

# Empire Springs Charter

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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

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

### DataQuest

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

### Internet Access

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



### Dr. Kathleen Hermsmeyer, Superintendent

Principal, Empire Springs Charter

#### About Our School

Welcome to Empire Springs Charter School's School Accountability Report Card. On behalf of the faculty and staff, I thank you for taking the time to learn about our wonderful school. Our mission is innovative and lofty. We empower our students, engage their parents and foster innate curiosity by personalizing the learning experience for each student.

Empire Springs Charter School is a K-12th grade independent charter school redesigning the public school experience. Our students have a personalized academic program, including time in the regular school day to pursue their personal goals and interests. Our students may attend a traditional classroom location only a few times each semester, or as often as every day. Empire Springs Charter School offers one student center location. You can find the information about the student center below. We believe that the community is our classroom, which requires that students have access to the community. We provide numerous community enrichment experiences such as fieldtrips and small-group classes for elementary students, community service and league activities in middle school, and career internships and courses for high school. We are NCAA Approved in select regions.

Our school has been fully WASC accredited since 2014. In 2016, we participated in WASC's Self Study process which resulted in a renewal of our accreditation for a six-year term. The school's action plan is in line with the Graduate Learner Outcomes, focusing on creating Independent Learners, Capable Communicators, Analytical Thinkers and Noteworthy Citizens (I CAN!).

Our a-g approved course list meets the requirements of California's UC and CSU systems, in addition to a wide range of private school and out-of-state options. Our goal for all students is to graduate from our school with a college-ready transcript, a completed career-technical pathway certificate in their interest area, two years of internship experience in their interest areas and at least 6 community college credits, earned through concurrent enrollment, dual enrollment or articulated classes offered through our own instructors.

It is an honor and a privilege to serve our families who are so devoted to empowering their children and personalizing the learning experience to meet their needs and interests.

For more information about our school, please take a look at our website at [www.springscharterschools.org](http://www.springscharterschools.org) or contact us at [receptionist@springscs.org](mailto:receptionist@springscs.org)

Sincerely,

Dr. Kathleen Hermsmeyer

Superintendent

Empire Springs Charter School Student Center

- **Rancho Cucamonga Personalized Learning Center**

<http://springscharterschools.org/programs/san-bernardino/san-bernardino-area>

## Contact

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*Empire Springs Charter  
43466 Business Park Drive  
Temecula, CA 92590*

*Phone: 951-252-8800*

*E-mail: [receptionist@springscs.org](mailto:receptionist@springscs.org)*

# About This School

## Contact Information (School Year 2017-18)

| District Contact Information (School Year 2017-18) |  | School Contact Information (School Year 2017-18) |  |
|--|--|--|--|
| <b>District Name</b>                               | Helendale Elementary   | <b>School Name</b>                               | Empire Springs Charter   |
| <b>Phone Number</b>                                | (760) 952-1180   | <b>Street</b>                                    | 43466 Business Park Drive  |
| <b>Superintendent</b>                              | Ross Swearingen  | <b>City, State, Zip</b>                          | Temecula, Ca, 92590  |
| <b>E-mail Address</b>                              | <a href="mailto:rswearingen@helendalesd.com">rswearingen@helendalesd.com</a> | <b>Phone Number</b>                              | 951-252-8800   |
| <b>Web Site</b>                                    | <a href="http://www.helendalesd.org">www.helendalesd.org</a>                 | <b>Principal</b>                                 | Dr. Kathleen Hermsmeyer, Superintendent  |
|  |  | <b>E-mail Address</b>                            | <a href="mailto:receptionist@springscs.org">receptionist@springscs.org</a>       |
|  |  | <b>Web Site</b>                                  | <a href="http://www.springscharterschools.org">www.springscharterschools.org</a> |
|  |  | <b>County-District-School (CDS) Code</b>         | 36677360128439   |

*Last updated: 1/24/2018*

## School Description and Mission Statement (School Year 2017-18)

Empire Springs Charter School is a parent choice school where the community is our 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.

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

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

### The Empire Springs Community

Empire Springs serves trans-kindergarten through 12th grade students residing in San Bernardino County and three contiguous counties through a network of California credentialed Homeschool Education Specialists (ESes) at one regional student center. Of the over 500 students served by ESCS, the majority reside in San Bernardino County (53%) with additional populations of students residing in Orange (45%), Riverside (1%), and San Diego (1%) counties.

### Homeschool

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

### Venture Online

This K-12 program caters to the needs of the 21st century students allowing them to complete their education anytime, anywhere, with the full support of single subject credentialed teachers. Venture Online provides a comprehensive program that recognizes individual learning styles as one of the keys to student success and provides opportunities for personalized learning.

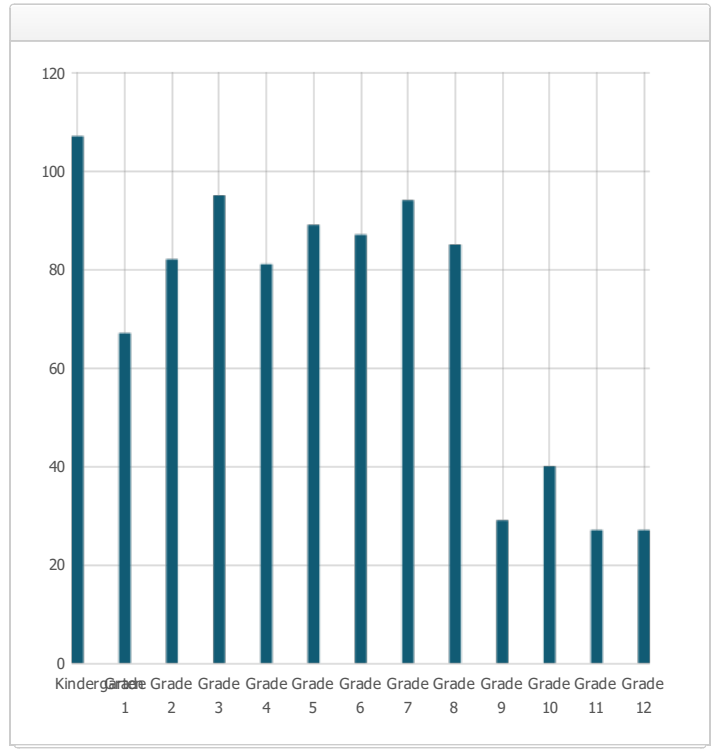
### Rancho Cucamonga Student Center

Discovery Co-LAB-orative for K-8 students is a hybrid flexible learning program providing structured classroom activities three days a week along with two home study days. U-Lab is an independent study program offering a flexible learning environment for students enrolled in grades 9–12. U-Lab students meet on a multi-age campus where high school students can actively participate with the whole community of learners.

*Last updated: 2/1/2018*

**Student Enrollment by Grade Level (School Year 2016-17)**

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 107                |
| Grade 1                 | 67                 |
| Grade 2                 | 82                 |
| Grade 3                 | 95                 |
| Grade 4                 | 81                 |
| Grade 5                 | 89                 |
| Grade 6                 | 87                 |
| Grade 7                 | 94                 |
| Grade 8                 | 85                 |
| Grade 9                 | 29                 |
| Grade 10                | 40                 |
| Grade 11                | 27                 |
| Grade 12                | 27                 |
| <b>Total Enrollment</b> | <b>910</b>         |



*Last updated: 1/24/2018*

**Student Enrollment by Student Group (School Year 2016-17)**

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 2.6 %                       |
| American Indian or Alaska Native    | 0.1 %                       |
| Asian                               | 2.2 %                       |
| Filipino                            | 1.2 %                       |
| Hispanic or Latino                  | 32.9 %                      |
| Native Hawaiian or Pacific Islander | 0.1 %                       |
| White                               | 51.8 %                      |
| Two or More Races                   | 9.1 %                       |
| Other                               | 0.0 %                       |
| Student Group (Other)               | Percent of Total Enrollment |
| Socioeconomically Disadvantaged     | 39.9 %                      |
| English Learners                    | 1.5 %                       |
| Students with Disabilities          | 8.5 %                       |
| Foster Youth                        | 0.0 %                       |

*Last updated: 1/24/2018*

## A. Conditions of Learning

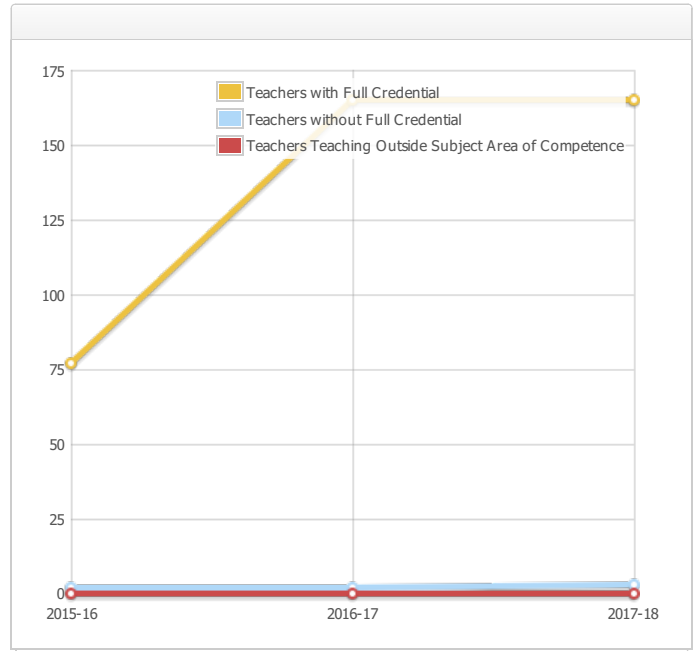
### State Priority: Basic

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

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

#### Teacher Credentials

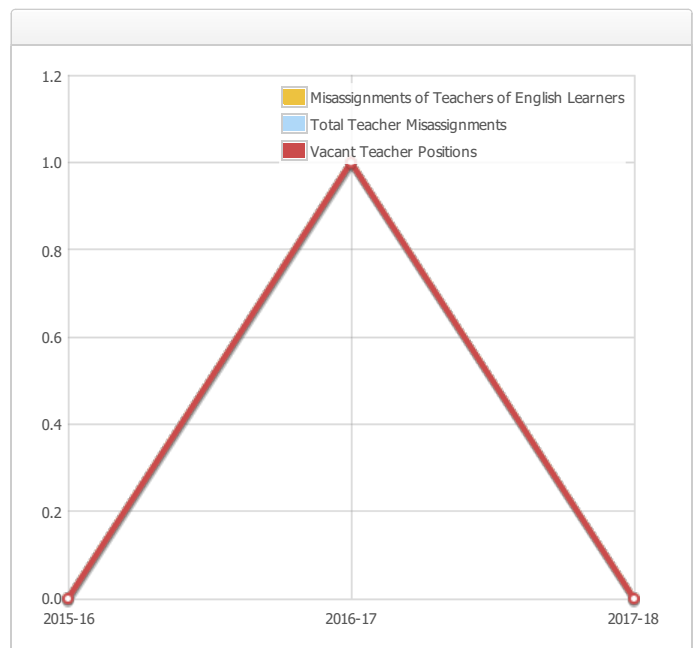
| Teachers  | School  |         | District |
|---|---------|---------|----------|
|   | 2015-16 | 2016-17 | 2017-18  |
| With Full Credential  | 77      | 165     | 165      |
| Without Full Credential   | 2       | 2       | 3        |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 0        |



Last updated: 2/1/2018

#### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 1       | 0       |
| Total Teacher Misassignments*                  | 0       | 1       | 0       |
| Vacant Teacher Positions                       | 0       | 1       | 0       |



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

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

Last updated: 1/30/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

As a Charter School, Empire Springs is exempt from the adoption requirement. Empire Springs currently has 0% of students lacking instructional materials.

Year and month in which the data were collected:

| <b>Subject</b>                  | <b>Textbooks and Instructional Materials/year of Adoption</b> | <b>From Most Recent Adoption?</b> | <b>Percent Students Lacking Own Assigned Copy</b> |
|---------------------------------|---|-----------------------------------|---|
| Reading/Language Arts           |   |                                   | 0.0 %   |
| Mathematics                     |   |                                   | 0.0 %   |
| Science                         |   |                                   | 0.0 %   |
| History-Social Science          |   |                                   | 0.0 %   |
| Foreign Language                |   |                                   | 0.0 %   |
| Health                          |   |                                   | 0.0 %   |
| Visual and Performing Arts      |   |                                   | 0.0 %   |
| Science Lab Eqpmt (Grades 9-12) | N/A   | N/A                               | 0.0 %   |

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

*Last updated: 2/1/2018*

## School Facility Conditions and Planned Improvements

Empire Springs Charter School has one student center, which is used for academic classes for academy students, enrichment classes for homeschooled students, and additional space for meetings, specialized student services, and special school events.

The Empire Springs facility in Rancho Cucamonga is used for professional development meetings, testing and resource, special education and language services. The facility is leased, safe, clean and in good repair.

*Last updated: 2/1/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

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

## Overall Facility Rate

Year and month of the most recent FIT report: October 2018

|                |      |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

*Last updated: 2/1/2018*



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Subject  | Percentage of Students Meeting or Exceeding the State Standards |         |          |         |         |         |
|--|---|---------|----------|---------|---------|---------|
|  | School  |         | District |         | State   |         |
|  | 2015-16   | 2016-17 | 2015-16  | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts / Literacy (grades 3-8 and 11) | 50%   | 40%     | 40%      | 37%     | 48%     | 48%     |
| Mathematics (grades 3-8 and 11)                      | 31%   | 29%     | 24%      | 24%     | 36%     | 37%     |

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

*Last updated: 1/24/2018*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 616                     | 540                  | 87.66%                | 40.19%                         |
| Male  | 303                     | 261                  | 86.14%                | 39.46%                         |
| Female  | 313                     | 279                  | 89.14%                | 40.86%                         |
| Black or African American                     | 22                      | 19                   | 86.36%                |                                |
| American Indian or Alaska Native              | --                      | --                   | --                    |                                |
| Asian   |                         | --                   | 90.91%                | 70.00%                         |
| Filipino                                      | --                      | --                   | --                    |                                |
| Hispanic or Latino                            | 208                     | 184                  | 88.46%                | 33.70%                         |
| Native Hawaiian or Pacific Islander           |                         |                      |                       |                                |
| White   | 307                     | 261                  | 85.02%                | 42.53%                         |
| Two or More Races                             | 61                      | 60                   | 98.36%                | 55.00%                         |
| Socioeconomically Disadvantaged               | 259                     | 229                  | 88.42%                | 34.50%                         |
| English Learners                              | 13                      | 12                   | 92.31%                | 25.00%                         |
| Students with Disabilities                    | 70                      | 60                   | 85.71%                | 13.33%                         |
| Students Receiving Migrant Education Services |                         |                      |                       |                                |
| Foster Youth                                  | --                      | --                   | --                    | --                             |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

*Last updated: 1/30/2018*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students                                  | 618                     | 542                  | 87.70%                | 28.78%                         |
| Male  | 305                     | 262                  | 85.90%                | 30.92%                         |
| Female  | 313                     | 280                  | 89.46%                | 26.79%                         |
| Black or African American                     | 22                      | 19                   | 86.36%                |                                |
| American Indian or Alaska Native              | --                      | --                   | --                    |                                |
| Asian   |                         | --                   | 90.91%                | 70.00%                         |
| Filipino                                      | --                      | --                   | --                    |                                |
| Hispanic or Latino                            | 208                     | 184                  | 88.46%                | 17.93%                         |
| Native Hawaiian or Pacific Islander           |                         |                      |                       |                                |
| White   | 307                     | 263                  | 85.67%                | 33.46%                         |
| Two or More Races                             | 63                      | 60                   | 95.24%                | 36.67%                         |
| Socioeconomically Disadvantaged               | 259                     | 230                  | 88.80%                | 19.13%                         |
| English Learners                              | 13                      | 12                   | 92.31%                | 25.00%                         |
| Students with Disabilities                    | 70                      | 61                   | 87.14%                |                                |
| Students Receiving Migrant Education Services |                         |                      |                       |                                |
| Foster Youth                                  | --                      | --                   | --                    | --                             |

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

*Last updated: 1/30/2018*

## CAASPP Test Results in Science for All Students

### Grades Five, Eight and Ten

| Subject                       | Percentage of Students Scoring at Proficient or Advanced |         |          |         |         |         |
|-------------------------------|--|---------|----------|---------|---------|---------|
|                               | School   |         | District |         | State   |         |
|                               | 2014-15  | 2015-16 | 2014-15  | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 47.0%  | 50.0%   | 51.0%    | 38.0%   | 56%     | 54%     |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/24/2018*

## Career Technical Education Programs (School Year 2016-17)

### Current Industry Sectors and Associated Pathways

#### 1. Transportation Industry Sector

The Transportation sector is designed to provide a foundation in transportation services for all industrial technology education students in California. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Aviation and Aerospace Transportation Services, Collision Repair and Refinishing, and Vehicle Maintenance, Service, and Repair. The standards are designed to integrate academic and technical preparation and focus on career awareness, career exploration, and skill preparation in the three pathways. Integral components include classroom, laboratory, hands-on contextual learning, and project- and work-based instruction as well as internship, community classroom, cooperative career technical education, and leadership development. The Transportation sector standards prepare students for continued training, postsecondary education, and entry to a career.

- **The Systems Diagnostic, Service and Repair Pathway** provides learning opportunities that prepare students for postsecondary education and employment in the transportation industry. This includes, but is not limited to, motor vehicles, rail systems, marine applications, and small engine / specialty equipment. Foundational knowledge and skills are provided through a focus on aviation maintenance and industry support through the following courses.
  - CTE Small Engine Maintenance and Repair (Foundational) – This course focuses on teaching students the components and operations of various two (2) to six (6) cycle internal combustion engines with an emphasis on theory, proper use of tools, and safety using extensive hands-on activities in the classroom.
  - CTE Maintenance and Repair Vehicle Systems (Concentrator) – This course focuses on teaching students the components and operations of various vehicle systems such as electrical / electronic, hydraulic, cooling, etc. for internal combustion engine driven vehicles with an emphasis on theory, proper use of tools, and safety using extensive hands-on activities in the classroom.
  - CTE Maintenance Control Center Operations (Capstone) – The course focuses on the operation and maintenance of a repair facility to include hazardous material control, business applications, customer service, reporting, and maintenance work order flow from acceptance to delivery.
  - (Note: Depending on location, the above courses could focus on automobile or aircraft.)

#### 2. Health Science and Medical Technology Industry Sector

This industry sector provides the academic and technical skills and knowledge students need to pursue a full range of career opportunities in health science and medical technology from entry level to management.

- **Healthcare Administrative Workers Pathway** include site administrators, managers, attorneys, receptionists, secretaries, billing and coding specialist, health informatics technicians, accountants, managers, and other knowledge workers that support the process of patient care. Health care administrative workers are the invisible backbone of health care; without appropriately skilled workers in these fields, health care systems could not function. The focus of River Springs Charter School is billing and coding specialists. Courses offered include:
  - CTE Medical Terminology (Foundational) – teaches student correct medical terms and phrases based on the systems of the human body – circulatory, respiratory, etc. This course is articulated with Mira Costa Community College and San Bernardino Valley College.
  - CTE Medical Front Office (Concentrator) – is designed to teach students the administrative functions of the front desk for any medical office. Students are taught how to intake patients, process payments, perform administrative functions, process paper work, and check out patients. This course is articulated with San Bernardino Valley College.

- CTE Medical Billing and Coding (Capstone) Billing teaches student how to bill insurance and patients based on the coding provided – again using industry standard software. This course is articulated with San Bernardino Valley College. Coding focuses on tracking patient services and diagnosis using CPT and ICD-10 codes using industry standard software applications to ensure that all services provided are documented for payment by insurance companies and electronic medical record documentation for patients.
- **The Patient Care Pathway** is designed for students to become knowledgeable of occupations or functions involved in the prevention, treatment, and management of illness and the preservation of mental and physical well-being through the services offered by the medical and allied health professions. The standards specify the knowledge and skills needed by professional and technical personnel pursuing careers in this pathway. Courses offered include:
  - CTE Anatomy and Physiology w/Lab (Foundational) – This course is designed to give the student interested in medical careers a working knowledge of the human body. This course is articulated with Crafton Hills College.
  - CTE Kinesiology (Concentrator) – This course is designed for students who have completed the anatomy and physiology course and are interested in continuing their pursuit of a medical career. Students will apply what they learned about the human body toward the analysis and acute care of musculoskeletal injuries. This course is articulated with San Bernardino Valley College.
  - CTE Treatment and Care (Capstone) – This capstone course provides the patient care pathway students the opportunity to learn hands on skills related to patient assessment, acute care, and long term care plans.

### 3. Engineering and Architecture Industry Sector

The Engineering and Architecture Industry Sector is designed to provide a foundation in engineering and design for students in California. Students are engaged in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and career preparation in five pathways. To prepare students for continued training, advanced educational opportunities, and direct entry to a career, the engineering and design programs offer the following components: classroom, laboratory, and hands-on contextual learning; project- and work-based instruction; internship, community classroom, and cooperative career technical education; work experience education; and leadership and interpersonal skills development.

- **The Engineering Technology Pathway** provides learning opportunities for students interested in preparing for careers in the design, production, and maintenance of mechanical, telecommunications, electrical, electronics, and electromechanical products and systems. Courses offered include:
  - CTE Engineering Essentials – students learn the engineering design process and are introduced to engineering technologies that include electricity/electronics, solar power, mechanization, force/motion, technical communications, and robotics.
  - CTE Electrical and Computer Engineering – developing and communicating electrical and computer system designs to meet product design requirements to include the development of proposals to provide engineering and/or technical support that meet customer needs.
  - CTE Mechanical Engineering Design w/CAD – using mechanical engineering design course content to support real-world Computer Aided Drafting project-based learning challenge using SketchUp, SolidWorks and/or student provided CAD software, if desired. This is an articulated course with Mount San Jacinto College.

### 4. Business and Finance Industry Sector

Persons trained in such fields as accounting, marketing, management, banking, advertising and finance will find that their skills are highly marketable. Students master basic accounting principles and procedures before proceeding to the career path specializations. The specializations emphasize concepts of accounting and finance, including computer applications, taxes, investments, and asset management. Because almost every business organization has an accounting component, students with knowledge of accounting will find that opportunities exist in many other career paths in addition to those in finance and business.

- Students in the **Business Management Pathway** learn how to design, install, maintain, and use general accounting systems and prepare, analyze, and verify financial reports and related economic information to help make important financial decisions for an organization. Accounting is an essential aspect of every business institution and organization. Analysis of business transactions, preparation of financial statements, and knowledge of accounting systems are critical to all business operations. Employment of accountants and auditors is expected to grow as fast as the average growth rate for all occupations in the future. Courses offered include:
  - CTE Introduction to Business (Foundational) – an introductory course that provides an overview of all functional areas of business as well as core business concepts relating to organizational structure, finances, ethics, basic economics, and managerial practices. This course is articulated with Mira Costa Community College.
  - CTE Marketing and Advertising (Concentrator) – covers the very latest trends in marketing, including green marketing, marketing uses of social media, e-marketing, and global marketing. This course is articulated with Mira Costa Community College.
  - CTE Business Management (Capstone) – This course prepares students to perform marketing and management functions and tasks associated with starting, owning, and operating a business. Students learn the principles and methods of organizing a business firm or combining resources to produce goods and services, taking account of costs, profits, and the nature and extent of competition in markets. Content includes organizational theory, human resources, management principles and styles, policy and strategy formation, planning and development, and economic theory and practice.

## 5. Arts, Media, and Entertainment Industry Sector

Of all the career industries, the Arts, Media, and Entertainment sector requires perhaps the greatest cross-disciplinary interaction and development because the work in this sector has a propensity to be largely project-based, requiring uniquely independent work and self-management career skills. New technological developments are also constantly reshaping the boundaries and skill sets of many arts career pathways. Consequently, core arts sector occupations demand constantly varying combinations of artistic imagination, metaphoric representation, symbolic connections, and technical skills. Successful career preparation involves both in-depth and broad academic preparation as well as the cultivation of such intangible assets as flexibility, problem-solving abilities, and interpersonal skills. Careers in the Arts, Media, and Entertainment sector fall in three general pathways: Media and Design Arts, Performing Arts, and Production and Managerial Arts. The foundation and pathway standards make explicit the appropriate knowledge, skills, and practical experience students should have to pursue their chosen profession through whatever course of postsecondary, collegiate, and graduate training or apprenticeship it may require. Learning the skills and knowledge for creating, refining, and exhibiting works of art promotes teamwork, communication, creative thinking, and decision-making abilities—all traits needed to function successfully in the competitive and media-rich twenty-first century. Through the manipulation of sight, sound, and motion, those choosing a pathway from this sector reach out in unique ways to enhance the quality of life for those around them.

- **The Media and Design Arts Pathway** includes those occupations that use tools and material as the primary means of creative expression. This career pathway requires the development of knowledge and skills by which individuals are able to express them self through manipulation of physical objects. Courses offered include:
  - CTE Introduction to Photography (Foundational) – This is a beginning photography course. No prior knowledge of photography is needed or expected. Students will learn basic photographic principles relevant to digital photography as well as beginning digital techniques. The class will also stress image composition. The purpose of this class is to learn how to create photographs with technical and aesthetic quality. This course is articulated with Mira Costa Community College.
  - CTE Digital Art and Design (Concentrator) – This course introduces students to the field of digital imaging and electronic photographic manipulation using Adobe Photoshop. Emphasis is placed on developing strong software and digital imaging skills plus reinforcement of design and creative skills. This will be accomplished through a series of progressively challenging assignments, which mirror professional studio projects. This course is articulated with Crafton Hills College.
  - CTE Video Production (Capstone) – Through hands-on tutorials, creative solo and team projects, and real-world assignments, students will learn to use the tools and techniques necessary to create strong video art portfolios. They will explore lighting, framing, capturing high-quality video and audio, and edit using the industry standard program, Adobe Premier Pro. They will learn script-writing, interview, time-management, and directorial techniques.
- **The Gaming Design Pathway** students prepare for careers within the game design industry and in related technical fields. Students will develop foundational knowledge in game design, animation, graphics, and computer software and hardware. They will apply skills in Math-ematics, Physics, English Language Arts, Social Science, and Entrepreneurship. Most importantly, students will learn the twenty-first century skills of creativity, critical thinking, communication, collaboration, and technical expertise, which will increase employment capacity across the job market. In the Game Design and Integration Pathway students prepare for both entry-level employment and additional postsecondary training needed for advancement in the highly competitive game design industry. They prepare for occupations such as Game Tester/Analyst, 2-D and 3-D Animator, Storyboard, Level Artist, Texture Artist, Cinematic Artist, Game Designer, Game Programmer, and Production Team Manager. Students completing this pathway develop the skills and knowledge to be creative partners in video game design while building capacity for employment in all areas of the creative workforce. Courses offered include:
  - CTE Introduction to Game Design (Foundational) – Students learn the basics of game design and what makes a game fun. They explore fundamental concepts such as concept art, story writing, game design, level design, 3d modelling, lighting, special effects and more. Students will begin to design their own video game concept in class and work as a team to produce their very own game.
  - CTE Intermediate Game Design (Concentrator) – In this course students will further develop their skills in game design. Work will be specialized and project based according to each students personal interests and role on the development team. Intermediate concepts learned in this class include game programming, particle effects, AI, rigging, shader design, texturing, intermediate modeling, and more. Students are encouraged to develop their skills based on available job prospects. This class is heavily team oriented. Students will continue making their game from Introduction to Game Design and/or create a whole new video game.

## 6. Education, Child Development, and Family Services Industry Sector

The Education, Child Development, and Family Services sector provides students with the academic and technical preparation to pursue high-skill, high-demand careers in these related and growing industries. The sector encompasses four distinct, yet interrelated, career pathways: Child Development, Consumer Services, Education, and Family and Human Services. The Child Development pathway provides students with the skills and knowledge they need to pursue careers in child care and related fields, and the Education pathway emphasizes the preparation of students to become teachers. The Consumer Services pathway gives students the employment and management skills needed in careers that involve helping consumers. The Family and Human Services pathway provides students with skills needed for careers related to family and social services. The standards are designed to integrate academic and career technical concepts. The anchor standards include Consumer and Family Studies comprehensive technical knowledge and skills that prepare students for learning in the pathways. The knowledge and skills are acquired within a sequential, standards-based pathway program that integrates hands-on projects, work-based instruction, and leadership development—for example, through FHA-HERO, the California affiliate of Family, Career and Community Leaders of America (FCCLA). Standards in the Education, Child Development, and Family Services sector are designed to prepare students for technical training, postsecondary education, and entry to a career.

- **The Family and Human Services Pathway** will likely be driven by an increasing demand for family assistance. Students learn employment and management skills, such as positive guidance, professional behavior and standards, and laws and regulations related to the field. Students also learn about nutrition, health, aging, and safety. Courses offered include:
  - CTE Human Development (Foundational) – is an intro course for those interested in a career in Family and Human Services. Students in this foundational course will learn about the psychological, sociological and biological stages of humans from birth to death. Students will explore the various stages of development throughout the life span and how to support the needs of humans in each stage. The class will emphasize the tools for maintaining overall emotional and physical health and wellbeing. The purpose of this class is to learn the skills for serving families and individuals.

## 7. Information and Communications Technologies Industry Sector

The Information and Communication Technologies have expanded the need for employees who can understand, manage, and support all rapidly emerging, evolving, and converging computer, software, networking, telecommunications, Internet, programming, and information systems. Essential skills for careers in this sector include understanding systems that support the management and flow of data, the ability to work well and communicate clearly with people, and the ability to manage projects efficiently.

- **The Information Support and Services Pathway** prepare students for careers that involve the implementation of computer services and software, support of multimedia products and services, provision of technical assistance, creation of technical documentation, and the administration and management of information and communication systems. Mastery of information and communication technologies is the foundation for all successful business organizations today. Courses offered include:
  - CTE PC Essentials (Foundational) – This course teaches students, through lectures, discussions, demonstrations and classroom labs, the skills and knowledge necessary to help prepare them to take the A+ certification exam (industry certification) administered by the Computing Technology Industry Association (CompTIA). In this course, students will acquire the essential skills and information needed to install, upgrade, repair, configure, troubleshoot, optimize, and perform preventative maintenance of basic personal computer hardware and operating systems.
  - CTE Desktop Professional (Concentrator) – focuses on everything a student needs to learn the basics of computers and Microsoft Office 2016 Word, Excel, PowerPoint, and Access (industry certification). Multiple learning activities, including the virtual hands-on labs, are designed to develop proficiency in Microsoft Office skills. The course is uniquely designed to improve student confidence, resulting in higher test scores and academic and career success.
  - CTE Computer Systems and Technologies (Capstone) – teaches students to evaluate industry problems and determine the most applicable computer system or related technology (database, inventory control, internal communications, etc.) to solve these issues. It includes significant research strategies.
- **The Networking Pathway** Courses prepare students for careers that involve network analysis, planning, and implementation, including the design, installation, maintenance, and management of network systems. The successful establishment, maintenance, and securing of information and communication technologies infrastructure is critical to the success of every twenty-first-century organization. Employment continues to grow for persons with expertise in networking. Courses offered include:
  - CTE PC Essentials (Foundational) – This course teaches students, through lectures, discussions, demonstrations and classroom labs, the skills and knowledge necessary to help prepare them to take the A+ certification exam administered by the Computing Technology Industry Association (CompTIA). In this course, students will acquire the essential skills and information needed to install, upgrade, repair, configure, troubleshoot, optimize, and perform preventative maintenance of basic personal computer hardware and operating systems.
  - CTE Networking (Concentrator) – prepares students for the TestOut Network Pro certification exam and CompTIA's N10-006 certification exam (industry certification). Students gain the knowledge and skills they need to install, configure, and maintain a network for a small business.
  - CTE PC Security (Capstone) – prepares students for TestOut's Security Pro certification exam and CompTIA's Security+ SY0-501 certification exam (industry certification). Students learn how to secure a corporate network using a layered security model.

## 8. Public Services Industry Sector

A public service is one that is provided by government to its citizens, either directly or through the financing of another entity to provide that service. Careers in public service are unique because they center on challenging issues that define the public agenda and involve the provision of vital services to the public—from local to international levels. Public service professions offer many career opportunities, including the following career pathways: Public Safety, Emergency Response, and Legal Practices. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, skill preparation in the industry, and preparation for post-secondary education and training. Knowledge and skills are learned and applied within a sequential, standards-based pathway program that integrates classroom, laboratory, and project- and work-based instruction. Standards in this sector are designed to prepare students for technical training, postsecondary education, and entry-level employment.

- **The Public Safety pathway** prepares students with a broad-based foundational knowledge in careers that involve public safety. The educational foundation will assist students who wish to pursue related professional training at the postsecondary level. Students will gain experience through classroom instruction, hands-on training, and community exercises. The evolving integration of state public safety organizations, their connections with federal and state intelligence and security agencies, interoperability and coordination of effort, and the shared mission to protect the public in a post-9/11 world are areas of emphasis for the pathway. The careers included in this pathway primarily address law enforcement services, homeland and cyber security services, and correctional services. Courses offered include:
  - CTE Public Safety 1 (Foundational) – CTE Public Safety I prepares students with a broad-based foundational knowledge in careers that involve public safety and service. It will cover the history, contexts, and practices of public safety. Students will define public safety in a global context and reflect on their past and future roles. A student will gain experience through classroom instruction, hands-on training, and community exercises. The evolving integration of state public service organizations, their connections with federal and state agencies and interoperability and coordination of efforts will be covered. Career exploration will include public safety, law, security, forensics, and military and will increase the skills needed to enter some form of public service and safety work.
  - CTE Enforcement Agencies and Procedures (Concentrator) – Students will focus on the shared mission of state, federal and international safety agencies in safeguarding the public and property. They will learn about how laws safeguard the public and be introduced to the state and federal court system as well as the role of law enforcement in the justice system. Protective services policies and procedures will be explored.

### 9. Hospitality, Tourism and Recreation Industry Sector

The Hospitality, Tourism, and Recreation sector provides students with the academic and technical preparation necessary to pursue high-skill, high-demand careers in these related and growing industries. The sector encompasses three distinct, yet interrelated, career pathways: Food Science, Dietetics, and Nutrition; Food Service and Hospitality; and Hospitality, Tourism, and Recreation. The standards are designed to integrate academic and career technical concepts. The anchor standards include Consumer and Family Studies comprehensive technical knowledge and skills that prepare students for learning in the pathways. The knowledge and skills are acquired within a sequential, standards-based pathway program that integrates hands-on projects, work-based instruction, and leadership development such as that offered through FHA-HERO, the California affiliate of Family, Career and Community Leaders of America (FCCLA). Standards in this sector are designed to prepare students for technical training, postsecondary education, and entry to a career.

- **The Hospitality, Tourism and Recreation Pathway** integrates various facets of the hospitality industry: lodging, travel, and tourism; event planning; theme parks, attractions, and exhibitions; and recreation. Students engaged in this pathway have broad experiences related to the specific industry segments, including: industry awareness; organizational management; customer service; sales and marketing; facilities management; lodging; travel destinations; and reservations, ticketing, and itineraries. Courses offered include:
  - CTE Hospitality, Tourism and Recreation (Foundational) – In this course, students define the hospitality, tourism, and recreation industry and examine characteristics needed for success in that industry. Students will learn the basic skills needed in communication, cash handling and non-cash handling, and customer service that meet industry standards. Students will be able to apply their knowledge of basic skills to obtain an entry level job in lodging, recreation, travel event planning, and theme park occupations.

*Last updated: 1/30/2018*

### Career Technical Education Participation (School Year 2016-17)

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of Pupils Participating in CTE  | 26                        |
| Percent of Pupils Completing a CTE Program and Earning a High School Diploma                                   | 1.0%                      |
| Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 34.0%                     |

*Last updated: 2/1/2018*

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

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission          | 100.0%  |
| 2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission | 36.4%   |



# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percentage of Students Meeting Fitness Standards |                               |                              |
|-------------|--|-------------------------------|------------------------------|
|             | Four of Six Fitness Standards                    | Five of Six Fitness Standards | Six of Six Fitness Standards |
|             |  |                               |                              |

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

Last updated: 1/24/2018

## C. Engagement

# State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

### Opportunities for Parental Involvement (School Year 2017-18)

Our school's core mission is centered on parent involvement and personalized learning for each student. A variety of strategies are used to encourage parental and community involvement with the teaching and learning process. Student Learning Outcomes (SLOs) are inherent in the opportunities that students participate in, especially using the community as the classroom.

We support our mission statement that the community is the student's classroom in all programs. School staff includes a field trip coordinator who arranges group and reduced cost trips for our students school-wide. Academy and homeschool students have the opportunity to attend a number of field trips each year. Our list of field trips include the Tolerance Museum, Aquarium of the Pacific, EdFly (indoor sky diving), Science Center, Riley's Farm, Western Center for Archeology and Paleontology, Huntington Library, Science Camp, Sam Maloof Museum, LA County Fair, Living Desert, Aquarium of the Pacific, Indian Canyons, Renaissance Fair, Ocean Classroom, Space/Astro Camp, and Catalina Island camping.

Homeschool students have the opportunity to attend over fifty regional field trips at no additional cost to them. These trips include those listed above. We also have a wide range of vendors providing educational opportunities for our homeschool students.

Students participate in their local communities in a variety of ways with regular involvement in community fundraisers and events. Our students use community resources as an extension of the classroom and celebrate with the members of their particular community. Students participate in local career and vocational opportunities, and Career Technical Education (CTE) Pathways including transportation, health, engineering, business, performing arts and information technology. Academy programs welcome community speakers and presentations including the following: Fire Department, NASA, "Red Ribbon Week" participation including bringing speakers into the classroom, career discussion with local business people, police departments presentations, Animal Samaritans, Cahuilla Indian speakers, Living Desert Reserve speakers, representatives from local colleges, and community-sponsored events.

Community fundraisers and events include the following: "Coins for Commodores," "Adopt a U.S. Soldier," 2nd Harvest Food Bank Canned Food Drive, "Hoops for Hope," Ronald McDonald House cards and donations, fundraising for Woodhaven Ranch: Animal Sanctuary, Earth Day events (bringing vendors to the school to educate students and parents) and "Toys for Tots."

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

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

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

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

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

## State Priority: Pupil Engagement

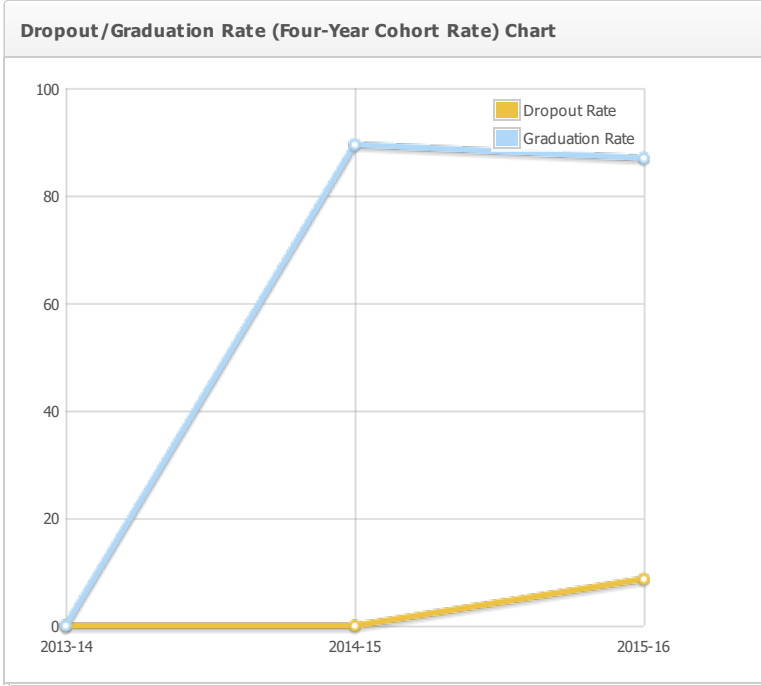
*Last updated: 1/30/2018*

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

- High school dropout rates; and
- High school graduation rates

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

| Indicator       | School  |         |         | District |         |         | State   |         |         |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                 | 2013-14 | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Dropout Rate    | 0.0%    | 0.0%    | 8.7%    | 0.0%     | 10.7%   | 3.7%    | 11.5%   | 10.7%   | 9.7%    |
| Graduation Rate | 0.0%    | 89.5%   | 87.0%   | 85.1%    | 83.9%   | 94.4%   | 81.0%   | 82.3%   | 83.8%   |



*Last updated: 1/24/2018*

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

| <b>Student Group</b>                | <b>School</b> | <b>District</b> | <b>State</b> |
|-------------------------------------|---------------|-----------------|--------------|
| All Students                        | 100.0%        | 28.0%           | 87.1%        |
| Black or African American           | 0.0%          | 0.0%            | 79.2%        |
| American Indian or Alaska Native    | 0.0%          | 33.3%           | 80.2%        |
| Asian                               | 100.0%        | 100.0%          | 94.4%        |
| Filipino                            | 0.0%          | 100.0%          | 93.8%        |
| Hispanic or Latino                  | 100.0%        | 15.5%           | 84.6%        |
| Native Hawaiian or Pacific Islander | 0.0%          | 0.0%            | 86.6%        |
| White                               | 90.0%         | 60.9%           | 91.0%        |
| Two or More Races                   | 100.0%        | 100.0%          | 90.6%        |
| Socioeconomically Disadvantaged     | 100.0%        | 17.9%           | 85.5%        |
| English Learners                    | 100.0%        | 3.3%            | 55.4%        |
| Students with Disabilities          | 100.0%        | 28.6%           | 63.9%        |
| Foster Youth                        | 0.0%          | 0.0%            | 68.2%        |

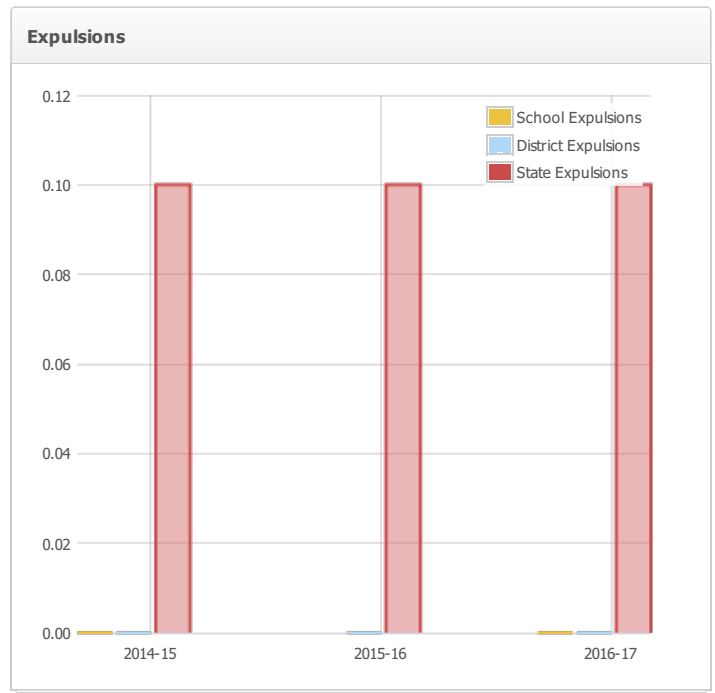
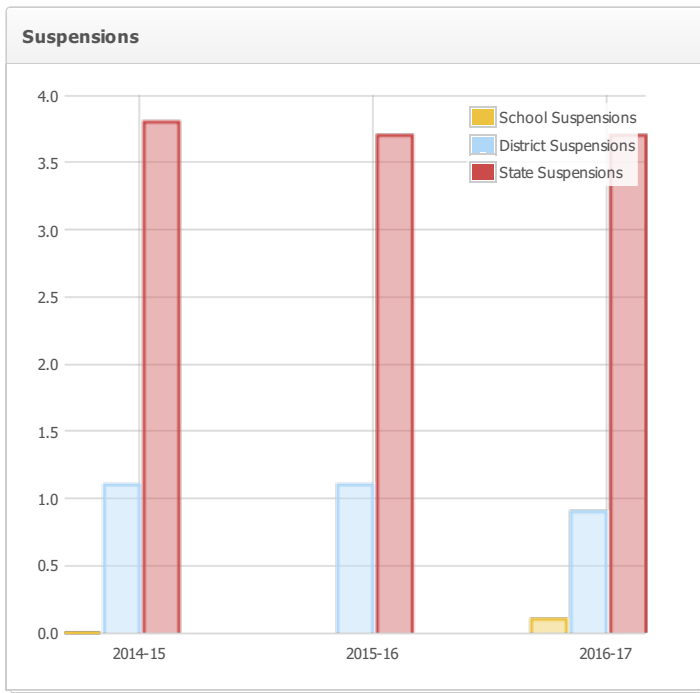
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

| Rate        | School  |         |         | District |         |         | State   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2014-15 | 2015-16 | 2016-17 | 2014-15  | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | --      | --      | 0.1%    | 1.1%     | 1.1%    | 0.9%    | 3.8%    | 3.7%    | 3.7%    |
| Expulsions  | --      | --      | 0.0%    | 0.0%     | 0.0%    | 0.0%    | 0.1%    | 0.1%    | 0.1%    |



Last updated: 1/24/2018

## School Safety Plan (School Year 2017-18)

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

Last updated: 1/24/2018

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2017-18)

| Indicator   | School    | District  |
|---|-----------|-----------|
| Program Improvement Status                          | Not in PI | Not in PI |
| First Year of Program Improvement                   |           |           |
| Year in Program Improvement                         |           |           |
| Number of Schools Currently in Program Improvement  | N/A       | 1         |
| Percent of Schools Currently in Program Improvement | N/A       | 50.0%     |

Last updated: 1/24/2018

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

Empire Springs is a non-classroom-based charter school, so this section does not apply. For hybrid programs, parents may inquire with any specific RSCS site for more information.

| Grade Level | 2014-15            |                     |       | 2015-16 |                    |                     | 2016-17 |     |                    |                     |       |     |
|-------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
|             | Average Class Size | Number of Classes * |       |         | Average Class Size | Number of Classes * |         |     | Average Class Size | Number of Classes * |       |     |
|             |                    | 1-20                | 21-32 | 33+     |                    | 1-20                | 21-32   | 33+ |                    | 1-20                | 21-32 | 33+ |
| K           | 0.0                | 0                   | 0     | 0       | 0.0                | 0                   | 0       | 0   | 0.0                | 0                   | 0     | 0   |
| 1           | 0.0                | 0                   | 0     | 0       | 0.0                | 0                   | 0       | 0   | 0.0                | 0                   | 0     | 0   |
| 2           | 0.0                | 0                   | 0     | 0       | 0.0                | 0                   | 0       | 0   | 0.0                | 0                   | 0     | 0   |
| 3           | 0.0                | 0                   | 0     | 0       | 0.0                | 0                   | 0       | 0   | 0.0                | 0                   | 0     | 0   |
| 4           | 0.0                | 0                   | 0     | 0       | 0.0                | 0                   | 0       | 0   | 0.0                | 0                   | 0     | 0   |
| 5           | 0.0                | 0                   | 0     | 0       | 0.0                | 0                   | 0       | 0   | 0.0                | 0                   | 0     | 0   |
| 6           | 0.0                | 0                   | 0     | 0       | 0.0                | 0                   | 0       | 0   | 0.0                | 0                   | 0     | 0   |
| Other       | 0.0                | 0                   | 0     | 0       | 0.0                | 0                   | 0       | 0   | 0.0                | 0                   | 0     | 0   |

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

Last updated: 1/30/2018

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

Empire Springs is a non-classroom-based charter school, so this section does not apply. For hybrid programs, parents may inquire with any specific RSCS site for more information.

| Subject        | 2014-15            |                     |       | 2015-16 |                    |                     | 2016-17 |     |                    |                     |       |     |
|----------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
|                | Average Class Size | Number of Classes * |       |         | Average Class Size | Number of Classes * |         |     | Average Class Size | Number of Classes * |       |     |
|                |                    | 1-22                | 23-32 | 33+     |                    | 1-22                | 23-32   | 33+ |                    | 1-22                | 23-32 | 33+ |
| English        | 0.0                | 0                   | 0     | 0       | 0.0                | 0                   | 0       | 0   | 0.0                | 0                   | 0     | 0   |
| Mathematics    | 0.0                | 0                   | 0     | 0       | 0.0                | 0                   | 0       | 0   | 0.0                | 0                   | 0     | 0   |
| Science        | 0.0                | 0                   | 0     | 0       | 0.0                | 0                   | 0       | 0   | 0.0                | 0                   | 0     | 0   |
| Social Science | 0.0                | 0                   | 0     | 0       | 0.0                | 0                   | 0       | 0   | 0.0                | 0                   | 0     | 0   |

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

Last updated: 1/30/2018

**Academic Counselors and Other Support Staff (School Year 2016-17)**

| Title   | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor                                  | 1.0                               | 900.0   |
| Counselor (Social/Behavioral or Career Development) | 0.0                               | N/A   |
| Library Media Teacher (Librarian)                   | 0.0                               | N/A   |
| Library Media Services Staff (Paraprofessional)     | 0.0                               | N/A   |
| Psychologist  | 0.0                               | N/A   |
| Social Worker                                       | 0.0                               | N/A   |
| Nurse   | 0.0                               | N/A   |
| Speech/Language/Hearing Specialist                  | 0.0                               | N/A   |
| Resource Specialist (non-teaching)                  | 4.0                               | N/A   |
| Other   | 0.0                               | N/A   |

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

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

Last updated: 2/1/2018

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$9218.0                     | \$1333.0                            | \$7885.0                              | \$54993.0              |
| District                                      | N/A                          | N/A                                 | \$0.0                                 | \$68797.0              |
| Percent Difference – School Site and District | N/A                          | N/A                                 | 200.0%                                | -22.3%                 |
| State   | N/A                          | N/A                                 | \$6574.0                              | \$61939.0              |
| Percent Difference – School Site and State    | N/A                          | N/A                                 | 18.1%                                 | -11.9%                 |

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

Last updated: 1/30/2018

## Types of Services Funded (Fiscal Year 2016-17)

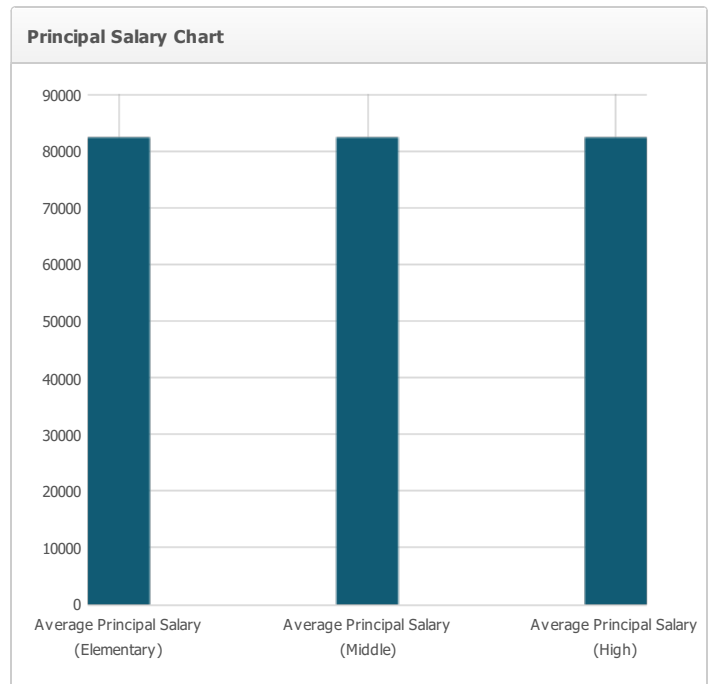
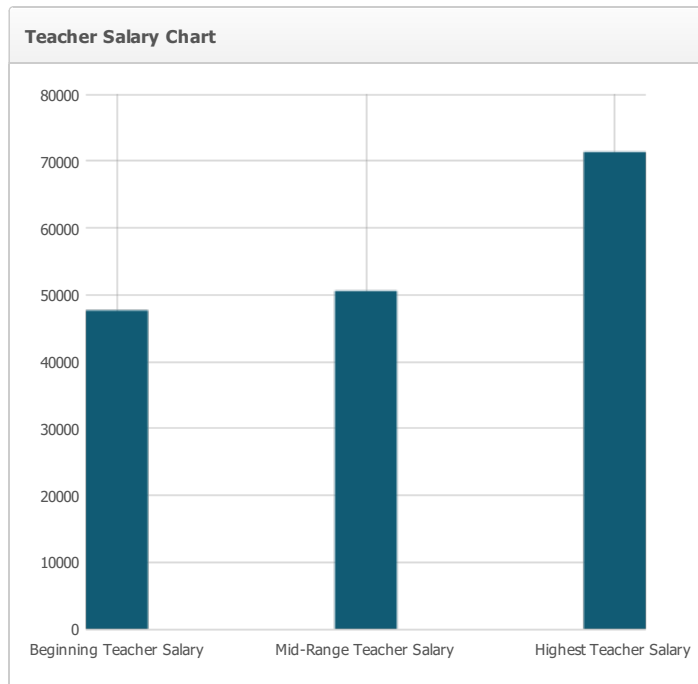
Empire Springs Charter School is a fully-functioning independent direct-funded public charter school. The school supply all services necessary for students including, but not limited to: Special Education (IEP), 504 Plans, Title I (Free/Reduced), Title III (English Learner), and other student support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

Last updated: 1/24/2018

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$47,663        | \$42,598                                     |
| Mid-Range Teacher Salary                      | \$50,565        | \$62,232                                     |
| Highest Teacher Salary                        | \$71,354        | \$80,964                                     |
| Average Principal Salary (Elementary)         | \$82,368        | \$102,366                                    |
| Average Principal Salary (Middle)             | \$82,368        | \$104,982                                    |
| Average Principal Salary (High)               | \$82,368        | \$   |
| Superintendent Salary                         | \$218,467       | \$117,868                                    |
| Percent of Budget for Teacher Salaries        | 33.0%           | 32.0%  |
| Percent of Budget for Administrative Salaries | 12.0%           | 7.0%   |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 2/1/2018



**Advanced Placement (AP) Courses (School Year 2016-17)**

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         | 0                             | N/A                               |
| English                  | 0                             | N/A                               |
| Fine and Performing Arts | 0                             | N/A                               |
| Foreign Language         | 0                             | N/A                               |
| Mathematics              | 0                             | N/A                               |
| Science                  | 1                             | N/A                               |
| Social Science           | 0                             | N/A                               |
| All Courses              | 1                             | 0.8%                              |

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

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

*Last updated: 1/24/2018*

**Professional Development**

The charter school sets aside 8 days during each school year for training and professional development of teachers. Prior to the start of each school year (August), we host a two-day conference full of workshops and trainings for every employee group: Homeschool, Academy, Leadership, and Admin Support Staff.

Additionally, the faculty and staff meet at their school site for program-specific training and development for 2 days just prior to the first day of school. Three additional days are dispersed throughout the school year (generally, 2 in the first semester and 1 in the second) for additional professional development opportunities.

The charter school also holds Aloha Welcome Week for all new staff members in August (with 2 scheduled make-up days for those hired after August). This 5 day training involves 2 days of introduction to the philosophy and culture of our unique school. The final three days consisted of job specific training.

*Last updated: 1/30/2018*