 3,6,7,10, 11, 14, and 17; and Articles XIV-XVII.

Further, no amendment shall make any provisions of these Bylaws inconsistent with the Citrus Springs Charter School's Charter, the corporation's Articles of Incorporation, or any applicable laws.

Section 2. BYLAWS EFFECTIVE. These Bylaws shall not be effective until approved by the Statutory Member.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Citrus Springs Charter School, Inc., a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on _____, and that these bylaws have not been amended or modified since that date.

Executed on _____ at Temecula, California.

_____, Secretary

CITRUS SPRINGS CHARTER SCHOOL, INC.**CONFLICT OF INTEREST CODE****I. ADOPTION**

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, the Citrus Springs Charter School, Inc. hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Citrus Springs Charter School, Inc. (“Charter School”), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

EXHIBIT A

Designated Positions

| <u>Designated Position</u> | <u>Assigned Disclosure Category</u> |
|--------------------------------|-------------------------------------|
| Members of the Governing Board | 1, 2, 3 |
| CEO/President/Superintendent | 1, 2, 3 |
| Chairman of the Board | 1, 2, 3 |
| CFO/Treasurer | 1, 2, 3 |
| Secretary | 1, 2, 3 |
| Consultants | * |

*Consultants are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Superintendent may determine in writing that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Superintendent's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

EXHIBIT B

Disclosure Categories

Category 1

Designated positions assigned to this category must report:

- a. Interests in real property which are located in whole or in part within the boundaries (and a two mile radius) of the school district in which the Charter School operates.
- b. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the acquisition or disposal of real property or are engaged in building construction or design.
- c. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in, the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by the Charter School.

Category 2

Designated positions assigned to this category must report:

Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by the Charter School, its parents, teachers and students for educational purposes. This includes, but is not limited to, educational supplies, textbooks and items used for extra curricular courses.

Category 3

Designated positions assigned to this category must report:

Investments in, income, including gifts, loans, and travel payments, from, sources which are engaged in the performance of work or services of the type to be utilized by the Charter School, its parents, teachers and students for educational purposes. This includes, but is not limited to, student services commonly provided in public schools such as speech therapists and counselors.

Rachel Corliss
2 Havre Ct, Foothill Ranch, CA 92610
949-235-1277

Statement of Interest:

I wish to serve on the Board because I have been homeschooling my children (6th and 2nd grade) through one of Springs Charter Schools for the past 4 years and I am an avid supporter of this unique model of education. I bring a unique set of skills, abilities, and experience. I have used the community as a classroom through school-sponsored field trips as well as finding my own classes, teachers and events to help facilitate my children's learning.

Related Skills:

- Ability to listen to the issues that arise and finding efficient and effective ways of solving them.
- Experience with budget to maintain the future of the school by being fiscally responsible.
- Grow the school, when and where it is appropriate.
- Offer my parent, homeschooling, professional, and educational perspective and experience.

Areas of Expertise Include

- Business management
- Project management
- Governing board experience for MOMS Club and AYSO
- Real Estate
- Local politics and advocacy

Educations & Employment:

- MBA in Executive Management and Information Technology from the University of LaVerne
- Bachelor of Science in Information Technology from University of LaVerne
- 32 years of experience in both professional and public service
- Employed with large companies including AOL, Coca-Cola and Motorola
- Small business owner, desktop publishing
- Real Estate License
- Served on the board of the AYSO and MOMS club in Foothills Ranch
- Previously certified notary public and held secret clearance for the Department of Defense

Donald C. Vawter

Terra-Gen Power, LLC

Mar 2013 – Present

Vice President and Managing Director of Terra-Gen Energy Management, LLC

Transactional

- ◆ Led negotiations for eleven power purchase agreements totaling 1956 GWh of renewable wind energy with a total value of approximately \$120 million dollars.
- ◆ Led the development of a sales strategy for the sale of renewable energy products to the market.
- ◆ Led various regulatory efforts, including certification of Terra-Gen Energy Management, LLC as a CAISO Scheduling Coordinator.

Southern California Edison (SCE)

Mar 2011 – Mar 2013

Contract Originator, Renewable and Alternative Power

Transactional

- ◆ Led negotiations for a complex, package deal whereby SCE entered into a PPA for a new 180 MW wind project at price and terms favorable to SCE, while two already contracted wind developments were deferred by two years. The notional value of the package deal was \$1.07 billion and the NPV to SCE's customers is greater than \$100 million.
- ◆ Led the development of a sales strategy and management approval framework for the sale of renewable energy products to the market.
- ◆ Led negotiations on three sales of bundled RPS energy totaling 1610 GWh. The three sales averaged a price that was above the market bid-ask spread for the product, and have a combined net value of \$64 million (Green Attribute value only) to SCE's customers.

AES Corp.

Sept 2000 – Mar 2011

Vice President of Asset Management, AES Southland (AES SL)

Feb 2009 – Mar 2011

AES Southland is a 4200 MW natural gas-fired portfolio consisting of 15 generating units on four plant sites, with revenues of \$180 million annually.

Commercial Management

- ◆ Negotiated terms and conditions of the long-term contracts covering the portfolio of assets. The notional value of the long-term contracts is greater than \$3.6 billion. Managed the associated settlements including CAISO settlements, and the associated business relationships.
- ◆ Managed all discreet O&M decisions that could impact contract revenues.
- ◆ Developed and managed budgets, ten-year budget forecasts, and budget sensitivity analysis. Monitored and reported commercial availability.
- ◆ Analyzed and approved capital improvement budgets and requests.

Operations & Maintenance (O&M)

- ◆ Managed a team of professionals and external consultants responsible for centralized engineering, environmental compliance, predictive maintenance, and contract administration functions. The team achieved a perfect safety record during this period.
- ◆ Established "best practices" among all plant teams for various predictive maintenance functions such as vibration analysis, oil analysis, and calibration and inspection cycles.
- ◆ Established settlements data analysis to drive continuous improvement in heat rate, operational performance, and contract administration.
- ◆ Managed High-Impact, Low Probability (HILP) equipment failure risk analysis and remediation.

Project Director, North America Business Development

Aug 2007 – Feb 2009

- ◆ Served as the Subject Matter Expert within AES Corp for fuels and renewable energy derived from Biomass. Served as an internal consultant and developer on Biomass-to-Energy and Biomass related Certified Emission Reduction (CER) projects worldwide. Served as lead developer for AES North America for emerging technologies.

Vice President and General Manager, AES Central Valley Biomass, LLC, Jan 2004 – Aug 2007

- ◆ Roles included Plant Manager of AES Delano (50 MW) and AES Mendota (25 MW), and General Manager of Central Valley Fuel Management.
- ◆ Designed and led the Central Valley business “turn-around” plan. Delano’s station availability increased from 68% to 79% in less than one year.
- ◆ Led Delano from a cash negative to a cash positive business.
- ◆ Negotiated an above market, ten-year PPA for Delano with SDG&E.
- ◆ Initiated Delano’s Capex plan and a legal review that qualified Delano as “new” for IRS Section 45 production tax credits (PTC); doubling the pre-existing biomass PTC rate and extending the PTC term by 8 years.
- ◆ Led the sale of AES Central Valley Biomass portfolio for 2.7 times the AES reserve price.

Project Manager at AES Alamitos and AES Southland *Sept 2000 – Dec 2003*

- ◆ Safely led the Balance of Plant O&M team at AES Alamitos.

Edison Mission Energy (EME) **Aug 1991 – Aug 2000**

- ◆ Served as Settlements Analyst, Energy Scheduler, and Short-Term Energy Trader for EME’s Risk Management Department in Irvine, CA, from 1999 – 2000.
- ◆ Served as an Instrumentation and Controls Technician, Control Room Operator, and Outage Planner at EME’s Saguaro Power Company, a 90 MW gas-fired combined heat and power, combined-cycle plant, from 1991 – 1999.

US Navy **Feb 1985 – Feb 1989**

Honorably Discharged as Aviation Electrician’s Mate Second Class (E5).

EDUCATION & PROFESSIONAL DEVELOPMENT

University of Nevada – Las Vegas **June 1998**

Bachelor of Science in Business Management
Summa Cum Laude; cumulative GPA of 3.96

| | | |
|-------------------------------|--|------|
| Stanford University | Strategic Decision and Risk Management | 2012 |
| Villanova University | Six Sigma Green Belt Certification | 2006 |
| University of Virginia | Emerging Leaders Program | 2005 |
| Stanford University | Finance for Non-Financial Executives | 2004 |

COMMUNITY INVOLVEMENT

Covenant Mentor, Tutor, Gang Reduction Mentor – Bresee Youth Center 2012 - Present

Michael J. Solomon

148 Coralwood • Irvine, CA 92618 • 951-329-7051

OBJECTIVE: Seeking continued growth and development in real estate**EXPERIENCE****Auction.com***Bid Specialist***Irvine**
2013 to Present**R.E.D. Real Estate Downtown***Real Estate Agent***Santa Ana**
2010 to 2013

- 2012-Present California Association of Realtors Board of Director
- Lead the Leadership Advisory as Chair for the office
- Assisted with new agents training and development
- 2012 Pacific West YPN chair, 2011 & 2012 Budget and Finance Committee PWR.
- 2012-Present Pacific West Association Board of Director

First Team Commercial Real Estate*Real Estate Agent***Santa Ana**
2009 to 2010

- Negotiate and process purchase and lease agreements.
- Facilitate and participate in door knocking and cold calling for potential clients.
- Assisted new office manager with office P and L reconciliation.
- 2011 Pacific West YPN vice chair, 2010 Budget and Finance Committee PWR.

Best Buy*Customer Experience Manager***Costa Mesa**
2003 to 2009

- Develop and train store leadership & sales associates.
- Communicate to entire territory on new innovations.
- Manage P & L and store's total net profit after taxes.
- Ensure execution of company initiatives and focus.

Kohls*Store Manager***Fontana**
2002 to 2003

- Manage and facilitate Grand Opening .
- Spokes person for media and Promotional events.
- Oversee all aspects of total store.
- Maintain all human resource aspects of store and district.
- Train and develop new assistant store managers.
- Assisted in California roll out for the company.

Mervyn's California/Target Corp.*District Training Facilitator/Regional College Recruiter***Redlands, CA**
1998 to 2002

- Design and implement new training and development programs.
- Recruit for all level of management for the region.
- Formulate salary and job packages for the region.
- Train and assist new executive team leaders.

Circuit City*Sales Manager/Store Manager***Palos Verdes, CA**
1994 to 1998

- Schedule work hours, resolved conflicts, and determine salaries.
- Execute daily store operating procedures, including supervision of all store employees.
- Manage entire store, both sales and operations, directing the daily flow of business.
- Demonstrated effective leadership and encouraged team concepts.
- Demonstrated skillful communication and negotiation skills.

DRAFT
MEMORANDUM OF UNDERSTANDING
BETWEEN
SANTA ANA UNIFIED SCHOOL DISTRICT
AND
CITRUS SPRINGS CHARTER SCHOOL

This Agreement (or “Memorandum of Understanding” or “MOU”) is executed by and between the Board of Trustees of Santa Ana Unified School District (“District”) on one hand and Citrus Springs Charter School (“Charter School”) on the other.

RECITALS:

- A. Santa Ana Unified School District is a school district existing under the laws of the State of California.
- B. Citrus Springs Charter School has developed and submitted a petition to establish a charter school.
- C. The parties to this agreement recognize that the laws of the State of California authorize the formation of charter schools for the purpose, among others, of developing new, innovative, and more flexible ways of educating children within the public school system.
- D. By approving the charter petition, the District becomes the sponsoring district of the Charter School. This Agreement is intended to outline the parties’ agreements governing their respective fiscal and administrative responsibilities and their legal relationship and other matters of mutual interest not otherwise addressed or resolved in the terms of the Charter School’s charter.
- E. The Charter School shall commence operation in the _____ school year.
- F. Written modification of this Agreement may be made by mutual agreement as set forth below.

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth, the Charter School and the District do hereby agree as follows:

AGREEMENTS:

I. TERM AND RENEWAL

- A. This agreement shall commence on the date upon which it is fully executed by both parties and shall run concurrently with the charter term, _____ through _____.
- B. Any modification of this Agreement must be in writing and executed by duly authorized representatives of both parties specifically indicating the intent of the parties to modify this MOU.
- C. The duly authorized representatives of the Charter School are the Charter School Board of Directors and Superintendent. For purposes of amendment of this MOU, the Board of Directors is required to take action.
- D. The duly authorized representatives of the District are the District Board of Trustees and Superintendent, or designee. For purposes of amendment of this MOU, the Board of Trustees is required to take action.
- E. This MOU will continue in effect until mutually modified in writing except that the MOU shall terminate upon the expiration, rescission, or revocation of the Charter. Amendments to the MOU may be made upon written agreement of both Parties.
- F. To the extent that this Agreement is inconsistent with any of the terms of the Charter, the Charter shall supersede the terms of this Agreement, and both Parties shall meet to amend the Agreement to achieve consistency.

II. DESIGNATION OF SCHOOL

- A. The Charter School shall be known as Citrus Springs Charter School. The Charter School shall be operated as a non-profit public benefit corporation (501c3) by Citrus Springs Charter School, Inc. pursuant to California law and shall be responsible for all functions of the Charter School in accordance with the terms and conditions set forth in this Agreement and its charter.
- B. Grade Levels: It is recognized that the Charter School will serve students in grades K-12.
- C. **Student Facilities**
 - 1. The Charter School will inform notify the District Superintendent (or designee) in writing before opening a new learning center or student facility.

III. FUNDING

- A.** As established by Education Code Section 47630 et. seq., the Charter School shall receive funding under the charter school funding model as follows:
 - 1.** A general-purpose entitlement pursuant to Education Code Section 47633, which includes in-lieu property taxes and state aid.
 - 2.** A categorical block grant amount pursuant to Education Code Section 47634.
 - 3.** The Charter School is also entitled to lottery funds, pursuant to Education Code Section 47638.
 - 4.** The Charter School is also entitled to class size reduction funds (if applicable), a variety of state and federal application based programs, as well as various grant opportunities. Except as otherwise noted in this Agreement, it shall be the responsibility of the Charter School to apply for this funding which is beyond the basic statutory entitlement.
 - 5.** Any additional funds negotiated by the Charter School in accordance with Education Code Section 47636.
- B.** In addition to the block grant funding specified above, the parties recognize the authority of the Charter School to pursue additional sources of funding.
 - 1.** The District has no obligation to apply for additional sources of funding for the Charter School. However, if the District applies for additional sources of funding in the form of grants and/or categorical funding at the request of and for the benefit of the Charter School, the District shall receive 1% of such funds or as required by the specific funding source.
 - 2.** The Charter School shall cooperate fully with the District in application made by the District on behalf of the students of the Charter School.
 - 3.** The Charter School agrees to comply with all regulations related to expenditures and receipt of such funds.
- C.** The Charter School has elected to receive funding from the State directly, pursuant to Education Code Section 47651.
- D.** The District shall transfer funding in lieu of property taxes to the Charter School in monthly installments by no later than the fifteenth of each month in accordance with Education Code Section 47635.

IV. LEGAL RELATIONSHIP

- A.** The Parties recognize that the Charter School is a separate legal entity. The Charter School shall be operated as a non-profit public benefit corporation under Education Code Section 47604. As such, in accordance with Education Code Section 47604(c), if the District complies with all oversight responsibilities required by law, the District shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by the Charter School.

- B. Indemnification**

Charter School shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney’s fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against District and/or District Personnel, that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement, including special education services, or the Charter, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Board of Directors, administrators, employees, agents, representatives, volunteers, successors and assigns. This indemnity and hold harmless provision shall exclude actions brought by third persons against the District arising out of any negligent or intentional acts or errors of the District and/or District Personnel or solely out of any acts or omissions of the District and/or District Personnel that are not otherwise related to or connected with Charter School and/or its Personnel.

V. FISCAL REPORTING

- A.** The Charter School shall annually prepare and submit the following reports to the District and the County Superintendent of Schools:
 - 1.** On or before July 1, a preliminary budget.
 - 2.** On or before December 15, an interim financial report reflecting changes through October 31.
 - 3.** On or before March 15, a second interim financial report reflecting changes through January 31.
 - 4.** On or before September 15, a final unaudited report for the full prior year.

- B. AVERAGE DAILY ATTENDANCE:** The Charter School will be responsible for its daily and monthly attendance accounting. The Charter School will submit the attendance reports in accordance with State requirements to the District's attendance officer in a timely manner and in a format, which is consistent with District process and software.

VI. DISTRICT OVERSIGHT/SERVICES

- A.** In accordance with Education Code Section 47613, the District will charge for the actual costs of supervisory oversight equal to 1% of the LCFF revenue of the charter school. "Revenue" is defined in accordance with Education Code Section 47613(f) as the general purpose entitlement and categorical block grant, as defined in Education Code Section 47632(a) and (b).
- B.** The Charter School and the District agree that "supervisory oversight," as used in Education Code Section 47613 and Education Code Section 47604.32, shall include the following:
 - 1.** All activities related to the Charter revocation and renewal and processes as described in Section 47607.
 - 2.** Activities relating to monitoring the performance and compliance of the Charter School with respect to the terms of its Charter, related agreements, and all applicable laws.
 - 3.** Participating in the dispute resolution process described in the Charter.
 - 4.** Reviewing and responding in a timely manner to the Charter School's Annual Independent Fiscal and Performance Audit.
 - 5.** Identifying at least one staff member as a contact person for the Charter School.
 - 6.** Visiting the Charter School at least annually.
 - 7.** Monitoring the fiscal condition of the Charter School.
 - 8.** Providing timely notification to the California Department of Education if any of the following circumstances occur:
 - a.** A renewal of the charter is granted or denied.
 - b.** The charter is revoked.
 - c.** The Charter School will cease operation for any reason.

- C. The Charter School shall retain the authority to contract with third parties for any services required to operate the charter in accordance with the law, this Agreement, and the approved charter.
- D. Services may be contracted by the Charter School from the District if available pursuant to a separate written agreement between the Parties.

VII. CHARTER SCHOOL COMMUNICATION

A. Charter Updates

- 1. The Charter School Superintendent (or designee) will present two annual updates to the District Board of Trustees at an agreed-upon fall and spring District board meeting. Fifteen minute updates are to include:

| <u>Fall</u> | <u>Spring</u> |
|--|--|
| <ul style="list-style-type: none"> ▪ Starting Enrollment ▪ Test Scores ▪ New Programs ▪ Financial Update ▪ Charter Highlights | <ul style="list-style-type: none"> ▪ Ending Enrollment ▪ Participation in CAASPP ▪ Report on Successes/Challenges ▪ Financial Update ▪ Charter Highlights |

- 2. At the discretion of the District, the Charter School may be requested to present additional updates or reports during the year.

VIII. SPECIAL EDUCATION SERVICES/504

- A. It is understood that all children will have access to the Charter School and no student shall be denied admission due to disability.
- B. The Charter School has provided within its charter verifiable written assurances that the Charter School will participate as a local educational agency (LEA) in a special education plan approved by the State Board of Education in accordance with Education Code Section 47641(a). Therefore, the Charter School shall be deemed an independent LEA for special education purposes and shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. Until such time as SELPA membership is approved for the Charter School, the Charter School’s students will be students of the River Springs Charter School for purposes of special education. As such, all of the responsibilities of the Charter School, as described below in this Section VIII of the MOU, shall be the responsibilities of RSCS pending the approval and operation of the Charter School as an LEA member of a SELPA.

- C. The Charter School shall ensure that all children with disabilities enrolled in the Charter School receive special education and designated instruction and services in a manner that is consistent with their individualized education program and in compliance with the IDEIA.
- D. **Section 504 and the ADA:** The Charter School shall be solely responsible, at its own expense, for compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (“ADA”) with respect to eligible students.

E. Services

1. The Charter School and the District agree that the Charter School will be responsible for the provision of special education services at the Charter School. The Charter School intends to provide special education instruction and related services in accordance with the provision of special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.
2. The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures and shall utilize SELPA forms in seeking out, identifying, and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints and maintaining the confidentiality of pupil records. The Charter School will be exclusively responsible for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan (“IEP”) development, modification and implementation).

3. Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEIA.

The Charter School will be responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired by the Charter School are qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and

psychologists. Documentation of qualifications shall be maintained on site for inspection.

4. Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

5. Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred by the Charter School for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

6. Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall work to obtain parent/guardian consent to assess Charter School students when it suspects the student may have a qualifying disability under the IDEIA.

7. Individualized Education Plan (IEP) Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as

required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall also arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide the notice of parental rights.

8. IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services, and placements shall be provided to all eligible Charter School students in accordance with the policies and procedures of the Charter School and requirements of State and Federal law.

9. IEP Implementation

The Charter School shall be responsible for implementation of IEPs and supervision of services. The Charter School shall provide the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information. The Charter School shall also be responsible for providing all curriculum, classroom materials, and modifications and accommodations.

10. Interim and Initial Placements of New Charter School Students

For students who enroll during the school year in the Charter School from another school district with a current IEP, the Charter School shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, the Charter School shall implement the existing IEP at the Charter School, to the extent practicable or as otherwise agreed between the Charter School and parent/guardian.

11. Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall immediately

address all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

12. Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

13. Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies and procedures for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights. The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School shall respond to any complaint to or investigation by the California Department of Education, the United States Department of Education, Office of Civil Rights, or any other agency.

14. Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case. In the event that the Charter School determines that legal representation is needed, it shall select appropriate legal counsel.

F. Funding

1. As an independent LEA for special education purposes, the Charter School will receive state and federal revenues directly, in accordance with the SELPA's allocation plan. Pending approval of the Charter School as an LEA member of the SELPA, state and federal special education revenues on behalf of Charter School students will be received by RSCS in accordance with the Riverside County SELPA allocation plan.

IX. INSURANCE AND RISK MANAGEMENT

- A. The Charter School will maintain, at its own expense, its own insurance policies for the operation of the Charter School, including but not limited to general

liability, property, and errors and omission policies. Policy types and amounts will be commensurate with the recommendations of amounts and types by the District's insurer for a school of similar type and size in the area. Additional insurance may also be obtained by the Charter School as necessary or required by law.

- B. The District shall be named as an additional insured under all insurance carried on behalf of the Charter School.
- C. The Charter School shall provide the District with certificates of insurance upon request by the District.

X. SPECIAL PROGRAM/SERVICES AND/OR ACTIVITIES/SPORTS

- A. In the event that either party to this MOU wishes to have its students and or staff participate in a program/service/activity offered by the other party, advance approval and arrangements must be made. It is fully recognized that expenses for such participation may be charged. Such arrangements must be made with the appropriate administration in advance and confirmed in writing.
- B. The Charter School agrees to provide District access to independent study course materials through the Charter School's online learning management system ("Moodle") at no cost to the District for the entire duration of this Agreement.

XI. FERPA: Family Educational Rights and Privacy Act

- A. The District hereby designates employees of the Charter School as having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C.A.1232g, the Family Educational Rights and Privacy Act and California Education Code 49076 (b)(6) ("FERPA") as to District pupils who are enrolled in the Charter School. The Charter School hereby designates the employees of the District as having a legitimate educational interest such that they are entitled to access to education records under FERPA. The Charter School, its officers, and employees shall comply with FERPA at all times.

XII. BROWN ACT/PUBLIC RECORDS ACT

- A. The Charter School shall conduct its Board of Directors meetings regarding the Charter School according to the Brown Act. In addition, the Charter School understands and agrees to comply with the Public Records Act (Government Code Section 6250 et seq.) as well as Education Code Section 47604.3.

XIII. LEGAL SERVICES

- A. The Charter School will be responsible for procuring its own legal counsel and the costs of such service.

XIV. SEVERABILITY

- A. The terms of this MOU are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the District and the Charter School. The District and Charter School agree to meet to discuss and resolve any issues or differences relating to provisions in a timely, good faith fashion.

XV. NOTIFICATION

- A. All notices, requests, and other communications under this agreement shall be in writing and mailed to the proper addresses as follows:

1. To the District at:

Santa Ana Unified School District
Office of the Superintendent
1601 East Chestnut Avenue
Santa Ana, CA 92701-6322

2. To the Charter School at:

Citrus Springs Charter School
Office of the Superintendent
43466 Business Park Drive
Temecula, CA 92590

XVI. ENTIRE AGREEMENT

- A. This Agreement contains the entire agreement of the parties with respect to the matters covered hereby, and supersedes any oral or written understandings or agreements between the parties with respect to the subject matter of this agreement. No person or party is authorized to make any representations or warranties except as set forth herein, and no agreement, statement, representation, or promise by any party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representations, statements, or promises by any of the parties herein or any of their agents or consultants except as may be expressly set forth in this Agreement. The parties further recognize that this agreement shall only be modified in writing by the mutual agreement of the parties.

Dated: _____

Rick Miller, Ph.D., Superintendent
Santa Ana Unified School District

Approved and ratified this _____ day of _____, _____ by the Board of Trustees of the Santa Ana Unified School District by the following vote:

AYES: _____

NOES: _____

ABSTAINS: _____

Dated: _____

_____, Board President
Citrus Springs Charter School

Approved and ratified this _____ day of _____, _____ by the Board of Directors of Citrus Springs Charter School by the following vote:

AYES: _____

NOES: _____

ABSTAINS: _____

CITRUS SPRINGS CHARTER SCHOOL

Suspension and Expulsion Policy

Governing Law: The procedures by which pupils can be suspended or expelled—California Education Code Section 47605(b)(5)(J)

This Pupil Suspension and Expulsion Policy (hereafter “Policy”) has been established in order to promote learning and protect the safety and well-being of all students at Citrus Springs Charter School (hereafter “CSCS”). When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as CSCS’s policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments conform to legal requirements.

CSCS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion. It is the intent of CSCS to administer even-handed discipline and use alternative means of discipline that are “age appropriate and designed to address and correct the pupil’s specific misbehavior” in lieu of suspension and expulsion (AB 1729). Alternative means of discipline include but are not limited to, conferences between school personnel, parents, and the pupil, study teams, and participation in a restorative justice program, among others (AB 1729).

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

CSCS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request from the Administration Office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom CSCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and

state law mandates additional or different procedures. CSCS will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom CSCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

I. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time, including but not limited to: 1) while on school grounds; 2) while going to or coming from school; 3) during the lunch period, whether on or off the school campus; 4) during, going to, or coming from a school-sponsored activity.

II. Enumerated Offenses

A. Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This

section does not prohibit the use of his or her own prescription products by a pupil.

9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
18. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a

crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

19. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
20. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional

needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- b. "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious

pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

23. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

24. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

B. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- 1. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

C. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

- 1. Caused, attempted to cause, or threatened to cause physical injury to another person.
- 2. Willfully used force of violence upon the person of another, except self-defense.
- 3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a

pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

17. Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
18. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
19. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
20. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act

- a. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- b. "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

22. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

23. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

D. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- 1. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

III. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

A. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or the Superintendent’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Superintendent or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

B. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

C. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Superintendent or Superintendent's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Superintendent or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

IV. Authority to Expel

A student may be expelled either by the CSCS, Inc. Board of Directors following a hearing before it or by the Board of Directors upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the CSCS, Inc. Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

V. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- A. The date and place of the expulsion hearing;
- B. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- C. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- D. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- E. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- F. The right to inspect and obtain copies of all documents to be used at the hearing;
- G. The opportunity to confront and question all witnesses who testify at the hearing;
- H. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

VI. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- A. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- B. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- C. At the discretion of the person or panel conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- D. The person or panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

- E. The person or panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- F. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person or panel conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- G. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- H. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- I. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- J. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

VII. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

VII. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

VIII. Written Notice to Expel

The Superintendent or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

IX. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

X. No Right to Appeal

The pupil shall have no right of appeal from expulsion from CSCS as the CSCS, Inc. Board of Directors' decision to expel shall be final.

XI. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

XII. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

XIII. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Superintendent or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

XIV. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

A. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

B. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

C. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.
3. If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
4. If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:
 - a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
 - b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
 - c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a

change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

D. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

E. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

F. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

G. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. The parent has requested an evaluation of the child.
3. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

MEMORANDUM OF UNDERSTANDING**BETWEEN****RIVER SPRINGS CHARTER SCHOOL****AND****CITRUS SPRINGS CHARTER SCHOOL**

This Agreement (or “Memorandum of Understanding” or “MOU”) is executed by and between River Springs Charter School (“RSCS”) and Citrus Springs Charter School (“CSCS”).

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth, RSCS and CSCS do hereby agree as follows:

AGREEMENTS:**I. TERM AND RENEWAL**

- A.** This Agreement shall commence on the date upon which it is fully executed by both parties.
- B.** Any modification of this Agreement must be in writing and executed by duly authorized representatives of both parties specifically indicating the intent of the parties to modify this MOU and ratified by each Governing Board.
- C.** This MOU will continue in effect until mutually modified in writing except that the MOU shall terminate upon the expiration, rescission, or revocation of either Charter.
- D.** To the extent that this Agreement is inconsistent with any of the terms of either Charter, the Charter document shall supersede the terms of this Agreement, and both Parties shall meet to amend the Agreement to achieve consistency.

II. LEGAL RELATIONSHIP

- A.** The Parties recognize that each Charter School is a separate legal entity. Each Charter School shall be operated as a non-profit public benefit corporation as defined in California Corporations Code and referenced under Education Code Section 47604. Neither party shall be responsible for the debts or obligations of the other.

III. INTERDEPENDENT SERVICES

- A.** CSCS recognizes that it may receive services from/provide services to RSCS. If any interdependent services are required for a duration longer than 6 months, they will be itemized under separate contract and approved by each Charters’ Board of Directors separately. If shared services are required for fewer than 6 months, the Superintendent is given this authority, without Board approval. Shared services will be shown in all regularly scheduled finance updates/budget approvals. Any shared services will be pre-paid by CSCS with an itemized bill each month deducting from the credit. Annual service costs will be reconciled on July 15th, prior to the close of books for the fiscal year.
- B.** Materials for homeschool students – Bookmart. As a warehouse, Bookmart supplies new and used books and materials to students at RSCS. CSCS will use these services as a part of the independent contract above. Books/materials/technology will be charged separately based on actual use as follows: New items will be charged back to the Charter at 50% cost

(cost of book, plus shipping, handling, and tax per vendor-invoiced amounts). Used books will be charged at 25% the retail cost of the item only (half of the used rate posted on Bookmart). The book cost includes packing materials. Shipping costs are paid separately by each charter school. Calculations for books/materials/technology will be completed and billed each quarter. Invoice terms are Net 30.

IV. INDEPENDENT SERVICES/CONTRACTS

- A. Each Charter will be contracted/obligated/charged and will pay independently and directly for everything not listed in the Section III or on separate agreement(s). With the exception of Section III, each charter is liable for their staffing, benefits, materials, operations, loan costs, and any other costs incurred by the Charter.

V. SENIOR LEADERSHIP

- A. Senior Leadership will be shared by RSCS and CSCS, plus any additional charters affiliated with the cooperative Springs Charter Schools. The amount of their part-time status will be the same percent indicated in the Superintendent's contract and will be shown on the Board-approved Preliminary Budget. The portion of the Senior Leadership's salaries and benefits will be proportionately shared in conjunction with salary. Senior Leadership benefits will be held by RSCS, however the total employee package (salaries, benefits, etc.) will be paid by all schools according to their part-time status. Senior Leadership is defined as follows: the Assistant Superintendent of Business and Administrative Operations, Assistant Superintendent of Personnel, Assistant Superintendent of Pupil Services, Assistant Superintendent of Education – Academies, Assistant Superintendent of Education – Homeschool/Personalized Learning, and the Assistant Superintendent of IT/Facilities.
- B. The Superintendent's contract will be approved by each Charter's Board of Directors separately.

VI. ON-LOAN EMPLOYEES

- A. Excluding Supervising Teachers who must be employed by each school for which they work pursuant to Education Code § 51747.5, CSCS and RSCS understand that some employees may work for both entities through "on loan" agreements.

VII. LEGAL SERVICES

- A. Each Charter School will be responsible for procuring its own legal counsel and the costs of such service.

VIII. SEVERABILITY

- A. The terms of this MOU are severable. The Schools agree to meet to discuss and resolve any issues or differences relating to provisions in a timely, good faith fashion. In the event of any dispute, claim, question, or disagreement arising from or relating to this Agreement or the breach thereof, the parties hereto shall use their best efforts to settle the dispute, claim, question, or disagreement. To this effect, they shall consult and negotiate with each other in good faith and, recognizing their mutual interests, attempt to reach a just and equitable solution satisfactory to both parties. If they do not reach such solution within a period of 60 days, then, upon notice by either party to the other, all disputes, claims, questions, or differences shall be finally settled by arbitration administered by the American Arbitration Association in accordance with the provisions of its Commercial Arbitration Rules.

IX. NOTIFICATION

A. All notices, requests, and other communications under this Agreement shall be in writing and mailed to the proper addresses as follows:

For RSCS:
Chairman of the Board
43466 Business Park Drive
Temecula, CA 92590

For CSCS:
Chairman of the Board
43466 Business Park Drive
Temecula, CA 92590

X. ENTIRE AGREEMENT

A. This Agreement contains the entire agreement of the parties with respect to the matters covered hereby, and supersedes any oral or written understandings or agreements between the parties with respect to the subject matter of this agreement. No person or party is authorized to make any representations or warranties except as set forth herein, and no agreement, statement, representation, or promise by any party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representations, statements, or promises by any of the parties herein or any of their agents or consultants except as may be expressly set forth in this Agreement. The parties further recognize that this Agreement shall only be modified in writing by the mutual agreement of the parties.

XI. CHOICE OF LAW

This Agreement shall be governed by and construed in accordance with California law.

Dated: _____
Board Chair, River Springs Charter School

Dated: _____
Board Chair, Citrus Springs Charter School

Approved and ratified this ____ day of _____, 2015 by the Board of Directors of River Springs Charter School by the following vote:

AYES: _____
NOES: _____
ABSTAINS: _____