

Petition submitted to:

Helendale School District

May 15, 2013

Revised July 23, 2015

Renewal July 12, 2017

Charter Term

July 12, 2017 – June 30, 2022

June 22, 2017

TO: Ross Swearingen, Superintendent
Helendale School District
15350 Riverview Road, Helendale, CA 92342

Dear Mr. Swearingen,

It is with great excitement that we submit the Empire Springs Charter School charter renewal. As you are aware, our program serves nearly one thousand students through a variety of non-classroom based educational opportunities: Homeschool, Venture Online, Keys Independent Study High School, and the Rancho Cucamonga Learning Center's Discovery Collaborative and U-Lab programs. In 2017-18, we also plan to introduce the Arrow High School program to allow students who are in need of extra support to meet graduation requirements with their four-year cohort.

Empire Springs was originally chartered on May 5, 2013 by the Helendale School District Board of Directors. The charter term was five years and would have run through June 30, 2018. In light of the 2016 *Anderson USD v Shasta Secondary Home School* court ruling, ESCS staff and legal counsel feel it is necessary for Empire Springs to renew the charter early in order to clearly outline the plan for the Rancho Cucamonga Personalized Learning Center. Therefore, we submit the enclosed petition, including a one-facility exemption, for your Board's consideration.

The petition has all of the elements prescribed by law in order to have a successful renewal. All of the charter petition elements are outlined in the table of contents and are detailed throughout the petition document. The current petition has the following updates:

- Program Descriptions: including the new Arrow High School program
- One-site exemption law and applicable documentation, including realtor confirmation
- Rancho Cucamonga site address and specifics
- Element/legal requirements and details aligned with new regulations
- Appendices correspond with major elements

We genuinely appreciate the support that Helendale offers to Empire Springs, and we look forward to our continued partnership as we serve students through excellent educational opportunities. If you have any questions, please do not hesitate to contact me.

Sincerely,

Kathleen Hermsmeyer, Ed.D
Superintendent, Empire Springs Charter School
Kathleen.Hermsmeyer@springscs.org

Empire Springs Charter School

Table of Contents

Affirmation and Declaration 5

Introduction 9

Element A: Educational Program Description 15

Element B: Measurable Pupil Outcomes 53

Element C: Methods of Measuring Student Progress 69

Element D: School Governance Structure and Parental Involvement 75

Element E: Qualifications of Individuals Employed by the Charter 77

Element F: Health and Safety Procedures 87

Element G: Racial and Ethnic Balance 91

Element H: Student Admission Requirements 93

Element I: Independent Financial Audit 97

Element J: Suspension, Expulsion, and Student Disciplinary Procedures 99

Element K: Retirement Systems 117

Element L: Public School Attendance Alternatives 119

Element M: Return Rights of District Employees 121

Element N: Dispute Resolutions Related to Charter Provisions 123

Element P: Closure Procedures 125

Additional Provisions 129

Appendix A: Résumé: Dr. Kathleen Hermsmeyer, Superintendent 136

Appendix B: High School Handbook 140

Appendix C: High School Master Course List 180

Appendix D: Special Education Procedural Manual 186

Appendix E: RTI & MTSS Handbook 201

Appendix F: ELD Master Plan 263

Appendix G: Charter Budget 283

Appendix H: “I CAN!” Math and ELA Folder Samples 293
Appendix I: “I CAN!” Program Description and Incentives 309
Appendix J: ESCS “Power Tools” 310
Appendix K: Spring Into Math Overview..... 313
Appendix L: Sample Personalized Learning Path 314
Appendix M: Homeschool Parent Certification Infographic..... 317
Appendix N: CTE Pathways and Course List..... 318
Appendix O: ESCS, Inc. Articles of Incorporation..... 320
Appendix P: ESCS, Inc. Bylaws..... 323
Appendix Q: ESCS, Inc. Conflict of Interest Code..... 338
Appendix R: ESCS Suspension and Expulsion Policy 343
Appendix S: MOU between RSCS, CSCS, HSCS, and ESCS 360
Appendix T: Foundry Commercial Real Estate Letter 364

Affirmation and Declaration

As the authorized lead and Superintendent, I, Dr. Kathleen Hermsmeyer, hereby certify that the information submitted in this petition for a California public charter school, Empire Springs Charter School (hereafter "ESCS" or the "Charter School"), is true to the best of my knowledge and belief. I also certify that this charter does not constitute the conversion of a private school to the status of a public charter school, and I understand that if awarded renewal, the Charter School will continue to follow any and all federal, state, and local laws and regulations that apply to the Charter School. Further, I affirm that if renewed ESCS:

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. Education Code Section 47605(c)(1)].

2. Shall be deemed the exclusive public school employer of the employees of ESCS for purposes of the Educational Employment Relations Act [Ref. Education Code Section 47605 (b)(6) and Chapter 10.7 of Division 4 Title I of the Government Code].

3. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations [Ref. Education Code Section 47605(d)(1)].

4. Shall not charge tuition [Ref. Education Code Section 47605(d)(1)].

5. Shall admit all students who wish to attend ESCS, and who submit a timely application, unless ESCS 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) and Education Code Section 51747.3, admission to ESCS 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 ESCS in accordance with Education Code Section 47605(d)(2)(C) [Ref. Education Code Section 47605(d)(2)(A)-(C)].

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 Education Improvement Act of 2004 (“IDEA”), 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 ESCS 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. 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 ESCS 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. 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. Education Code Section 47612.5(a)(2)].

14. Shall on a regular basis consult with its parents and teachers on a regular basis regarding ESCS's education programs [Ref. Education Code Section 47605 (c)].

15. Shall comply with any applicable jurisdictional limitations to the locations of its facilities [Ref. Education Code Sections 47605 and 47605.1].

16. Shall comply with all laws establishing the minimum and maximum age for public school enrollment [Ref. Education Code Section 47612(b) and 47610].

17. Shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).

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 number 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.



6/22/2017

Authorized Representative's Signature Date

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B. Administrative Leadership

Dr. Kathleen Hermsmeyer has been serving as Superintendent of California's largest charter school, River Springs Charter School, since 2006. In 2013, two new schools were added under her direction, Empire Springs (herein) and Harbor Springs Charter Schools. In 2016, Citrus Springs was opened. 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 Homeschool 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 mastery-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 Administrative Operations and is responsible for accountability plans, purchasing, vendor relations, student records/attendance, curriculum warehousing, and student intake. Ms. Podratz has been in this position since the inception of River Springs.

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 completed 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 Resource 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 school's 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 of 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, 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 of Education-Personalized Learning. Ms. Price began her career with Springs Charter Schools in 2006 having served as a middle and high school English teacher. She is responsible for the Homeschool program, Keys High School program, the Venture Online program, and oversees the Instructional Support Department and Assessment Department.

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

Tanya Rogers has worked in the highly specialized world of school finance for over 9 years. She currently serves as the Assistant Superintendent of Business. Ms. Rogers is responsible for overseeing the budget process, financial reporting, restricted funding programs, and oversees the audit processes. Ms. Rogers began her professional career in the hospitality industry in which she developed a love for leadership and serving others. These skills translated seamlessly into the arena of school finance. She began this adventure auditing school districts with a local auditing firm. Ms. Rogers joined a local community college district and was eventually selected to lead the multi-college district's personnel division as the Vice Chancellor of Human Relations. Returning to the field of auditing, Ms. Rogers joined a local firm that specialized in school district, college, not for profit, and charter school audits.

Ms. Rogers earned her bachelor's degree at California State University, San Marcos in business with a concentration in accounting. She also earned a master's degree in business administration. Ms. Rogers is a Certified Public Accountant (CPA) in the State of California, and she also holds the designation as a Certified Fraud Examiner (CFE).

While having grown up in the state of Washington, Ms. Rogers considers herself to be a California "native" having spent the last 25 years in the Southern California area. She is

passionate about the programs Springs offers to students and families, so much so, she enrolled her own daughter!

Colette Bozek has 14 years of experience in the field of education. She is currently the Principal of the ESCS Rancho Cucamonga Student Center. Ms. Bozek started her career in education as an elementary school teacher, teaching first, third, fifth, and sixth grades before joining the Springs Charter Schools family in 2008, as a homeschool education specialist. She took on additional responsibilities as the Chapter Adviser for the National Honor Society and California Scholarship Federation.

Ms. Bozek holds a bachelor's degree from California State University San Bernardino in Liberal Studies and a Master's Degree from National University in Education with emphasis in teacher leadership. Mrs. Bozek is currently working on her Administrative Credential with the Riverside County Office of Education.

C. Who We Are

Springs Charter Schools ("SCS") is a successful network of non-classroom and classroom based, rigorous, personalized-learning charter schools serving students in California. As the flagship school, River Springs Charter School ("River Springs" or "RSCS") sponsored by the Riverside County Board 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. In 2016, the fourth charter of the network, Citrus Springs Charter School, was opened under the oversight of the Orange County Department of Education. We continue to take pride in helping each student through his or her own personalized educational journey.

D. Program Offerings & Grade Levels

Empire Springs operates several unique independent study programs in San Bernardino County and its adjacent counties.

These include:

- **Homeschool TK-12** has enrichment workshops and resource center support available (for further description, see page 20).

- **Keys College and Career Prep High School 9-12** offers supported independent study for high school students (for further description, see page 25).
- **Discovery Collaborative K-8** students participate in a hybrid program of three-days of classroom and two-days of home-study per week (for further description, see page 29).
- **U-Lab High School 9-12** is a flexible hybrid program with options for classroom instruction blended with independent study (for further description, see page 30).
- **Venture Online K-12** is a fully online educational program (for further description, see page 31).
- **Arrow High School 9-12** is a hybrid, fully-supported independent study program for high school students who need assistance reuniting with their cohort group (for further description, see page 32).

All six programs are research-based, innovative, need-driven models. ESCS's Rancho Cucamonga Student Center is located at 8968 Archibald Avenue, Rancho Cucamonga, California, and provides 11 classroom spaces. Space is provided for Homeschool Enrichment classes, Keys College and Career Prep small group instruction, Special Education services, meetings, student events, activities, and assessment as needed.

E. Enrollment and ADA Projections

Empire Springs Three-Year Projections		
	TOTALS	
	Enrollment	ADA
YEAR 1	1,067	1,016
YEAR 2	1,089	1,036
YEAR 3	1,110	1,057

F. Signature Components of Empire 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 and classroom instruction (see Appendix L for sample)
- 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/multi-tiered system of supports

Element A: Educational Program Description

Governing Law: *The educational program of the charter school is designed, among other things, to identify those whom the charter 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: The annual goals for the charter school 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 charter school will serve high school pupils, 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).

A. Mission & Vision

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

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

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

7. Students recognize and use their strongest skills and abilities and improve in areas where they are weak.

ESCS is open to all students in grades TK-12. ESCS is nonsectarian in its programs, admission policies, employment practices, and all other operations. ESCS specifically targets and is attempting to educate students seeking a non-traditional educational setting. ESCS 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.

ESCS believes that learning best occurs when students are educated through a personalized learning, 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. The growing body of reputable research indicates that personalized learning schools (specifically those employing the aforementioned strategies and initiatives) have helped students attain greater academic achievement than their traditional school peers, particularly those students with lower starting achievement levels.[1] All student curricula are subject to approval by ESCS.

ESCS has obtained continuous accreditation through Western Association of Schools and Colleges (WASC), and all high school courses offered by the charter school are considered transferable. ESCS offers students a college preparatory program that meets California State and University of California's a-g admissions requirements. For high school students, the Student Agreement that is signed by student and parent upon enrollment details the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. All homeschool specialists who are assigned to high school are trained in the requirements of a-g coursework and high school graduation policies and procedures (see Appendix B).

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

ESCS 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 ESCS to help students

[1] Pane, John, et al. "Promising Evidence on Personalized Learning." *Continued Progress*, November 2015. http://www.rand.org/content/dam/rand/pubs/research_reports/RR1300/RR1365/RAND_RR1365.pdf. Accessed January 3, 2016.

become educated individuals who are intrinsically motivated to learn and who have diverse yet well-developed interests.

ESCS parents, students, teachers, and homeschool 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, apprenticeships, technology and integrated projects 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 interests[2].

B. Students to be Served

Empire Springs currently serves nearly one thousand students in San Bernardino County and has a center in Rancho Cucamonga, CA. The tables below represent the current population of students enrolled.

Enrollment by Gender		
	#	%
Female	499	50%
Male	492	50%

Enrollment by Primary Race/Ethnicity		
	#	%
White	525	53%
Hispanic	337	34%
African-American	54	5%
Asian	64	6%
Pacific Islander	8	1%
American Indian	3	<1%

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

Enrollment of Socio-Economically Disadvantaged		
	#	%
Free lunch	234	24%
Reduced Lunch	180	18%
Total Free & Reduced Lunch	**414**	**42%**

Enrollment of Students with Disabilities		
	#	%
Active IEP	96	10%
Active 504 Plan	21	2%

C. High School Guidance Services

All high school students enrolled in ESCS are challenged through a-g courses and concurrent and/or dual enrollment at local community colleges, where appropriate. Students are guided toward college preparatory courses and offered opportunities to visit local colleges and universities.

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

For more detailed information about high school courses and advisement, reference the Springs High School Handbook for staff (Appendix B) and the Master Course List (Appendix C).

D. Educational Program Choices

ESCS 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, ESCS works within the local community of families and teachers to create research-based, mission-driven, comprehensive school models. This takes place either in the classroom or is a combination of the resource center classroom instruction with the best of personalized home-study.

- **Homeschool TK-12** has enrichment workshops and resource center support available (for further description, see page 20).
- **Keys College and Career Prep High School 9-12** offers supported independent study for high school students (for further description, see page 25).
- **Discovery Collaborative K-8** students participate in a hybrid program of three-days of classroom and two-days of home-study per week (for further description, see page 29).
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- **Arrow High School 9-12** is a hybrid, fully-supported independent study program for high school students who need assistance reuniting with their cohort group (for further description, see page 32).

ESCS 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:

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

- The charter school focuses 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.

- The charter school gives timely feedback to the student about his/her progress in such a way that the student learns and grows 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 areas of improvement; and are enabled to make the adjustments necessary to succeed and achieve at high levels. Teachers personalize learning to help each child identify their own strengths and weaknesses in a particular task or topic.

Since ESCS focuses on personalized learning, we use a continuum of skills for mastery, based on the Common Core State Standards in English language arts and mathematics. 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 use a variety of instructional materials to teach these skills (see detail under program description sections). These instructional materials support standards-based mastery, and are used with flexibility according to individual student need.

All applicable courses follow the California State Content Standards. Science skills will come from the Next Generation Science Standards.

Educational Program Descriptions

I. Homeschool TK-12

In the ESCS Homeschool program, parents and students work closely with a California credentialed homeschool specialist to choose the right combination of learning programs for each individual student. ESCS believes that parents are the primary educators of their children, and the primary mission of ESCS is to support and encourage families in the challenging task of educating their children. 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.

ESCS homeschool high school students have access to a variety of supported courses offered either through an online course management system or at our Rancho Cucamonga Student Center. High school courses include core subjects, world languages, CTE, 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 is tracked through the use of individualized learning plans, which are created monthly and revised often through collaboration with the parent, student, and homeschool specialist. Assessment is completed regularly for a variety of purposes including curriculum selection. Assessment data is analyzed regularly and used to modify instruction at each learning plan meeting.

A homeschool specialist meets 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 review work and assessments, explore learning styles and educational philosophies, evaluate curriculum options, and create an individualized plan that best meets the needs of the student. During Learning Plan meetings, homeschool specialists offer in-services to both parent and student. Topics range from sharing best teaching practices and intervention strategies to modeling study skills and using ESCS Power Tools (see Appendix J) for the students. Using our I CAN! Progress Reports, homeschool specialists help parents choose curriculum and develop annual plans aimed at ensuring all students 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 ESCS families receive additional support through “Homeschool Prep.” Parents who are new to homeschooling are provided an additional monthly meeting with their homeschool specialist

for the first three months of enrollment. During these meetings, the homeschool specialist 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 homeschool specialist provides 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 homeschool specialist using parent choice curriculum. At the end of the three months, both the homeschool specialist and parent complete an exit survey that provides feedback to the homeschool directors about the effectiveness of the program.

B. Parent Support

Most ESCS parents exit the Homeschool Prep program in three months; however, they have many opportunities to continue to grow as educators.

ESCS offers 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 program

Our parent certification program offers Empire 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 provides parents and their students the best foundation for successful learning in the home through educator classes and workshops. Participating parents 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 an overview of our parent certification program, see Appendix M.

C. Curriculum

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

ESCS 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 homeschool education specialist. ESCS in-house curriculum distribution center, Bookmart, stocks our recommended homeschool curriculum for grades TK-12.

Parents may also choose from numerous approved vendors to purchase curriculum using their instructional funding. ESCS supports students through a variety of vendor options to enrich and broaden student experiences. These vendor offerings typically include physical education, foreign language, music, drama, dance, art classes, and more. The parent and homeschool specialist work together to select curriculum from a variety of materials, vendors, online classes, and in-house teacher-created curriculum.

D. Boxed Set

Boxed set curriculum, ESCS's most popular, fully supported curriculum, is a complete collection of materials and lesson plans for students in kindergarten through 8th grade. This curriculum includes engaging daily lessons, weekly pacing guides, multimedia learning resources, and rich literature. The Boxed Set is one of many options for students and parents to acquire essential skills.

E. World Language

ESCS offers two high school online world language courses (Spanish and French) instructed by a qualified teacher credentialed in the offered languages. Students attend online classes twice per week with independent study assignments for the remaining days. The instructor provides personalized support for students and quality instruction.

F. Dynamic Integrated Courses

Integrated courses, curriculum, and learning resources are offered at every grade level to support parents and students with making connections between content areas. Some of the offerings 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 allow students and parents a choice in curriculum and how learning is delivered.

G. Power Tools

ESCS teaches all students fifteen powerful strategies for independent lifelong learning, called Power Tools.

The 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 J.

H. 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 TK-12th grade student is 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, ESCS 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! statements are 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 L for sample)
- An I CAN! mastery tracking folder portfolio that follows students from TK-8 (See Appendix H for sample)
- I CAN! reteach booklets
- Online interactive I CAN! e-books with links to videos, games and activities, quizzes, and tests related to each I CAN!
- 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 (See Appendix I)
- Online supported math

ESCS provides a wide range of choices for math instruction. One of these options is a math curriculum for grades 5-8 that combines home instruction with online support. Resources include

video instruction, real-world tasks, assessments, and practice. See Appendix K for an overview of our Spring Into Math online course.

I. Homeschool Resource Center TK-12

The Rancho Cucamonga Student Center on Archibald Avenue provides 11 classroom spaces. Of those, 7 are available two days per week for homeschool enrichment classes and workshops. Additional space is provided for Special Education and counseling services, meetings, student events, activities, and assessment as needed.

The student 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 enrichment classes and workshops have complete course syllabi and day-by-day course descriptions, which are available to the public on the school website. This transparency allows the homeschool 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, ESCS provides a Mobile Science Lab, which offers hands-on science at the Rancho Cucamonga Student Center for Homeschool, Keys, and U-Lab high school students. For each of our a-g lab sciences, students 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 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 ESCS Mobile Science Lab is led by a credentialed science teacher using lab activities that go along with what is being taught in the courses. Students deepen their understanding of science in theses 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.

II. Keys College and Career Prep High School

Keys' San Bernardino County Resource Center is located at the Rancho Cucamonga facility. The resource center provides for teacher-led small group instruction and study zone space for students to work independently.

A. Mission and Vision

Keys College and Career Prep program provides a high school independent study environment. Keys College and Career Prep utilizes a personalized learning independent study model with challenging academic experiences and choice. The Keys teachers train the students to become independent in their learning, foster a positive growth mindset, and teach the students good organizational skills so that they may be outstanding college students and productive citizens in the careers of their choice. Teachers 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.

At a minimum, students are at the center for 1 hour per week for their weekly teacher meeting. Students who benefit from additional support may take advantage of open hours in the Study Zone, support from instructional aides, or direct instruction during on-site courses.

B. Academic Innovation

1) Personalized Learning

By assessing each student's academic needs and personal interests in combination with their learning style, Keys teachers can provide both interesting and challenging coursework within the independent study curriculum that promotes academic success. Students set goals for their own learning, and they are offered choice within a rigorous curriculum. Students learn to use technology and participate in real world internships. Students may enroll in online Career-Technical Education (CTE) courses to earn career pathway certificates. Students have the opportunity to engage in many extracurricular activities, such as acting, athletics, dancing, and performing while still earning a high school diploma. All core courses are a-g approved to meet UC/CSU eligibility requirements.

The learning process should engage students at multiple levels as well as help students build skills to be competent in any post graduate goals. 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.

2) Goal Setting

Teachers and students work jointly to create learning goals that connect the learning objectives (standards) to students' interests and learning style(s). The goals are fleshed out with timelines and strategies to reach each goal. Students track their progress using a variety

of methods, from formal goal sheets, Canvas tools and gradebooks, and weekly meetings with their Keys teacher. Students also meet with school counselors at least once a semester to make sure they are on track to graduate. Each student is assigned a counselor that he or she can call on as needed. Goals are reviewed regularly and adjusted to assist the student in graduating on time.

3) The Community is Our Classroom

Students are encouraged to participate in articulated courses through Career-Technical Education and concurrent college enrollment opportunities at the local colleges. Students may also participate in school-organized field trips, based on their interest and high school courses. Field trips bring the learning to life and show students that the community is our classroom. Students are also encouraged to participate in Internships where they learn from community members what various job fields are like and contribute to the businesses where they serve their internships.

C. Academic Program

1) Shared Inquiry

Keys uses Shared Inquiry strategies to engage all readers in higher-order thinking and collaborative problem solving in our online classes discussions. 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.

2) Service Learning

Students problem solve, create, and learn job skills in quality Internship classes, prepare written documents and complete presentations for advocacy purposes. Working in the real world and participating in CTE courses encourages the critical thinking skills that 21st century learners need to adapt content knowledge for varying jobs and career paths. CTE pathways and internships integrate community service with academic study to enrich learning, teach civic responsibility, and strengthen communities. Students have opportunity to exhibit leadership, ethical behavior, and respect for others; accept responsibility for personal actions, consider the impact on others; take the initiative to plan and execute tasks, and interact productively as a member of a group.

3) 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 co-operation 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 schoolwide 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.

4) Collaborative Learning

Students learn collaborative, powerful, independent learning strategies in small group study zones. Power Tools help students hone their thinking and listening skills, and honor students' diversity and original thinking. 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 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 our a-g Canvas integrated courses and online classes.

1) English Language Arts

High quality English Language Arts instruction employs varied materials and strategies. Keys students use a variety of textbook and online materials to help them reach mastery in all areas of ELA. Students use novels and primary source materials to learn English concepts. The Canvas courses also use material from Prentice Hall Literature Common Core Edition. Concepts are integrated with science and history to provide real world examples and transition the student between the written word and real life experiences. 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 in the online classes for understanding increasingly complex texts, informational texts across content areas, and writing argumentative, informative/explanatory, and narrative texts. Students meet with the English specialists weekly in discussions and seminars in an online environment. All English courses are a-g approved.

2) **Math**

We employ a mastery-based, balanced mathematics program, implementing a variety of learning tools including online, center-based, and textbooks. Our math courses have been written by math specialists and are a-g approved. Textbook materials include Prentice Hall, Common Core, Harcourt, and others.

Online tools include i-Ready for struggling students and MathXL for all students. Students meet with the Math Specialist weekly for online discussions and seminars.

3) **English Language Development**

High quality English Language Development (ELD) instruction requires a multitude of materials and strategies. Keys uses a variety of personalized textbook and online materials to help students reach mastery in all areas of ELA. Programs in use may include, but not be limited to: i-Ready lessons, Wordly Wise for vocabulary development, audio books, Rosetta Stone, and creating vocabulary dictionaries. See Appendix F for the Master Plan for English Learners.

4) **Science**

High quality science instruction is written by our single-subject science specialist, and has been a-g approved. Keys uses a variety of textbook, lab and online materials to help students reach mastery in all areas of science. Students meet online with the Specialists weekly and participate in person at Mobile Science Lab monthly to meet the a-g requirements.

5) **History**

Students learn history and science through our integrated online curriculum, overseen by history single subject specialists. The students study history in the context of real world careers, significant historical events, and using primary source documents. The students interact with the single-subject specialist through online discussions, seminars, and key assignments that require higher-level thinking. All History courses are a-g approved.

6) **PE & Electives**

PE focuses on health principles and follows the FITT principles (Frequency, Intensity, Time, Type). Students participate in a wide range of physical education activities according to their interests and abilities. They incorporate the FITT principles into their chosen fields of activity. They are required to participate in a minimum of 75 hours a semester and show growth and mastery.

Electives: Students participate in self-selected elective courses according to the courses that we have available in Canvas. Some of the courses include but are not limited to: CTE courses, Internship, Foods, Culinary Arts, Psychology, Drawing, Life Skills, Family Studies, and Music Instruction.

E. Instructional Strategies

The Keys programs utilizes mastery learning. Students are expected to master concepts before moving on to new assignments and concepts. They are given multiple opportunities to redo work or show mastery in different learning styles.

All Keys courses are online courses, and students may meet together in the Study Zone to work individually, with their Keys teacher, or may work collaboratively with other students to solve complex assignments.

III. Discovery Collaborative K-8

Discovery Collaborative for K-8 students is a hybrid learning program providing structured classroom activities three days a week along with two home-study days. Discovery Collaborative meets on a multi-age campus where students actively participate with the community of learners.

A. Hands-on Learning

The Discovery Collaborative program provides a cross-grade-level thematic curriculum with an emphasis on personalized I CAN! Mastery and student discovery. Classroom labs are designed for students to observe, practice, explore, create, and solve problems. Students partner with their teachers to collaboratively work to solve a real world problem or connect to an age-appropriate community project.

B. Guided Home-study

Personalized home-study assignments and activities are designed by the classroom teacher in collaboration with the parent and student. Parents, teachers, and students meet monthly to create and review student goals in order to ensure that students are on the road to individual growth and success. Students are empowered to use their I CAN! Mastery trackers (see appendix H) to ensure that they are making progress toward the grade level standards while incorporating their personal learning styles and passions.

C. Parent & Student Engagement

Students become part of the learning center community by participating in multi-age campus activities such as after school clubs, sports, excursions or by exploring a special interest with their peers on a home discovery day. Parents are a big part of our community and are encouraged to be on-site volunteering and building relationships with fellow parents.

IV. U-Lab high School 9-12

U-Lab High School is driven by university style learning, which allows students to enjoy a flexible independent study environment with options to be on campus 1-3 days per week. U-Lab students and their parents connect with their teacher monthly for lesson plan meetings and independent study follow-up.

A. Multi-age Campus

U-Lab students meet on a multi-age campus where high school students can actively participate with the whole community of learners. High school students share their skills and passions with younger students, discover new interests, collaborate with peers, explore college and career options, or simply enjoy collaborative study time in a relaxed environment designed for them and by them. The U-Lab offers a small family-friendly environment for high schoolers who would like to pick and choose their own academic path.

B. Voice and Choice

U-Lab is designed for students to pick and choose their own academic path by "mixing and matching" methods of instruction and learning. Choices include university style courses taught by subject-credentialed teacher in the classroom, online virtual courses, small-group workshop seminar courses, student and parent designed courses, or traditional independent study. Course offerings include A-G approved core courses, Springs' high-interest integrated courses, as well as opportunities for internships and CTE courses (see Appendix N).

V. Venture Online Academy

Venture is an online program that caters to the evolving needs of the 21st century student. Credentialed, experienced teachers share the belief that all students can be successful with the necessary tools.

At Venture, teachers focus on identifying each student's unique learning style in order to achieve academic success. Students experience an engaging learning environment offering challenging curriculum, highly qualified teachers, and a supportive means to graduate with an accredited high school diploma. The goal at Venture Online is to provide students with the necessary tools to attain academic success while pursuing their personal dreams.

A. Defining Elements of the Program

Venture Online provides students with highly qualified teachers in math, science, and English in grades 9-12. Students receive weekly contact in a virtual face-to-face meeting with their individual teachers in a supported environment. Because all students have a unique learning style, parents and students are provided with an opportunity to explore how students learn best through the use of a learning style profile.

B. Personalized Learning Plans

Each student has a Learning Coach (teacher of record) they meet with regularly one-on-one. Taking into account the student's future plans, academic history of grades and credits, post graduate plans, as well as the student's personal interests, the Learning Coach creates a Personalized Learning Plan for each student. It is our goal to help the student meet those goals by staying on track. Using state testing and internal assessments, teachers work with students to personalize assignments to fit the student's learning styles and abilities, as well as create a flexible learning environment that can be completed anywhere, any time, and at their own pace.

C. The Community is our Classroom

We offer a variety of elective courses based on your student's individual interests and skills that can be completed by your child in your local community. We encourage dual enrollment during high school so that students can accelerate their enrollment into college as well as earn credit in high school. In addition, offering online articulated college courses allows our program the necessary flexibility while students are pursuing their personal dreams and interests.

D. Parent/Student/Coach Collaboration

Parents are vital to each student's success. Parents, students, and teachers work as a team; all participants have a shared responsibility to the success of every student. As in any distance-learning environment, communication is essential for the best result and experience. Our teachers and staff are available by multiple means of technology to connect with our students and parents.

VI. Arrow High School (Opening 2017-18)

ESCS will offer a high school independent study program specifically for students in grades 10-12 who are credit deficient. Each student will be assigned a credentialed teacher (Education Specialist) to guide and oversee their instructional plan. The Arrow High School (AHS) program will provide a fully-supported independent study program enabling students to be successful in high school coursework, recover credits, and get back on track to graduate. Students can be enrolled in AHS program by credentialed counselor recommendation only. Students enrolled in the AHS program will work with their parent, Education Specialist, and guidance counselor to develop a personalized plan based on a-g or general coursework. Through the hybrid model offered at the AHS program, all students will be supported with completing their coursework to their highest ability. All curriculum, assessments, and appropriate resources will be made available to all enrolled students as part of their personalized plan. AHS students will find success in high school while catching up on units via the personalized learning plan.

A. Personalized Learning

By assessing each student's academic needs and personal interests in combination with their learning style, AHS teachers can provide both interesting and challenging coursework within the independent study curriculum that promotes academic success. Students set goals for their own learning, and they are offered choice within a rigorous curriculum. Students learn to use technology and participate in real world internships. Students may enroll in online Career-Technical Education (CTE) courses to earn career pathway certificates. Students may have the opportunity to engage in many extracurricular activities, such as acting, athletics, dancing, and performing while still earning a high school diploma. Students are enrolled in a-g courses approved to meet the UC/CSU eligibility requirements; however, general-level classes are available for students approved through the placement and guidance process.

The learning process will engage students at multiple levels as well as help students build the skills necessary to be competent in any post-graduate goals. 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.

B. Goal Setting

Teachers and students work jointly to create learning goals that connect the learning objectives (standards) to students' interests and learning style(s). Student goals are developed collaboratively as part of the personalized plan and include timelines and strategies to reach each goal. Students track their progress using a variety of methods, from formal goal sheets, Canvas tools and gradebooks, and weekly meetings with their AHS teacher. Students also meet with school counselors at least once a semester to make sure they are on track to graduate. Each student is assigned a counselor that he or she can call on as needed. Goals are reviewed regularly and adjusted to assist the student in graduating on time.

C. Instructional Strategies

The AHS program utilizes mastery learning. Students are expected to master concepts before moving on to new assignments and concepts. They are given multiple opportunities to redo work or show mastery in different learning styles.

Students in AHS participate in a hybrid model where instruction is delivered both online and face-to-face. Students will meet their ES between 1-3 times per week based on the personalized plan. Small group and individual support will be provided during these face-to-face meetings. Regular face-to-face meetings provide opportunities for learning, consistent feedback, and progress monitoring. We believe that students striving to get back on track are most successful when regular face-to-face contact supports online independent study work.

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.

A. Identification

High achieving students are identified through the following criteria: Two or more years of scoring standards exceeded 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.

B. Parent Notification and Involvement

ESCS 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 are 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 ESCS understand that bright students often have academic gain "sprints," students who have mastered their grade level standards are encouraged to study the next grade level designation, with parent involvement and notification. Great care is taken before deciding to accelerate students, either academically or through a grade level change. This process is completed through the Guidance Department where a counselor assesses the situation and works with the general education teacher, parent, and student to determine advancement.

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

C. Supports

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

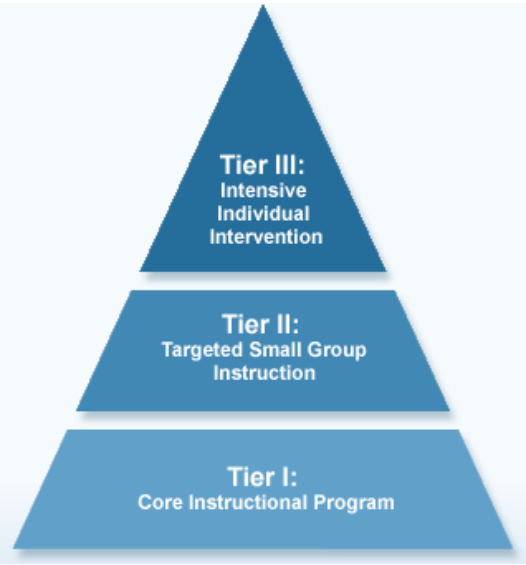
Plan for Students who are Academically Low Achieving

ESCS 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 collaborate to design the optimal personalized learning plan. Empire Springs Charter School is designed to provide a rigorous and personalized school experience within each student's familial culture and support. Empire Springs' community of leaders, teachers, students, families, and public collaborate to ensure that all students are growing and achieving.

A. Identification

Students are assessed within the first month of enrollment through i-Ready 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 is established to 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 may not identify why students are underperforming; rather it should 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 ESCS students:

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

B. Parent Notification and Involvement

Both the administration and teachers contact parents of low-achieving students in a responsive and timely manner, as laid out in our RTI and MTSS Handbook for Teachers (Appendix E). The credentialed teacher is the main point of contact between family and school. The credentialed teacher communicates with parents both formally and informally, in person and by telephone. Teachers 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 remains in close contact with the family and proposes 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 meets with the parent(s) and student to discuss the situation and collaborate with them on how to better achieve and support learning.

C. Supports

Empire 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 teacher 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:

1) 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 assignments 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 an 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
- Core Workshops at the student centers are a great way to increase direct instruction time.

2) Supplemental Resources

We include supplemental resources in every discussion of the personalized learning plan. ESCS has supplemental resources available for all students - academy, homeschool, and hybrid:

- 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 homeschool specialist 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 high school students through Moodle or Canvas. 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/Canvas and are a required component to teach essential foundational skills needed in mathematics.
- Study Island is a supplemental resource available as an online workshop.

- 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.[3]

D. 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 ESCS uses 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! statements are also 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 via conferences, written, and oral communication 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, which include well-developed evaluation techniques
- 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

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

Special Education

ESCS 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 D.

A. Overview

Empire 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, in the least restrictive environment. Empire Springs Charter School follows the guidelines and procedures set forth in accordance with all State and Federal laws.

ESCS 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 Education Improvement Act ("IDEA"). ESCS shall participate as a local educational agency ("LEA") in a special education local plan area 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. ESCS has membership in the Riverside County Special Education Local Plan Area ("SELPA").

ESCS 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.

ESCS may request related services (e.g. speech, occupational therapy, adapted P.E., nursing, and transportation) from the SELPA, subject to SELPA approval and availability. ESCS may also provide related services by hiring credentialed or licensed providers through Non-Public Agencies.

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

B. Services for Students under the IDEA

The following description regarding how special education and related services is 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 ESCS and the SELPA. A copy of the MOU will be presented to the District upon execution.

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

ESCS provides services for special education students enrolled in ESCS. ESCS follows 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. ESCS is exclusively responsible for the provision of services (including, but not limited to, referral, identification, assessment, case management, Individualized Education Program ("IEP") development, modification, and implementation).

All students with disabilities are fully integrated into the programs of ESCS with the necessary materials, services, and equipment to support their learning. The school ensures that any student with a disability attending ESCS is properly identified, assessed, and provided with necessary services and supports.

C. Staffing

All special education services at ESCS are delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. ESCS staff shall participate in in-service training relating to special education by the SELPA or ESCS.

Operating within all legally mandated timelines, ESCS is 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. ESCS shall ensure that all special education staff hired by ESCS are qualified pursuant to SELPA policies, as well as meet all legal requirements. Documentation of qualifications shall be maintained on site for inspection.

D. Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, 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, and post-secondary transition. Assessment measures 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 IEP meeting held within 60 days of receipt of the parent's written consent for assessment.

E. Identification and Referral

ESCS 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 are 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 a Response to Intervention (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 ESCS must respond in writing within 15 days. Director of Special Education or designee will notify RTI Team of the parent's request. ESCS 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 through the Multi-Tiered System of Supports have been considered and, where appropriate, utilized (Education Code Section 56303) (See Appendix E for RTI & MTSS Handbook). The assessment will be completed and an 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.

For students with existing IEPs, the charter will send notification within 5 days with the IEP meeting taking place within 30 days.

F. IEP Meetings

ESCS shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. ESCS shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the ESCS 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 ESCS representatives who are knowledgeable about the regular education program at ESCS and/or about the student. ESCS 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 IDEA, a speech therapist, psychologist, special education teacher, and behavior specialist, and shall document the IEP meeting and provide the notice of parental rights.

G. IEP Development

ESCS 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 ESCS 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 are 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 required at the appropriate age
- When ESCS 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

H. IEP Review

The IEP team formally reviews the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team also conducts 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, ESCS will have 30 days, not including school vacations greater than five days, to hold the IEP meeting.

I. IEP Implementation

ESCS shall ensure that all progress reporting complies with state and local guidelines. ESCS shall be responsible for implementation of IEPs and supervision of services. ESCS 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 ESCS's non-special education students, which is at least once during each academic term. ESCS shall also provide all homeschool coordination and information to the parent/guardian each semester. ESCS 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 in the least restrictive environment.

J. Interim and Initial Placements of New Charter School Students

For students who enroll during the school year in ESCS from another school district with a current IEP, ESCS 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 ESCS and the parent/guardian. ESCS will conduct an Interim IEP meeting within 30 calendar days. Prior to such meeting and pending agreement on a new IEP, ESCS shall

implement the existing IEP at ESCS, to the extent practicable or as otherwise agreed between ESCS and the parent/guardian.

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

ESCS shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. ESCS 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.

L. Non-Discrimination

It is understood and agreed that all children will have access to ESCS, and no student shall be denied admission nor counseled out of ESCS 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.

M. Procedural Safeguards and Parent/Guardian Complaints

ESCS shall maintain 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. ESCS 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. ESCS utilizes the Notice of Procedural Safeguards used by the Riverside County SELPA.

ESCS shall receive any concerns raised by parents/guardians regarding related services and rights. ESCS'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. ESCS 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.

N. Dispute Resolution

ESCS may initiate a due process hearing or request for mediation with respect to a student enrolled in ESCS 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, ESCS shall defend the case. In the event that ESCS determines that legal representation is needed, it shall select appropriate legal counsel.

O. SELPA Representation

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

P. Funding

ESCS understands that it is subject to the allocation plan of the SELPA.

Q. Section 504 of the Rehabilitation Act

ESCS 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 ESCS. 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 ESCS.

A 504 team will be assembled by ESCS'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 IDEA but found ineligible for special education instruction or related services under the IDEA, 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 accommodation needs 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. 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 ESCS'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.

English Learners

ESCS 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.

ESCS complies with all applicable federal and state laws concerning services and the education of EL students. ESCS 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, ESCS 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 EL students 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.

A. Home Language Survey

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

B. 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[4] and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

ESCS 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

[4] The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

C. Reclassification Procedures

The Every Student Succeeds Act (ESSA), 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 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

D. Parent Notification and Involvement

The school shall send a notification of the results of English proficiency assessments within 30 days 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.

E. Strategies for English Learner Instruction and Intervention

ESCS has created an environment in which non-English speaking families feel supported and welcomed. ESCS will continue to 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, by request.

Teachers 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, and peer support. In independent study/homeschool, students are 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 occurs each week.

ESCS staff continue to receive professional development in Specially Designed Academic Instruction in English (SDAIE), ELD instructional strategies, and reading instruction per the Multi-Tiered System of Supports pyramid 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 ESCS 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 as EL are 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 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
- **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 all ELs. 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.

F. Monitoring and Ongoing Evaluation of Program Effectiveness

EL Students are 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.

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

1) Adhering to ESCS-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress
2) Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design
3) Monitoring of student identification and placement
4) Monitoring of parental program choice options
5) Monitoring of availability of adequate resources

G. English Learner Advisory Committee (ELAC)

When there are 21 or more English learners at ESCS, 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. The ELAC has four legal responsibilities. 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

Charter School Goals and Actions to Achieve the Eight 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 produces 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 "sub-priorities."

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).

ESCS measures student achievement in the following three (3) ways:

1. ESCS will meet state calculated growth target annually in all significant subgroups and school-wide in two (2) of the last three (3) years.
2. ESCS 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 ESCS systematic online standards-based assessment tool in two (2) of the last three (3) years.

ESCS 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), ESCS 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 GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES	
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. 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.	
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	
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	
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 Common Core State Standards per the charter petition.
SUBPRIORITY C – FACILITIES	
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 *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	
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 *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 School shall, through specific enrollment and curriculum contracts, accept primary responsibility for their children's education." Parents will also be involved through activities including, but not limited to, volunteering, workshops, summer conference, parent education events, surveys, accreditation, LCAP stakeholder feedback, learning plan meetings, and various other on-site activities.
ACTIONS TO ACHIEVE GOAL	Parents will be involved through either learning plan meetings or parent/teacher conferences.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Maintain the School Site Council.
ACTIONS TO ACHIEVE GOAL	School administration will work with the Board/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 *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	
GOAL TO ACHIEVE SUBPRIORITY	Growth of students overall and at every applicable subgroup, per the State Dashboard, 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 Multi-Tiered System of Supports.
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	Schoolwide and all student subgroups will show growth per the CDE dashboard as calculated by the State Board of Education.
ACTIONS TO ACHIEVE GOAL	Instruction will incorporate testing strategies in preparation for the 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 Specially Designed Academic Instruction in English (“SDAIE”) and ELD instructional strategies, and reading instruction per Multi-Tiered System of Supports 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 Multi-Tiered System of Supports pyramid.
STATE PRIORITY #5— STUDENT ENGAGEMENT *Pupil engagement, as measured by all of the following, as applicable:* *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 VSCS Board policy, at every learning period.
ACTIONS TO ACHIEVE GOAL	Collaboration with parents and implementation of interventions as specified in our Adequate Progress and SARB board policies
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will promote 98% of 7th and 8th 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	

GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual suspension rate less than county averages.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained on Social Emotional Wellbeing component of our school policy which outlines the discipline processes. Assistant Superintendent and the Director will work with teachers and families to manage student behavior issues and concerns.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain an annual expulsion rate less than county averages.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and follow our Handbook which outlines our expulsion policy and behavior approach. Assistant Superintendent and the Director will work with teachers and families to manage student behavior issues and concerns.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
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	
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))*	
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	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency, or growth toward 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	
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 School's math program. Instructional strategies implemented in math may 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	
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.
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 may 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 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 N)	
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.

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES
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. 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.
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	
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	
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 Common Core State Standards per the charter petition.
SUBPRIORITY C – FACILITIES	
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 *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	
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 *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 School shall, through specific enrollment and curriculum contracts, accept primary responsibility for their children's education." Parents will also be involved through activities including, but not limited to, volunteering, workshops, summer conference, parent education events, surveys, accreditation, LCAP stakeholder feedback, learning plan meetings, and various other on-site activities.
ACTIONS TO ACHIEVE GOAL	Parents will be involved through either learning plan meetings or parent/teacher conferences.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Maintain the School Site Council.
ACTIONS TO ACHIEVE GOAL	School administration will work with the Board/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 *Pupil achievement, as measured by all of the following, as applicable:* *H. CA Assessment of Student Performance and Progress (CAASPP) statewide assessment* *I. The Academic Performance Index (API)* *J. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education* *K. 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)* *L. EL reclassification rate* *M. Percentage of pupils who have passed an AP exam with a score of 3 or higher* *N. 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 standard met 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 Multi-Tiered System of Supports.
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 State Board of Education.
ACTIONS TO ACHIEVE GOAL	Instruction will incorporate testing strategies in preparation for the 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 Specially Designed Academic Instruction in English ("SDAIE") and ELD instructional strategies, and reading instruction per Multi-Tiered System of Supports 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 Multi-Tiered System of Supports pyramid.
STATE PRIORITY #5— STUDENT ENGAGEMENT *Pupil engagement, as measured by all of the following, as applicable:* *F. School attendance rates* *G. Chronic absenteeism rates* *H. Middle school dropout rates (EC §52052.1(a)(3))* *I. High school dropout rates* *J. 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 ESCS Board policy, at every learning period.
ACTIONS TO ACHIEVE GOAL	Collaboration with parents and implementation of interventions as specified in our Adequate Progress and SARB board policies
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will promote 98% of 7th and 8th 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:* *D. Pupil suspension rates* *E. Pupil expulsion rates* *F. 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. Assistant Superintendent and the Director will work with teachers and families to manage student behavior issues and concerns.
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 our Handbook which outlines our expulsion policy and behavior approach. Assistant Superintendent and the Director will work with teachers and families to manage student behavior issues and concerns.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
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	
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))*	
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	
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	
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 School's math program. Instructional strategies implemented in math may 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	
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.
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 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 N)	
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.

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).

ESCS expects all students to achieve the state content standards by graduation but not all will progress at the same rate. Homeschool specialists shall consider each student's individual abilities, interests, and talents in utilizing these measurements. ESCS administers the mandated state assessments as an independent entity and also meets any required state performance standards developed. ESCS 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 San Bernardino County and across the State of California.

Please refer to the table in the previous section for a description of the assessments ESCS shall utilize in its educational program, which are aligned to the eight State Priorities and demonstrate multiple measures for each subject area. ESCS 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 homeschool 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 ESCS believes all students can learn and will achieve at high levels when offered appropriate curriculum, time, and support. All students 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 ESCS 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 ESCS 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 ESCS, 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 ESCS guidance team will advertise opportunities for students to apply for scholarships for which they may qualify.

A. Assessment

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

ESCS 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 ESCS are 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 ESCS, competency is measured through a variety of assessments aimed at capturing a complete picture of student knowledge and recognizing a variety of intelligences. Competency is 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. ESCS 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 ESCS 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.

ESCS 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.

B. Use and Reporting of Data

ESCS 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 and CAASPP questions are used to assess formatively and summatively. By using ESCS'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, ESCS 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.

ESCS 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.

ESCS 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.

ESCS 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. ESCS parents are educated at the beginning of the year about how to monitor their own student's data via the Canvas online interface.

C. Improvement Plan

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

D. 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

E. 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.

F. 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.

G. Reporting of Data to the ESCS Board and Community

The ESCS 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 ESCS Board at the end of the school year at a public meeting. Data from the performance report is translated into the SARC that is published on ESCS' website.

H. Reporting of Data to Families and Students

Students and families are 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 are 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.

I. SARC & LCAP

ESCS complies with state mandated requirements applicable to charter schools regarding the SARC and Local Control and Accountability Plan (LCAP). The SARC is accessible to all parents via the ESCS website. Progress toward LCAP goals are tracked through a variety of instruments, such as OASIS, our student database system; OARS, our assessment reporting system; and our budget. This data is analyzed quarterly by administrative leadership to help us meet our LCAP goals.

Element D: School Governance Structure and Parental Involvement

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

A. Legal Status

Empire Springs Charter School (ESCS) is operated by Empire Springs Charter School, Inc. (ESCS, Inc.), a California nonprofit public benefit corporation. It is a stand-alone corporation and not a subsidiary of a district or other body. As outlined in Education Code section 47604(c): the authority that grants a charter to a charter school to be operated by, or as, a nonprofit 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. Administration shall maintain 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 Helendale School District. Details of this policy are outlined in a Memorandum of Understanding (MOU) between ESCS and Helendale School District, and a copy of this policy is available to Helendale School District upon request. ESCS acts as its own fiscal agent to the fullest extent of the law. ESCS implements the provisions of charter school legislation and the State Department of Education directives regarding charter schools.

Attached, please find the ESCS Articles of Incorporation (Appendix O), Corporate Bylaws (Appendix P), and Conflicts of Interest Code (Appendix Q).

B. Sole Statutory Member

The sole statutory member of the Empire Springs Charter School nonprofit corporation is Springs Charter Schools, Inc., a California nonprofit corporation which will seek tax exempt 501(c)(3) status. This nonprofit was created to promote charter schools affiliated with Springs Charter Schools, Inc. Springs Charter Schools is responsible for approving the appointment of the individuals who will serve as the ESCS Board of Trustees. Additional rights include: (1) filling vacancies on the ESCS Board of Trustees; (2) removal of the ESCS Trustees; (3) approving any merger and its principal terms and any amendment of those terms; and (4) any election to dissolve the corporation.

C. Conflict of Interest

A Conflict of Interest policy is in place that complies with the Political Reform Act, Government Code Section 87000 and nonprofit corporation law, which applies to all board members and employees. No Board of Directors member or employee of ESCS or ESCS, Inc. can be an employee of or derive direct or indirect benefit from the activities of any vendor with whom the school may contract with in the future, except as may be permitted by law. Board members shall reveal all conflicts of interest

as they arise in the course of school business and shall not participate in a vote on any matters where such a conflict exists. Annual disclosure statements shall be required.

D. District Oversight

At any time, Helendale School District staff has the right to inspect and observe any part of ESCS's operations, pursuant to Education Code 47607(a)(1).

E. Administrative Services

ESCS will conduct all administrative and business services on behalf of ESCS on a percentage basis of all services and support rendered to the school. This support includes back office, academic, special education, and executive management from ESCS at its Administrative Offices located at 43466 Business Park Drive, Temecula, CA 92590.

F. Governance

Parent and community involvement in the governance of the school is assured by virtue of their integrated participation in the Board of Directors. ESCS, Inc. is governed pursuant to the bylaws adopted by the Board of Directors and as subsequently amended pursuant to the amendment process specified in the bylaws.

G. Board of Directors

The Board of Directors of ESCS, Inc. will include three (3) to seven (7) voting board members. Board members shall be members of one of the following two groups: parents or community members. Board members must reside in San Bernardino County or in a contiguous county where ESCS students are served. In accordance with Education Code Section 47604(b), Helendale School District may appoint a single representative to sit on the ESCS Board of Directors. The Board of Directors shall exercise final authority on all matters concerning ESCS. The Board of Director's major roles and responsibilities will include approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, approving the selection of the Executive Director, and ensuring that all provisions of Charter School legislation is followed. The Executive Director will have the authority and responsibility of managing the day-to-day operations of ESCS including the selection of administrative, certificated, and classified personnel.

H. 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), shall take place at least quarterly and shall be held at a location within San Bernardo County or in a contiguous county.

I. Memorandum of Understanding with Sponsoring District

The details of the working relationship between Helendale School District and ESCS will be delineated in a memorandum of understanding (MOU).

Element E:
Qualifications of Individuals Employed by the Charter School

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

ESCS, Inc. 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), ESCS is nonsectarian in their employment practices and all other operations. ESCS 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 issued licensure by the California Commission on Teacher Credentialing. All ESCS employees are "at-will" employees. All at-will employees may be terminated with or without cause.

The charter school is a school of choice and no person is forced to work for the organization. The charter will comply with all federal and state laws regarding employee records. ESCS will meet all federal/state guidelines under the ESSA.

A. Recruitment of Empire Springs Staff

ESCS 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 ESCS Board delegates authority for the overall administration of the Charter 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 ESCS. 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 is 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, IDEA 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/ 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, including Homeschool Specialists (all whom are credentialed teachers)

Credentialed 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

All ESCS teachers (TK-12) 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 requirements outlined in Education Code Section 47605(l).

In ESCS all Transitional Kindergarten (TK) teachers are held to the standards as set forth in SB 876 pursuant to EC 48000 (g). At minimum teachers will have completed 24 units of early childhood education or child development; professional experience in classroom setting with preschool age children or a child development permit issued by the CTC.

When appropriate, ESCS 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 ESCS 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 homeschool specialists, 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 each week. Employee may be assigned additional related duties as required by ESCS.

Essential Duties and Responsibilities:

- Support the vision and work of Empire Springs Charter School
- Coach and support of all single subject teachers in the department, including mentoring new teachers in the induction program
- 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 Response to Intervention 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 learning management system, 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 Resource 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 ESCS 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) Homeschool Specialists

Empire Springs homeschool specialists are primarily responsible for ensuring that the school's educational program is implemented in the students' homes or the communities. Homeschool specialists act as instructional leaders for the homeschool families, serving an ambassador role between the family and the school. Homeschool specialists must be able to support and disseminate curriculum in their subject area, as well as those areas created by other qualified teachers. Homeschool specialists are expert assessors with the ability to assess in a variety of modes and for a variety of skills. Homeschool specialists 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 ESCS' mission of personalized learning.

In addition to their academic/instructional leader role, the duties of homeschool specialists 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

All ESCS homeschool specialists 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 requirements outlined in Education Code Section 47605(l).

All homeschool specialists 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 ESCS' 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 ESCS, 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 Empire Springs staff members will receive regular, ongoing professional development throughout the year, consistent with their location or area of concentration. Annually, all 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.

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Element F: Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it 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, ESCS will adopt and implement full health and safety procedures and risk management policies at our school facility in consultation with its insurance carriers and risk management experts. A full draft is provided to the District for review at least 30 days prior to operation.

ESCS 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

ESCS will comply with all applicable federal and state laws regarding criminal background checks and fingerprinting. ESCS will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees and contractors prior to employment and/or any more than limited contact with ESCS pupils. Employees, and contractors as applicable, 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 Superintendent shall monitor the fingerprinting and background clearance of the Assistant 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 employees are mandated child abuse reporters and will follow all applicable reporting laws and the policies and procedures adopted by the ESCS Board of Directors. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

C. TB Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, are assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

D. Immunizations

ESCS 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 are required to submit verification of required immunizations before enrolling in a ESCS program that includes scheduled classroom time.

E. Medication in School

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

F. Vision/Hearing/Scoliosis

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

G. Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1) A description of type 2 diabetes.
2) A description of the risk factors and warning signs associated with type 2 diabetes.
3) A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4) A description of treatments and prevention methods of type 2 diabetes.
5) A description of the different types of diabetes screening tests available.

H. Emergency Preparedness

ESCS 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 is reviewed and updated annually.

I. Blood Borne Pathogens

ESCS 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.

J. Drug Free/Smoke Free Environment

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

K. Trainings

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

L. Facility

In accordance with EC Section 47610, ESCS' school facility is certified by the local authorities to be in compliance with all regulations for schools, including ADA. ESCS will assess potential and current school buildings for structural safety, using the existing state, county and city standards. ESCS, at its own cost and expense, is 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. ESCS will obtain a Certificate of Occupancy prior to the start of school.

ESCS shall conduct monthly fire drills for staff and students. Additionally, ESCS will test sprinkler systems, fire extinguishers, and fire alarms as required by law to ensure they are maintained.

M. Comprehensive Sexual Harassment Policies and Procedures

ESCS will provide a school that is free from sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. ESCS 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 is addressed in accordance with the ESCS 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).

ESCS shall actively seek to match the racial and ethnic backgrounds of the general population residing within the territorial jurisdiction of the District. ESCS 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 ESCS 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 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 community, ESCS may engage in the following specific actions:

1) Provide flyers to local libraries within San Bernardino County boundaries and follow up on these

2) Contact PTSO and PTSA parents at San Bernardino County schools with diverse populations near our Resource Center location(s).

3) Ask to send and/or drop off bilingual flyers to the local schools

4) Contact local private elementary, middle and high schools to share about ESCS

5) Place an advertisement in English and Spanish written San Bernardino newspapers

6) Request information about parent events at local schools

7) Contact local community education networks, churches, and youth centers to disseminate information about our program

ESCS will provide all materials in English and Spanish and in other languages as needed. ESCS 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: Admission Requirements

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

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

ESCS 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. ESCS 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, unless required by Education Code Section 51747.3.

Students admitted to ESCS must understand and value the school's mission and be committed to the school's instructional and operational philosophy. Admission to any ESCS program shall be open to any resident of San Bernardino County or the contiguous counties. Prospective students and their parents are briefed regarding ESCS's instructional and operational philosophy and are informed of any student-related policies. ESCS 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.

ESCS may enroll students from a wide geographic area that includes San Bernardino, Riverside, Orange, and Los Angeles Counties. Applications are 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 are 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 ESCS 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) homeless and foster youth, 2) siblings of current students, 3) children of currently employed ESCS staff, and 4) residents of the District.

A. 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 ESCS, will be placed on cards that are of equal size and shape, grouped by priority. 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. The first lottery will consist of foster and homeless youth, based on student application information. If additional spaces are available, a second lottery consisting of siblings of current students will occur. If additional spaces are still available then a third lottery will occur consisting of children of currently employed ESCS staff. If, after all three lotteries are complete, there are additional spaces available then a fourth lottery will be held consisting of students who are residents of the District.

Due to preference given to siblings of ESCS 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. At no time will children of staff, board members, or founders exceed 10% of the total enrollment.

B. 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 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. In no circumstance will a waitlist carry over to the following school year. Application documents for those not enrolled in the charter will be entered into the student information system as never attended and retained per state guidelines.

ESCS 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 ESCS'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 ESCS to the District.

Students with exceptional needs may not be denied admission to ESCS 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.

Prior to enrollment, all parents must sign a parent/student contract regarding ESCS outcomes, philosophy, program, and any other applicable requirements.

Students who are enrolled in ESCS may not be concurrently enrolled in a private school.

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Element I: Independent Financial Audit

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).

An annual independent financial audit of the books and records of the Charter School is conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School financial records are kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit employs generally accepted accounting procedures.

The ESCS Board of Directors contracts with an independent auditor experienced in charter school finance to conduct an annual audit of ESCS's financial affairs. The auditor must have, at a minimum, a CPA and educational institution audit experience, and must be approved by the California Department of Education to conduct audits for LEAs. The audit will verify the accuracy of ESCS'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. Each annual budget will include an expenditure for this service.

The Board of Directors will review any audit exceptions or deficiencies and determine the means for resolving any such exceptions or deficiencies, including costs. 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.

ESCS 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, ESCS shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding its financial records, from its

chartering authority, the County or from the Superintendent of Public Instruction, and shall consult with the requesting entity regarding any inquiries.

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 Empire Springs Charter School. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as ESCS'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. For ESCS's full Suspension and Expulsion Policy, please see Appendix R.

ESCS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its procedures are 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.

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.

ESCS 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.

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.

I. Enumerable 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.
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.
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.
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.
12) Knowingly received stolen school property or private property.
13) Possessed an imitation firearm.
14) Committed or attempted to commit a sexual assault or committed a sexual battery.
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.

18) Made terrorist threats against school officials and/or school property.

19) Committed sexual harassment, as defined in Education Code Section 212.5.

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 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 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 creation or transmission originated on or off the school site, 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, video, 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.

c) An act of cyber sexual bullying.
   i. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
   ii. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

d) Notwithstanding subparagraphs (b) and (c) 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.

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:

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.

C. Discretionary Expellable Offenses

Students may be recommended for expulsion 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 or 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.

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.

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.

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.

12) Knowingly received stolen school property or private property.

13) Possessed an imitation firearm.

14) Committed or attempted to commit a sexual assault or committed a sexual battery.

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.
18) Made terroristic threats against school officials and/or school property.

19) Committed sexual harassment, as defined in Education Code Section 212.5.

20) Caused, attempted to cause, threatened 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 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 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 creation or transmission originated on or off the school site, 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, video, 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. An act of cyber sexual bullying.
      (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
      (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iv. Notwithstanding subparagraphs (ii) and (iii) 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.

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 student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
2) 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.

II. 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. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

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.

III. 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.

IV. 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 in open session three (3) days prior to the date of the scheduled 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:

1) The date and place of the expulsion hearing;
2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4) 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;
5) The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6) The right to inspect and obtain copies of all documents to be used at the hearing;
7) The opportunity to confront and question all witnesses who testify at the hearing;

i. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

A. 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.

1) 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.
2) 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.
3) At the discretion of the entity 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.
4) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5) The entity 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.
6) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7) 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 entity 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.
8) 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.

9) 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.
10) 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.

B. 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.

C. 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.

D. 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 ESCS 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.

E. 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.

F. 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 Empire Springs Charter School . The appeal must be filed within 30 calendar days following the decision of the Administrative Panel to expel the student.

G. Expelled Pupils/Alternative Education

Parents/guardians of 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.

H. 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.

I. 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 parent/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 Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

J. 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 (which could constitute a change of placement and the student's IEP would reflect this change), 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 alterative 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 direct 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 student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), 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) school 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: Retirement Systems

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 ESCS shall participate in the State Teacher's Retirement System (STRS). Non-certificated employees of ESCS shall participate in the Public Employees' Retirement System (PERS), and Social Security. The ESCS 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 Human Resources Department as part of the new hire process. The Human Resources Department shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made. A complete list of the positions covered under each system resides in the ESCS Human Resources Department and are available for inspection by the District.

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Element L: Public School 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 ESCS is entirely voluntary on the part of the students who enroll and no student may be required to attend ESCS. If a student chooses not to attend ESCS, they have the option of attending a public school in their district of residence or to pursue other educational alternatives. Parents and guardians of each student enrolled in ESCS are 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 ESCS, 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: The rights of an 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 ESCS. Persons employed at ESCS are not considered employees of the District for any purpose whatsoever. Employees of the District who resign from employment to work at ESCS 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 ESCS 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).

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

Any dispute between ESCS and the District (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 ESCS and the District, ESCS staff, employees, and Board Directors and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Superintendent of the Charter School. In the event that the District's 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, ESCS requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District 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 District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Charter School Superintendent and District 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 District 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 ESCS 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 District and the Charter School.

ESCS is aware that the District's Board of Education's discretion to revoke the Charter is not proscribed by the requirement to participate in the dispute resolution process. Additionally, ESCS 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

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

Element P: Closure Procedures

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)(O).

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

1) The ESCS Board of Directors shall adopt a resolution 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 ESCS, the District, the County, the Charter School's SELPA, the retirement systems in which ESCS'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 ESCS 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 ESCS.

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, ESCS will provide parents, students, and the District 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. ESCS will ask the District to store original records of ESCS students. All ESCS student records will be transferred to the District upon closure. If the District 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, ESCS will prepare final financial records. ESCS will also have an independent audit completed within six months after closure. ESCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant and selected by ESCS 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 ESCS.

8) ESCS will complete and file and annual reports required pursuant to Education Code section 47604.33.

9) On closure of ESCS, all assets of ESCS, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending ESCS, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C.§ 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or the District property will be promptly returned upon ESCS closure to the District. 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, ESCS shall remain solely responsible for all liabilities arising from the operation of the Charter School.

11) As ESCS 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 ESCS budget, ESCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

The ESCS 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.

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Additional Provisions

D. Revision/Amendments of the Charter

This Charter may be amended by the written mutual agreement of the ESCS 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.

E. Term of the Charter

The term of this charter shall be five years commencing July 1, 2017 through and including June 30, 2022 and may be renewed for subsequent five-year terms by the District Board of Education.

F. Revoking the Charter

The District's 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) ESCS committed a material violation of any of the conditions, standards, or procedures set forth in the charter or MOU.

2) ESCS failed to meet or pursue any of the pupil outcomes identified in the charter.

3) ESCS failed to meet generally accepted accounting principles or engaged in fiscal mismanagement.

4) ESCS violated any provision of law.

G. 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 District and ESCS shall be detailed in a separate MOU.

ESCS will contract with River Springs, Harbor Springs, and Citrus Springs Charter Schools for back office services per the draft MOU found in Appendix S. The draft MOU outlines the respective roles and responsibilities of ESCS, its Board of Directors, and the Charter Schools. A copy of the MOU shall be provided to the District promptly following its execution. The ESCS Board of Directors reserves the right to contract with a different back-office provider at any time pursuant to the needs of ESCS 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 ESCS 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.

ESCS 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.

H. 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).

Education Code sections 47605, subdivisions (d)(1) and (d)(2)(A) require a charter school to enroll all students who wish to attend and specifically prevents the school from discriminating against applicants on the basis of residency. Education Code Section 51747.3, subdivision (b)(1) modifies this requirement for those charter schools providing independent study, in that it limits such charter schools to claiming average daily attendance for those students who are residents of the county in which the charter school is authorized or are residents of any county immediately

adjacent to the county in which the charter school is authorized. Taken together, these sections require that a nonclassroom-based/independent study charter school accept all residents of the "home county" (i.e., the county in which the charter school's authorizer is located) or adjacent counties who wish to attend the school.

Additionally, any charter school offering independent study must provide appropriate existing services and resources to enable pupils to complete the independent study successfully, including learning centers and study areas. (§ 51746, as specifically applied to charter schools by § 47612.5, subd. (b).) These facilities allow a nonclassroom-based independent study charter school to provide a space for meeting teachers, testing, tutoring, teacher-student meetings, special education, and college mandatory laboratory work, among other functions. Access to such supporting services is necessary to help fulfill the legislative goal that "the independent study option is expected to be equal or superior in quality to classroom instruction." (California Department of Education Independent Study Manual [2000 Edition, revised as of 2015], Chp. 1, pg. 1.)

As ESCS is a non-classroom based/independent study charter school, the District and ESCS understand and agree that ESCS must serve any interested students throughout San Bernardino County and adjacent counties pursuant to Education Code Section 51747.3, and 47605, subdivisions (d)(1) and (d)(2)(A). Additionally, ESCS must provide appropriate services and resources to enable ESCS's students to complete their independent study successfully. As such, ESCS utilizes resource centers (or "learning centers") to facilitate its independent study program and offer supporting services to students including, but not limited to, testing, tutoring, wet labs, special education services, and teacher-student meetings.

Accordingly, ESCS shall locate one resource center within San Bernardino County per Education Code Section 47605.1(d), as follows:

Rancho Cucamonga Resource Center
8968 Archibald Avenue
Rancho Cucamonga, CA 91730

ESCS affirms that its Rancho Cucamonga Resource Center complies with all requirements of Education Code Section 47605.1(d), in that ESCS has attempted to locate a single site or facility to house the entire program, but such a facility or site is unavailable in the area in which ESCS chooses to locate, and has complied with all notification requirements. Specifically, ESCS affirms that it engaged Foundry Commercial to conduct a search within the District's geographic boundaries for any properties between 18,000 and 20,000 square feet in total size. ESCS further affirms that the realtor's search resulted in zero (0) properties for lease within the District's boundaries that met these search parameters. (A letter from Foundry Commercial documenting its search and search results is attached hereto as Appendix T.)

I. 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 fiscal year 2018 budget is included in Appendix G.

ESCS 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.

J. Insurance

ESCS finances 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 are based on recommendations provided by the District and ESCS's insurer. The District Board of Education is named as an additional insured on all policies of ESCS. Prior to opening, ESCS will provide evidence of the above insurance coverage to the District.

K. Potential Civil Liability Effects

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

ESCS shall operate 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. ESCS 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 ESCS.

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

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

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

L. Memorandum of Understanding and Indemnification

ESCS anticipates that it shall enter into a memorandum of understanding ("MOU") with the District to outline the agreement of ESCS and the District governing the parties' respective fiscal and administrative responsibilities, legal relationship, and operation of ESCS.

The MOU shall include an indemnification provision to cover the actions of ESCS under this Charter. As ESCS recognizes that it cannot bind the District to an indemnification clause to which the District does not agree, the following language is intended as a starting point and may be amended per the MOU between the parties:

ESCS shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless the District, its officers, directors, and 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, ESCS's

performance under this Agreement, the Charter or any acts or errors or omissions by ESCS or its board of directors, administrators, employees, agents, representatives, volunteers, successors and assigns; provided, however, that ESCS shall not have any obligation to indemnify, hold harmless or defend the District and/or District Personnel against and from 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, ESCS's performance under this Agreement, resulting from or arising out of the negligence or intentional acts, errors or omissions of the District and/or District Personnel of District and/or District Personnel.

Empire Springs Charter School

APPENDICES

Kathleen Hermsmeyer Ed.D.

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 Systems **July 1998 to 2000**
3rd Street, Lincoln, CA
Education Specialist

*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 **March 1997 to 2000**
Freeport Blvd, Sacramento, CA
Adjunct Faculty, Communication Information Systems

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

Chapman University **October 1997 to 2000**
Sacramento, CA
Adjunct Faculty

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

*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 **January 1997**
Sacramento, CA
Adjunct Faculty

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

*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 **September 1993 to August 1995**
701 N. Madison St., Stockton, CA
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 **September 1991 to June 1993**
36-38 Kensington Park Rd., London
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 **September 1988 to August 1991**
701 N. Madison St., Stockton, CA

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 in-service 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

Professional Honors & Education-Related Experience

*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)

Education

University of the Pacific **Received Ed.D. in June, 2000**
Stockton, CA

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

2015-16 High School Handbook

Guidance & Counseling Department
27740 Jefferson Avenue
Temecula, CA 92590
P: (951) 252-8833
F: (951) 252-8801
guidance@springscs.org

www.SpringsCharterSchools.org

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.

Table of Contents

Advisement Process	Section 1
About Springs High School	7
Student Goal Setting	8
Post-Graduate Academic Options	9
Career Technical Education	10
Working with Struggling Students	11
Working with High Achieving Students	12
Concurrent Enrollment	13
Dual Enrollment	16
The Role of a High School Counselor	17
Middle School Advisement	18
Math Course Sequence Advisement for grades 8-12	19
High School Advisement Sheet	21

High School Policies and Procedures	Section 2
Graduation Requirements	25
High School Enrollment Policy	26
UC/CSU Admissions Requirements	27
Math I Policy	28
Assigning Student Grade Level	30
Course Sequence, Grades, and Units	31
Grades to Date Policy	31
Transcripts	34
Drivers Education	35
Graduation Verification & Ceremony	36
NCAA Eligibility for Students	37
Work Permits	38
California High School Proficiency Exam	40
GED Foundation Course	41



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 scholorships 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
Complete Matriculation Process at Desired College of Attendance Refer to individual college website for required steps	✖	
Complete Required Concurrent Enrollment Paperwork & Submit to SCS for Approval • 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.	✖	✖
Request Transcripts from SCS if Required Not all colleges require official transcripts for concurrent enrollment. Request transcripts by emailing **transcripts@springscs.org**. Please include • Student's Name • Student's date of birth • Reason for Request • Where you would like the transcript sent (address, attention/department, etc.)	✖	✖
Submit Required Forms and Documents to College SCS will not submit documents on a student's behalf.	✖	
Register for Approved College Courses Refer to college website for registration process, date, and time.	✖	
Complete College Course with a C or Better	✖	
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 – Springs Charter Schools Attn: Transcript Technician 43466 Business Park Dr. Temecula, CA 92590 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.	✖	
Credits Awarded on High School Transcript		✖

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.

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

	7th	8th	9th	10th	11th	12th
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.

	7th	8th	9th	10th	11th	12th	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.

	7th	8th	9th	10th	11th	12th	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.

	7th	8th	9th	10th	11th	12th
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)					✓	✓

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 _____ Keys High School

_____ Home 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*

2

High School Policies & Procedures

	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.

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 <u>early</u> 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:

   <u>Option #1</u>
   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)

   <u>Option #2</u>
   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.

Transcripts

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 polices, 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.

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

2016-17 Springs Charter Schools 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)

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
Completion of the one year Algebra I requirement may be met through successful completion of a two-year Math 1 and 2 sequence *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.*			

Mathematics – 20 Units

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
Math 3 A/B (P)	Math 2 or instructor approval	9-12	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

Course Title	*Pre-Requisite/Placement*	*Grade Level*	*Graduation Goal*
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

Course Title	*Pre-Requisite / Placement*	*Grade Level*	*Graduation Goal*
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

Course Title	*Pre-Requisite / Placement*	*Grade Level*	*Graduation Goal*
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

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

Government – 5 Units

Courses listed meet SCS Government requirements

Course Title	*Pre-Requisite / Placement*	*Grade Level*	*Graduation Goal*
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

Course Title	*Pre-Requisite*	*Grade Level*	*Graduation Goal*
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

Course Title	*Pre-Requisite*	*Grade Level*	*Graduation Goal*
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 (P)	Algebra I with "C" or higher	11-12 recommended, 9-12 ok	UC/CSU
Environmental Science w/Lab A/B (P)	None	10 recommended, 9-12 ok	UC/CSU

Health – 5 Units

Courses listed meet SCS Health requirements

Course Title	*Pre-Requisite*	*Grade Level*	*Graduation Goal*
Health	None	9-12	Diploma

Physical Education – 20 Units

Courses listed meet SCS Physical Education requirements

Course Title	*Pre-Requisite*	*Grade Level*	*Graduation Goal*
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.

Course Title	*Pre-Requisite /Placement*	*Grade Level*	*Graduation Goal*
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
Instrumental Music (P)	None	9-12	UC/CSU

Special Interest –60 Units

Courses listed meet SCS Special Interest requirements

Course Title	*Pre-Requisite /Placement*	*Grade Level*	*Graduation Goal*
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
Earth Science (P)	None	9	UC/CSU (G)
Horsemanship 1A-2B	None	9-12	Diploma
Japanese 1A-2B	None	9-12	Diploma
Math Essential 1A-3B	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	None	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*
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	None		
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 Marketing and Advertising 1 A/B (P)	None	9-12	UC/CSU
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/ Career Technical Education (CTWEE)	Instructor Approval	9-12	Diploma & Career Specific
Internship (EWEE) 1A-3B	Instructor Approval	9-12	Diploma
Internship / Work Experience Education (GWEE) 1A-2B	Instructor Approval	9-12	Diploma
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

Course Title	*Pre-Requisite*	*Grade*	*Graduation Goal*
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



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Special Education Procedural Guide
May, 2015

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Special Education Procedural Guide

Introduction 3
Referral Process 3
Assessment Plans and Prior Written Notice (PWN).....4
Procedural Safeguards 4
Special Education Timelines 5
Individualized Education Program (IEP) Meetings 6
IEP Content 7
Presentation of Assessment Reports 8
Outside Reports
Eligibility Criteria 8
Interim Placement 9
Comparable Services
Vision and Hearing Screenings 9
State Testing 9
General Office Procedures 10
Compliance Monitoring
Maintenance of Pupil Records
Destruction of Pupil Records
Appendixes
Appendix A: Scheduling IEP Meetings 11
Academy Students
Home School Students
Appendix B: Obtaining Signatures for IEP 12
Team Member Signature
Parent Signature
Appendix C: Interim IEP Placement Process 13
Appendix D: Compliance Monitoring Tool 15

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 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.

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 RtI Team of the parent request. SCS will hold an RtI meeting within 10-15 days to address the parent's concerns. All RtI 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

A copy of the Procedural Safeguards can be found at
http://www.rcselpa.org/iep_forms/?portalId=206030&pageId=648515&objectId.139982=732981&contextId.139982=683840&parentId.139982=683841

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 (I) EC 56343.5
- ***Initial Assessment and IEP Development***
    - Attach Procedural Safeguards and Prior Written Notice (PWN) within15 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.

For detailed information on Assessment Practices, Guidelines, and Eligibility see the Riverside County SELPA website at http://www.rcselpa.org/common/pages/DisplayFile.aspx?itemId=4774556

For detailed information and instruction on completing all portions of the IEP, see the Riverside County SELPA website at http://www.rcselpa.org/common/pages/DisplayFile.aspx?itemId=4709775

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.

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 <u>not</u> 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: ❍30 day IEP Meeting ❍30 day/Annual IEP Meeting ❍Amendment		Yes	No	
Copy of Notice of Meeting if : ❍ 30 day IEP Meeting ❍ 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: _____

Response to Intervention (RtI) & MTSS Handbook

For Teachers of Record and Homeschool Education Specialists

Revised January 2017
Springs Charter School
Personalize Learning Department

TABLE OF CONTENTS

PURPOSE OF RTI	3
RTI DEFINED	3
DATA-DRIVEN DECISION MAKING MODEL	4
RTI – TIER 1 MEETINGS	4
TIER 1 (ALL STUDENTS) ACTIVITIES CHECKLIST:	8
STUDENTS WITH DISABILITIES: 504	11
GRADE LEVEL RETENTION/PROMOTION	12
I-READY	14
SCHEDULE FOR THE I-READY ADMINISTRATION	14
USING LEXILE SCORES TO DETERMINE GRADE LEVEL EQUIVALENCY	15
USING DIBELS NEXT TO DETERMINE GRADE LEVEL EQUIVALENCY	21
SAN DIEGO QUICK	25
SCS PERFORMANCE STANDARDS FOR WRITING	26
DEVELOPING AN INTERVENTION PLAN	28
EXAMPLE OF A PROGRESS MONITORING SCHEDULE	29
PROGRESS MONITORING PROBES- TIER 2/3	30
EXAMPLE OF READING PROBES-TIER 2/3	30
WHERE TO GET PROGRESS MONITORING PROBES FOR ORAL READING FLUENCY-TIER 2/3	30
EXAMPLES OF MATHEMATICS PROBES-TIER 2/3	31
2015 GOAL SETTING, INTERVENTION, AND PROGRESS MONITORING CHART "GSIP" WITH ASSESSMENT OPTION	32
ABC'S OF BEHAVIOR INTERVENTION WITH EXAMPLES	40
GLOSSARY OF COMMONLY USED TERMS	58

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.

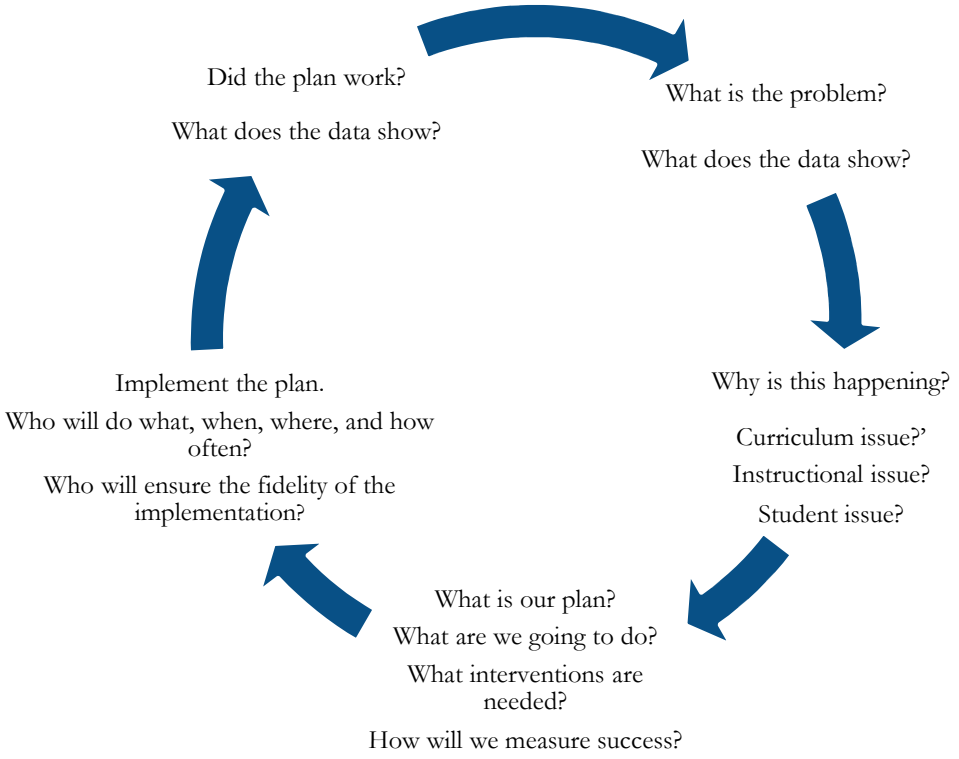
RtI Defined

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.

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**

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

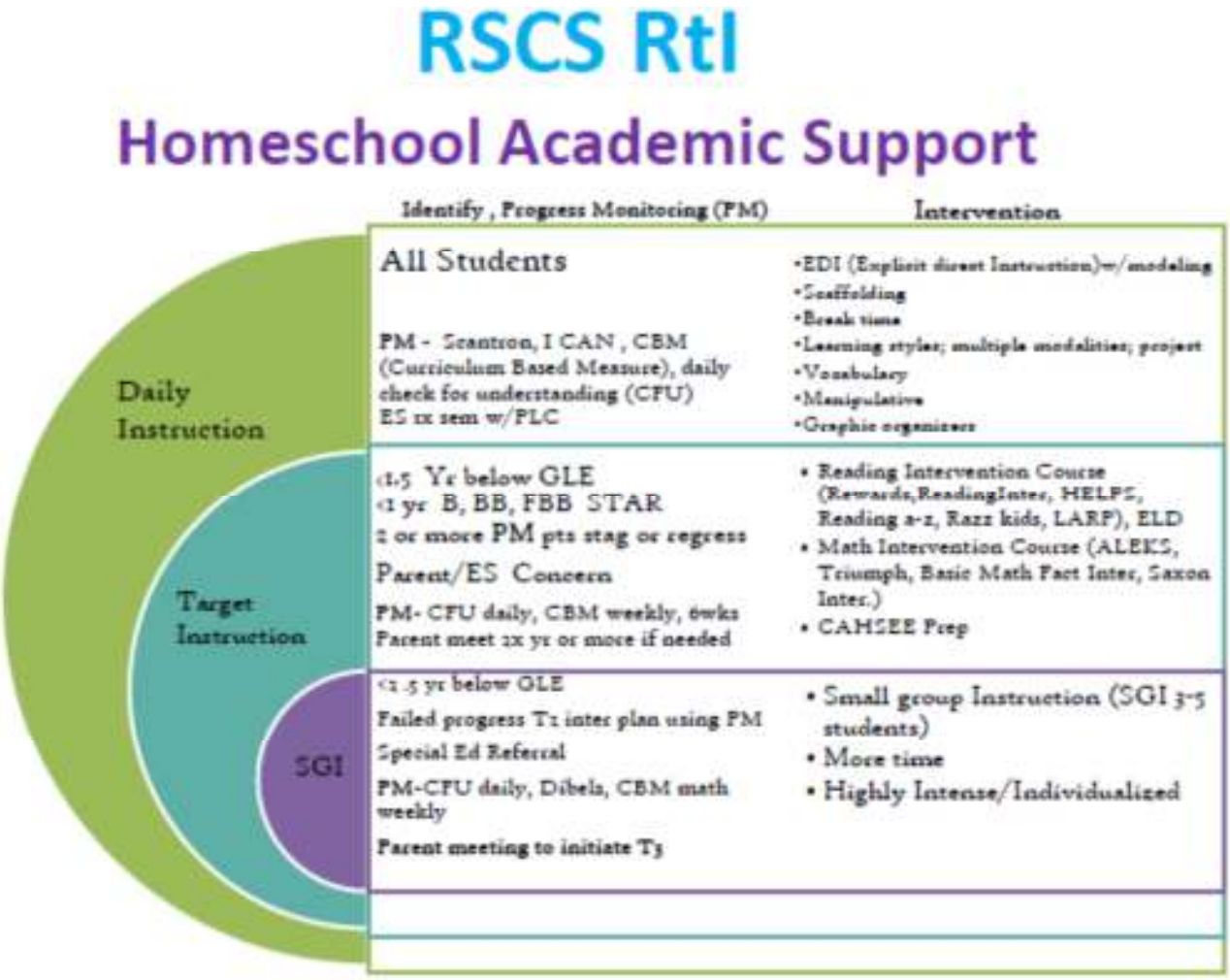
When staff determines that an RTI Tier 2 meeting is needed to discuss their concerns about student performance with the parent or to incorporate a more intensive intervention plan, a Tier 2 meeting will be arranged.

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

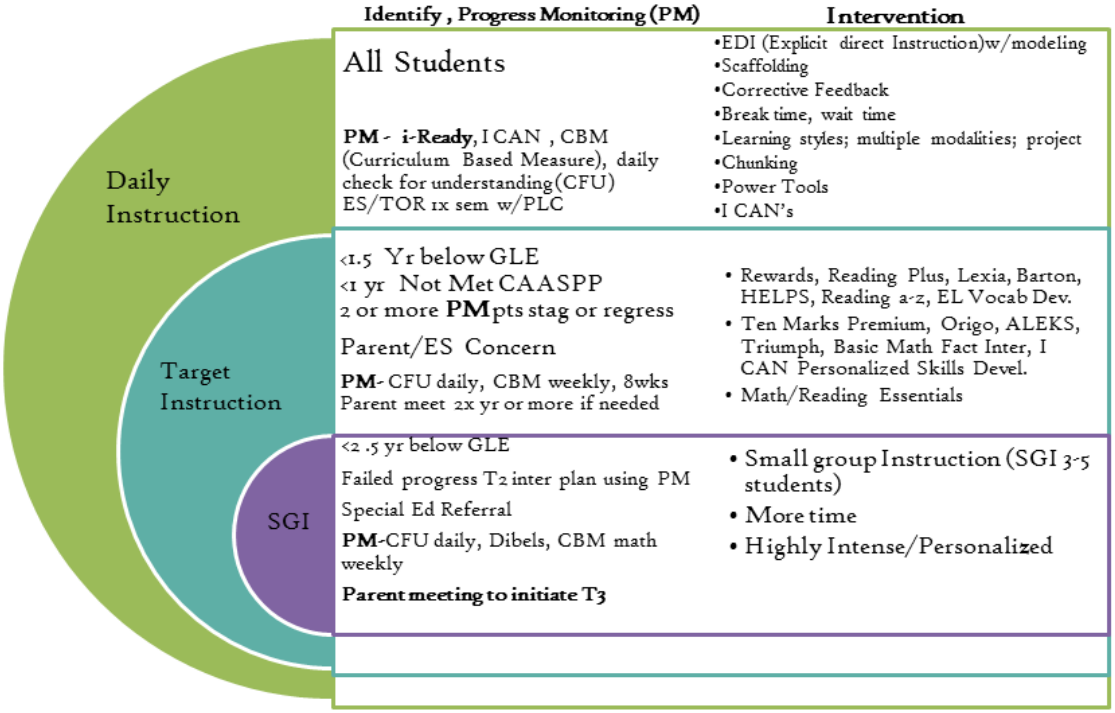
recommendations to the RtI local team or begin the assessment process.
The RTI team will continue to meet with staff and parents at 6-8 week intervals until the assessment process is completed and a final determination for additional services has been made. This step in the process will insure a smooth 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 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.

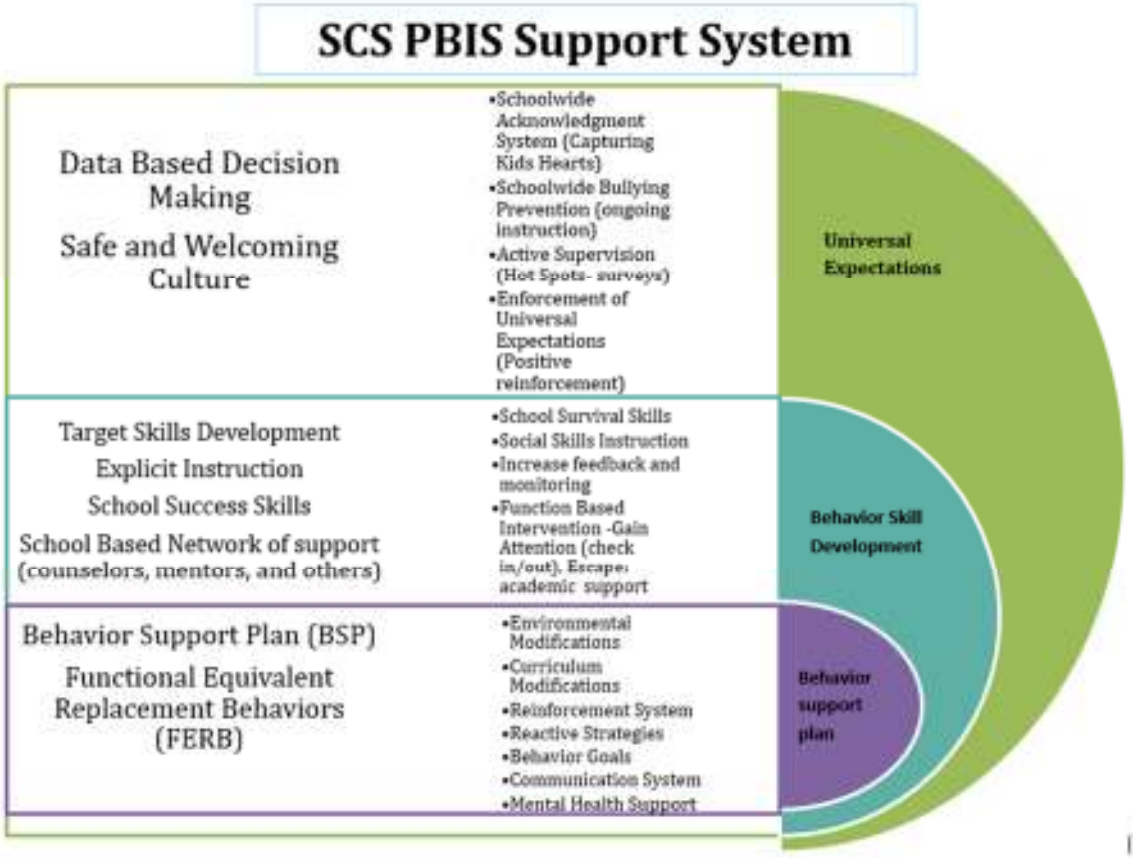
Parent requests for evaluation to determine if their student qualifies for special education services must, by law, be addressed within a designated number of days from the date of the request.
When a Springs' parent makes a verbal or written request for evaluation of their student two actions must be 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.



SCS RtI

Academic Support





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 state test results, 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)
- 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.
- ☐ 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.

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.

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 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 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.

CAASPP 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 CAASPP Administration
CAASPP is administered annually in the spring. For exact dates, refer to SCS Master Calendar and the SCS assessment department.
CAASPP Performance Standards –TBD

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 - Overall	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
Emerging K	0-361	0-346	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Level K	362-479	347-433	0-418	0-418	0-418	0-418	0-418	0-418	0-418	0-418	0-418	0-418	0-418
Level 1	480-536	434-536	419-490	419-475	419-475	419-475	419-475	419-475	419-475	419-475	419-475	419-475	419-475
Level 2	537-560	537-560	476-513	476-498	476-498	476-498	476-498	476-498	476-498	476-498	476-498	476-498	476-498
Level 3	561-800	561-608	561-602	514-602	499-556	499-541	499-541	499-541	499-541	499-541	499-541	499-541	499-541
Level 4	NA	603-800	603-629	603-629	557-629	542-580	542-565	542-565	542-565	542-565	542-565	542-565	542-565
Level 5	NA	NA	630-800	630-640	630-640	581-640	566-597	566-582	566-582	566-582	566-582	566-582	566-582
Level 6	NA	NA	NA	641-800	641-653	641-653	598-653	583-608	583-593	583-593	583-593	583-593	583-593
Level 7	NA	NA	NA	NA	654-800	654-669	609-669	594-619	594-604	594-604	594-604	594-604	594-604
Level 8	NA	NA	NA	NA	NA	670-800	670-684	670-684	620-684	605-639	605-624	605-624	605-624
Level 9	NA	NA	NA	NA	NA	NA	685-800	685-703	685-703	640-703	625-651	625-636	625-636
Level 10	NA	NA	NA	NA	NA	NA	NA	704-800	704-723	704-723	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

On Level Ranges	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
Early	362-395	434-457	491-515	514-547	557-578	581-608	598-615	609-631	620-641	640-660	652-672	660-691	668-703
Mid	396-423	458-479	516-536	548-560	579-602	609-629	616-640	632-653	642-669	661-684	673-703	692-723	704-735
Late	424-479	480-536	557-560	561-602	603-629	630-640	641-653	654-669	670-684	685-703	704-723	724-735	736-800

Overall - Mathematics (K-8 All and Integrated)

	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
Emerging K	0-362	0-347	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Level K	363-454	348-403	0-388	0-388	0-388	0-388	0-388	0-388	0-388	0-388	0-388	0-388	0-388
Level 1	455-496	404-496	389-429	389-414	389-414	389-414	389-414	389-414	389-414	389-414	389-414	389-414	389-414
Level 2	497-506	497-506	430-506	415-450	415-435	415-435	415-435	415-435	415-435	415-435	415-435	415-435	415-435
Level 3	507-800	507-516	507-516	451-516	436-464	436-449	436-449	436-449	436-449	436-449	436-449	436-449	436-449
Level 4	NA	517-800	517-526	517-526	465-526	450-479	450-464	450-464	450-464	450-464	450-464	450-464	450-464
Level 5	NA	NA	527-800	527-540	527-540	480-540	465-494	465-479	465-479	465-479	465-479	465-479	465-479
Level 6	NA	NA	NA	541-800	541-564	541-564	495-564	480-507	480-492	480-492	480-492	480-492	480-492
Level 7	NA	NA	NA	NA	565-800	565-574	565-574	508-574	493-517	439-502	439-502	439-502	439-502
Level 8	NA	NA	NA	NA	NA	575-800	575-585	575-585	518-585	503-514	503-514	503-514	503-514
Level 9	NA	NA	NA	NA	NA	NA	586-800	586-598	586-598	515-598	515-555	515-540	515-540
Level 10	NA	NA	NA	NA	NA	NA	NA	599-800	599-610	599-610	556-610	541-563	541-548
Level 11	NA	NA	NA	NA	NA	NA	NA	NA	611-800	611-623	611-629	564-629	649-571
Level 12	NA	NA	NA	NA	NA	NA	NA	NA	NA	630-800	630-800	630-800	572-800

On Level Ranges	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
Early	363-375	404-415	430-445	451-466	465-483	480-497	495-513	508-530	518-540	515-555	556-585	564-589	572-601
Mid	376-411	416-454	446-496	467-506	484-516	498-526	514-540	531-564	541-574	556-585	586-598	590-610	602-629
Late	412-454	455-496	497-506	507-516	517-526	527-540	541-564	565-574	575-585	586-598	599-610	611-629	630-800

Fluency- Use Reading A-Z Passage or Dibles*

*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 the MTSS Google Site- Dibels Folders.

San Diego Quick

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.

SCS Performance Standards for Oral Reading Fluency

Grade	Beg (WCPM)	Mid (WCPM)	End (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

**For monthly progress monitoring you will use a passage AT their reading level.

How to read i-Ready tables

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.

For example:
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.

•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

Dibels Math Early Release
****See 2015 Dibels Math Cut Points and Benchmark Goals to determine grade level****

Grade	Lexile Level 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 & 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 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 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

	Beginning of year Months 1-3		Middle of year Months 4-6		End of school year Months 7-10	
Kindergarten	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				
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) cwpm	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) cwpm	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% 0%- 94%	At or above Below At Risk	98%+ 96%- 97% 0- 95%	At or above Below At Risk	99%+ 97%- 98% 0- 96%	At or above Below 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
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

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 2and 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 *scores at or above the benchmark goal*	Likely to Need Core Support
40% to 60%	◪	Below Benchmark *scores below the benchmark goal and at or above the cut point for risk*	Likely to Need Strategic Support
10% to 20%	□	Well Below Benchmark *scores below the cut point for risk*	Likely to Need Intensive Support

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.

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.

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		
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.
- 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 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	• High Frequency Words • www.freereading.net • Words! Words! Words! (Letter-sound associations and Blending)
Oral Reading Fluency	• Assisted Reading Practice • Listening Passage Preview. • Paired Reading (One of Kathleen's favorites) • Peer Tutoring: Kids As Reading Helpers • Repeated Reading
Reading Comprehension	• Click or Clunk?: Student Self-Comprehension Check • Mental Imagery: Improving Text Recall • Prior Knowledge: Activating the Known • Question Generation • Reciprocal Teaching • Text Lookback
Writing	• Integrated Writing Instruction • Written Expression Intervention
Math Problem Solving	• Problem Solving - Applied Practice
Math Fact Fluency	• Build Math Fact Fluency and Increase Accuracy • Math Fact Fluency • Math Facts Through Incremental Rehearsal
Math Computation	• 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
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/htmdocs/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.

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
- 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/htmdocs/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	K: 47 letter sounds; 62 letter names correct 1st: 61 letter sounds, 75 letter names correct	Increase number of letter sounds, letter names, and phonemes read in one minute	K: 1.3 letter sounds, 1.2 letter names 1st: .8 letter sounds, .6 letter names	• Dibels FSF • Dibels PSF • Dibels LNF (First Sound Fluency, Phoneme Segmentation, Fluency, Letter Name Fluency)	• 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	K: 46 nonsense words 1st: 95 nonsense words 2nd: 120 nonsense words	Increase Correctly Read Nonsense Words per minute	1st: 1.9 words 2nd: .3 words	• Dibels NWF (Nonsense Word Fluency) • High Frequency Word Lists (Fry's or Dolch)	• 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)
Oral Reading Fluency	Dibels 1st: 60 2nd: 100 3rd" 110 4th: 140 5th: 150 6th: 160 7th: 170 8th: 180	CBM 1st: 94 2nd: 120 3rd: 152 4th: 168 5th: 187 6th: 199 7th: 195 8th:190 9th: 189 10th: 191 11th: 180 Increase cwpm (correct words read per minute)	K: 1 letter 1st: 2 words 2nd: 1.5 words 3rd: 1 word 4th: .85 words 5th: .5 words 6th: .3 words	• Dibels benchmark passages • CBM passage • OKAPI! • Raz Kids • Reading a-z Running Record	• 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 Bookmart)	Dibels DORF and San Diego Quick Reading Plus- Assessment i-Ready Assessment Raz Kids Assessment Running Record: Read works, or reading a-z

Area of Concern	G.L.E. Goals	Goal	Needed Weekly Rates of Progress	Progress Monitoring Tool	Recommended Interventions	Benchmark Assessments
Reading Comprehension	1st: 34 2nd: 58 3rd: 65 4th: 80 5th: 79 6th: 90 7th: 108 8th: 143	Increase NWR (total number of words student uses in a retell)	2nd: .9 words 3rd: .4 4th: 1.4 5th: .3 6th: 1.3 7th: 8th:	• Dibels RTF (Retell Fluency) • CBM passage • OKAPI! • www.readworks.org passages with question sets • www.readinga-z leveled books • Raz Kids	• 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	Dibels ORF with Retell Dibels DAZE Readwork Passages with question sets
Writing	1st: 23 words 2nd: 39 3rd: 62 4th" 61 5th: 67 6th: 74 7th: 77 8th: 84	Increase total number of words written per three minutes with percentage of correct writing sequences, words spelled correctly, and correct punctuation	1st: .4words 2nd: .4 3rd: .5 4th" .4 5th: .2 6th: .2 7th: .1 8th: .1	-Provide students with a 1-minute think time and timed for 3 minutes -Writing Prompt with checklist and rubric scores (self and parent/teacher)	• 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	Writing prompts with Rubric scores (self and teacher scores)
Spelling	1st: 52 2nd: 66 3rd: 107 4th" 123 5th: 134 6th: 141 7th: 145 8th: 144	Increase CLS (Correct Letter Sequences)	1st: .4 2nd: .2 3rd: .3 4th" .5 5th: .1 6th: .2 7th: .3	Words Their Way Spelling CB measure	• All about Spelling • Words Their Way • Fry's Word Activities • Sound Spelling Chart • Word Study Activities • Student Interactive: Word Wizard	Spelling Inventory (also found in Assessment Toolbox) Fry's Word List(s) Assessment Reading a-z High Frequency Word Assessment Dolch Sight Word Assessment

Math Computation Math Problem Solving	1st: 22 digits 2nd: 36 3rd: 39 4th" 78 5th: 60 6th: 62 7th: 55 5th: 75 digits 6th: 93 7th: 80	Increase number of digits answered correctly (cd) in two minutes	1st: .6 digits 2nd: .9 3rd: .6 4th" .9 5th: .6 6th: .6 7th: .5 8th: .6 9th: .1 10th: .3 5th: .8 digits 6th: 1.1	Numberfly! to create CBM Early Math Fluency probes online kindergarten and first grade probes Dibels Math: Computation PM Dibels Math: Concepts and Application PM	-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	-K-6: Dibels Math -Ten Marks Premium Assessment -i-Ready Diagnostic -Rocket Math Probe

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.

PREVENTION – CURRICULUM STRATEGIES

- Curriculum Adjustments*
- Appropriate and motivating curriculum
- Adjust the amount of assignements given to the student at once – smaller number to demonstrate mastery
- Intersperse diificult assignemnts w/ easier ones
- Assign tasks that require active participation
- Allow for __ do-overs
- Personal interestes used for motivation*
- Provide estra time to complete assignments (w/in 504 or IEP)
- Break assignments into manageable sections

PREVENTION – INSTRUCTIONAL STRATEGIES

- Shorten the instructional lesson
- Instructional Pacing
- Change voice intonation
- Peer assisted instruction
- Increased academic learning time*
- Student follow-up
- Student maintains a planner fr assignments
- Specific (or modified) instructions
- Multiple modes of instrcution (visual, auditory, hands-on, etc)
- Increase reinforcement quality of classroom
- Increase frequency of task related recognition*

PREVENTION – ENVIRONMENTAL STRATEGIES

- Post all classroom rules and daily schedules in prominenet locations*
- Preferential Seating*
- Needed materials are easily accessible
- Rearrange the room or furniture
- Create separate or designated work areas
- Quiet areas*
- Change the lighting
- Adjust sounds (e.g. volume of music, voice volume)
- Minimize or eliminate distracting materials*
- Play music*

PREVENTION STRATEGIES – PROVIDE STRUCTURE

- Set clear expectations and rules*
- Preview rules and behavioral expectations*
- Structured daily schedule*
- Preview schedule*
- Preferred activities scheduled in daily routines
- Schedule adjustment*
- Non-preferred activities scheduled among preferred actitivities
- Student involved in planning
- Planned activities for transistion times*
- Routines or signals to prepare to transitions
- Minimize down times*
- Predictability
- Structuring non-instrcutional periods, including recess

PREVENTION STRATEGIES TO INCREASE COMPLIANCE

- Behavioral momentum*
- Offer choices*
- 5-10 second compliance time window*
- Effective commands*
- Prompting*
- Precision requests*
- Proximity control*
- Quiet start requests*
- Allow flexible seating positions (e.g. stand, sit on knees)

- **Systematic prompting (if age-appropriate)**

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 manipulative*
- Curricular integration*
- Teaching interaction*
- Teaching interaction*
- Integrate curriculum into music*

TIER 2

- Monitoring checklist*
- Task analysis*
- Stimulus cueing*
- Scripts*
- Social stories / Comic book conversations*
- Self-management*
- Social skills training*

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*
- Taken economy*

ACTIVITIES

- Computer time
- Assist w/ morning announcements
- Extra 5 minutes of recess

PRIVILEDGES

- 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*

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 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."

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.
- 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
- o Teacher asks: What are you doing?
- o Student responds: I am…..
- Self-management
- o Teacher asks: What do you need to be doing?
- o Student responds: I need to….
- Self-instruction
- o Teacher asks: What are you going to do now?
- o Student responds: I have to…..
- Self-reinforcement
- o Teacher asks: Let me know when you finish.
- 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.

- 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.
- Elicitation: Teacher asks for a replacement skill, "How would you do that appropriately? And then pausing to allow student to complete teacher's request.
- 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
- Anticipate problems and —pre-correct‖ (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.‖)
- 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 in‖ 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-off‖ 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 Montana‖ 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.

- o **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.
- o **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.
- 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:

- **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.
- **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?‖)

- **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?‖)
- **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:

- Permitting students to select who they work with on a project
- Choose what book to read for an assignment
- Complete ½ of the assignment with a partner
- 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:

- **Pre-K»** Johnny takes home his sticker chart at the end of the day and Mom praises him.
- **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.
- **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:

- 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.
- 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:

- **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-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.

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: 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.
- 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 deskǁ 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. 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
- 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		
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.

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.

Master Plan for English Learners

Assessment Department

A Message from the Director

The ultimate goal of River 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.

The purpose of the Master Plan for English Learners is to serve as a guide to our academic programs in the ongoing development, implementation and assessment of the delivery of instruction for English learners. With a common understanding of the goals and procedures, English learners will receive consistently implemented services designed to meet their academic needs.

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. Springs Charter Schools 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 Schools 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.

Initial Identification

Home Language Survey

At the time of enrollment, all parents fill out a Student Application which includes a Home Language Survey (HLS) which is used to determine the primary language of the student and is on file for each student in the SCS office in the cumulative folder and in the student's English Learner folder. The application with the home language survey is available in English and Spanish. All students, including English only students, must have a completed HLS on file. Each completed HLS must include a parent's signature and date.

If any of the first three responses on the HLS indicate a language other than English, the student is assessed within thirty days in English listening, speaking, reading, and writing. The results of these assessments enable school personnel to determine the English language proficiency level of the student. If the person administering the HLS suspects that the form is completed incorrectly or that there may actually be a home language other than English present, the school must continue with the identification process. In addition, the student's information will be reviewed in Cal Pads to ensure accuracy of the HLS.

For students who are transferring from a California school district, the application with the HLS will still be administered. **However, the only HLS that is valid is the first one ever completed by the parent at the time of initial enrollment in a California school district.** For placement purposes while cumulative student records are in transit, the Assessment Department will verify previous English Language status through the California Longitudinal Pupil Achievement Data System (CaLPADS). The student's language status, as determined by the **originating** district, shall be honored.

English Language Assessment

The state-approved instrument used for language assessment is the California English Language Development Test (CELDT). The test assessment determines the student's English language proficiency level (1, 2, 3, 4 or 5). The CELDT test should be given only once for initial identification, and each year thereafter for annual progress monitoring.
The speaking portion of the CELDT is designed to assess the student's oral language proficiency. For all students, the oral portion of the test is administered individually and it is scored as the student responds to each item.

For students in grades 2-12, the test proceeds with the reading and writing assessment. The reading and writing portion of the test can be administered as group tests. The reading test is multiple-choice. The writing test has picture cues for writing samples, which are scored holistically. Students in grades K-1 will be given a simplified reading and writing assessment to test beginning reading and writing skills appropriate to their grade level. Scores from each test are used to determine the designation of the student as either an English Learner (EL) or the basis for re-designation to Fluent English Proficient (IFEP). Reading and writing scores are not used in determining English Learner status for students in grades TK-1. The assessment shall be conducted by qualified and trained assessors who report to the SCS Assessment Department. Test results are recorded on an assessment information sheet and placed in the SCS student assessment folder and the cumulative folder. The proficiency level is entered and recorded in the student information system (OASIS) database.

Notification of Assessment Results

Parents are notified in writing in a language they can understand (and orally, if they are unable to understand written communication), of the results of the initial language assessment within 30 days of receipt of the assessment scores. The parent notification includes test results of, English language proficiency (and primary language proficiency as testing resources allow), the programs offered by the school, and the student's initial placement. The notification is provided in English and in Spanish (if applicable). In addition, the Director of Assessment will review monthly CELDT score reports and notify school administrators and teachers of student performance levels.

Documentation

After testing is completed, the following documents are filed in the student's cumulative folder:

- Application including the Home Language Survey (kept with enrollment documents).
- Original language assessment score sheet
- Language assessment results
- Parent Notification form copies
- Transition/reclassification forms

(See Appendix for sample parent notification letters.)

Instructional Program

To ensure that all students have access to core curriculum, instructional programs for English learners are designed to promote the acquisition of high levels of English language proficiency, as well as access to the core curriculum. Depending on the program in which the student is enrolled, this is accomplished through providing English language development (ELD) instruction in conjunction with core curriculum instruction, or as a separate daily component if core curriculum instruction occurs in the student's primary language. Academic instruction through English is modified to meet the student's level of language proficiency. Teachers use specialized strategies that enable students to understand, participate in and access the core curriculum. EL students will be placed with teachers or Education Specialists who hold appropriate credential authorizations.

English Language Development (ELD)

English Language Development is a part of each English learner's instructional program. Each program includes a portion of the day when the focus of instruction is ELD and is geared towards each student's language proficiency level. In order to teach at the proficiency level of each student, teachers may combine or divide their students into homogeneous proficiency groupings.

ELD may be incorporated within the language arts curriculum and is taught daily for a minimum of 20 minutes per instructional day in grades K-12. However, SCS recommends 30 minutes per instructional day. The exception to this schedule is our La Fuente Dual Immersion program, which uses an ELD model of 1 hour per day every other week.

The curriculum is based on the English Language Development Standards and may include the High Point, Rosetta Stone, or Hampton Brown "Into English" programs, as well as supplemental English Language Development materials.

The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students' development of the skills necessary to meet the SCS charters' standards in English language arts and the content areas. The ELD standards describe what students should know and be able to do at each of the five levels of English proficiency. By the end of the early-advanced proficiency level, students are expected to be reclassified and meet the same standards that native English speakers are expected to master.

In order to determine the student's annual progress in English, each English Learner is assessed annually with the CELDT. Additional assessment obtained from the ELD curriculum, and teacher observation are considered to determine progress aligned to the Catch-up Plan, according to a continuum of skills in the development of English language proficiency.

English Language Development

The ELD Standards provide expectancy and achievement at the Beginning, Early-Intermediate, Intermediate, Early-Advanced, and Advanced proficiency levels for EL students. The ELD Standards address skills ELs must acquire in initial English learning to enable them to become proficient in English language arts. The ELD Standards integrate listening, speaking, reading and writing, and create a distinct pathway to reading in English, rather than delaying the introduction of English reading. The shared goal is to assist students in developing skills to develop cognitive academic proficiency in English. ELD can occur in a variety of instructional settings. ELD must be a planned, specific, explicit component of the total education of the EL student.

The English Language Development component of all instructional program models are research- based, and recognize that the acquisition of English as a second language is a developmental process. Research recognizes that no two students will develop proficiency in English at the same rate. In most cases, Basic Interpersonal Communication Skills (BICS) appear long before Cognitive Academic Language Proficiency (CALP), and time and opportunity must be allowed for this development to occur. Specific characteristics and behaviors are expected of ELs as they progress through the levels of fluency (Beginning, Early-Intermediate, Intermediate, Early-Advanced, and Advanced). Teachers use these descriptors to guide lesson planning for the English Learners.

It may take from three to seven or more years to achieve academic English proficiency comparable to that of their native English-speaking peers. Each English Learner will develop at his/her own pace, depending on a multitude of environmental, personality, learning and educational factors.

Various conditions help facilitate second language development. Language is comprehensible to the English Learner when:

- It is in context
- It has real-life purpose
- Prior knowledge is activated
- Background knowledge is developed
- The affective filter is low
- Risk-taking and approximations are encouraged
- Errors are accepted as a part of the acquisition process
- Input is comprehensible through contextualization (e.g. the use of real objects or "realia," props, visuals, facial expressions, and/or gestures)
- Positive feedback and correction by modeling are used

A number of assessments are used to track each student's progress through the English Language Development standards. These assessments include, but are not limited to, the following:

- Assessments embedded in textbooks
- Teacher-made assessments aligned with the ELD Standards
- CELDT outcomes
- Web-based, ELD-standards based assessments

Access to Core Content Instruction

Springs Charter Schools believes 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
- Schooling is viewed as one aspect of an education
- The entire community serves as the school campus

Springs strives to uphold parent rights and choice in education. Through choice of curriculum, teachers, and program options, parents can monitor materials that affect their children's attitudes, values, and beliefs.

The strength of Springs Charter Schools lies in our ability to personalize learning that directly meets the specific needs of each student. When designing a course of study for English Learners, our Education Specialist, in conjunction with the parents, designs a program to enable English learners to acquire English and learn appropriate academic content. Students enrolled in any of our program models are expected to master the ELD standards and progress toward mastery of SCS student standards in the core academic subject areas. Within a reasonable amount of time, as defined by the Catch-up Plan, students in each program are expected to meet the growth-area goals in English as well as their native languages.

Springs Charter School's programs incorporate tutoring, which has been proven to be the most effective teaching strategy available for most students. Tutoring enhances both the tutor's and the student's academic performance and attitude toward subject matter (Cohen, Kulik, and Kulik, 1982; Fager, 1996).

An additional benefit of our program is that it makes use of the parent's intimate knowledge of the student. This understanding helps ensure *Developmentally Appropriate Practice (DAP).* Teachers must understand and take into account the strengths, interests, and needs of each child, as well as the social and cultural contexts in which a child lives, so that learning can be made meaningful, relevant, and respectful of the child (National Association for the Education of Young Children, 1997).

Other research indicates that the keys to home-schooled students' success involves the following interdependent features (Ray, 2000): (1) "... learning at home becomes an interactive process rather than a series of tasks to be tackled" allowing for complex student-teacher discussion, individualization, the ability to capitalize on teachable moments, and to ensure mastery before moving ahead (Thomas, 1998, p. 127; Tizard and Hughes, 1984); (2) tutoring (which involves concentrated time on task and individualization of curriculum), (3) social capital and value communities, (4) increased academic "time on task", (5) positive, multi-age social interactions, and (6) high parental involvement (Haury and Milbourne, 1999).

The English learner's progress toward meeting the ELD standards and the RSCS student standards in the core subject areas is measured using Multiple Measures and the Catch-up Plan.

Multiple Measures

Springs Charter Schools employs a number of multiple measures to monitor student progress. Twice each year our Chief Administrative Office and Director of Assessment meet with the coordinator of EL services to determine if each EL student is on-target for meeting expectations based on the level of English proficiency at enrollment and the number of years in the English Learner program. If the ES/teacher, parent, Director of Assessment, or Coordinator of EL services has expressed concerns regarding the student's progress, we implement the Catch-Up Plan to remediate any deficits in the student's academic growth.

Results of these multiple measures are reported through the Department of Business and Administrative Operations. When, according to on-going assessments, students are unable to meet interim expectations in academic content, students shall be referred by teachers to receive academic interventions and support that enable them to overcome any academic deficits before they become irreparable. The intervention itself shall directly target the identified academic need. Delivery of the intervention shall be monitored and documented monthly in the anecdotal learning record. The effectiveness of the intervention will then be determined based on student performance on subsequent administrations of the on-going assessments.
(See Appendix for Multiple Measures table.)

River Springs Charter School Catch-Up Plan

Due to the one-on-one tutorial nature of our program each student should make at least one year's growth per school year. When we find that students are not meeting expected growth in English, or are sustaining deficits in content areas, we institute our Catch-Up Plan.

The catch-up plan will be instituted for all students who are assessed and found to be one grade- level or more below their expected level in English language development and/or core subjects. A number of diagnostic tools will be used to pinpoint the student's areas of difficulty. The evaluation procedure may include use of the WRAT, CAASPP test results, I-Ready, benchmark assessments, teacher observation and evaluation of student work. After the initial identification a student support team, including the teacher/ES, the Coordinator of EL services and the Chief Administrative Officer, or designee, will meet to develop a personalized learning plan for the student, which may include modified curriculum, modified teaching methods, and support services.
The students who are not meeting expected growth in learning areas should be assessed three times per year by their teacher to check progress; curriculum will continue to be modified or changed by the Education Specialist and Coordinator of EL services, with regular review and analysis of assessments and regular feedback to the parents. Narrative anecdotal records will be kept monthly, charting student progress toward learning goals. These anecdotal records will be available for review by each member of the support team. The support team will meet at least twice per year to review student progress. If the student does not progress at a steady rate SCS may recommend a transfer to a more traditional school setting.

Interventions used to help students reach grade-level targets include but are not limited to:

- Professional tutoring
- Small group instruction
- Video-based mastery learning
- Modifications of current curriculum
- Changes in curriculum
- Modified and varied teaching methods

English Learners in Special Education

Identification of Bilingual Special Education Students:
Before a student is referred to special education, their level of English proficiency is determined to insure that their acquisition of language skills is not the reason for their poor academic performance. Personnel fluent in a student's native language and familiar with their native culture participate during the Student Study Team process, and during the referral, assessment, and identification processes for determining the eligibility of bilingual special education students.

The LEP/FEP status of a student is used to determine the language in which he/she will be assessed when a formal referral to special education is made. Bilingual personnel are utilized to translate during IEP meetings, and available to transcribe all written documents (assessment reports, IEP forms, Parent Rights and Procedural Safeguards, etc). At all IEP meetings involving second language learners, the IEP and team notes document whether eligible students will be provided special education services in their L-1 or L-2. All goals and objectives for bilingual students are developed in collaboration with CLAD certified general education staff to insure linguistically appropriate goals and objectives are developed, and that the student's second language needs were taken into account when the IEP was developed.
When native speaking personnel cannot be recruited in a specific special education field, bilingual staff members are teamed with CLAD certified English-speaking special education personnel to provide services outlined on the student's IEP.

IEP teams will ensure that each English learner receives appropriate services to develop English proficiency and have equitable access to the full curriculum. Each English learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service. A parental exception waiver is not required for an English learner whose IEP indicates that instructional services will be provided through an Alternative Program.

Curriculum

The primary goal of Springs Charter Schools is to maximize learning opportunities for students, and to guarantee that our students can master the necessary skills to succeed in the workplace of today and tomorrow. Springs Charter Schools allow for wide differences in student learning styles, abilities, and interests which are difficult to accommodate in a traditional classroom setting. Unlike a traditional public school, parents work with an Educational Specialist or Teacher of Record to tailor the learning plan to the individual needs of their children. Because of our school's unique system, a "one-size-fits- all" curriculum is not mandated. Through the individually assigned Education Specialist and extensive online information systems, we provide training for our parents in curriculum choices, learning styles, computer literacy and other areas as needed.
Our Education Specialists and Teachers of Record are credentialed teachers who oversee each student's educational progress.

The following is a listing of some of the most popular and widely used curriculum within Springs Charter Schools. This is only a partial listing of the materials available to each family:

Resource	Description
Brain Pop ESL	Web-based, comprehensive English language learning program for teachers and students. Using meaningful content, it teaches English to speakers of other languages by incorporating four essential language skills: listening, speaking, reading, and writing.
Raz-Kids ELD	• Online learning program for students that builds skills by providing regular contact with clearly spoken and written English, and many opportunities to speak English aloud and answer questions in English. • English oral language models are presented through instruction, vocabulary exercises, story line, and comprehension activities, all with engaging animations. • Students have the opportunity to make oral responses and check the accuracy of their own responses.
Vocabulary Teacher's Book of Lists ESL Teacher's Book of Lists Reading Teacher's Book of Lists	Teacher reference with comprehensive word lists used to build vocabulary and support development of reading and grammar skills.
Pay Attention Please Listen, Look, and DoLaugh and Learn Grammar	Supplemental teaching books to teach listening skills and build vocabulary through fun, interactive activities and lessons.
ELD and Vocabulary Moodle Course	Online resource created by Springs staff that includes helpful tips, teaching resources, instructional strategies, and contacts to further support ELD instruction.
Houghton-Mifflin ELL manual	Supplemental manual used to support English Learners with the stories and skills taught in the Reading Anthology. Includes vocabulary resources, small group activities, and fluency development practice.

Staffing Authorizations

Under the management of the Executive Director, Springs Charter Schools take an active role in the recruitment and staffing of authorized personnel for all English learner programs and makes it a priority to hire CLAD and BCLAD teachers. The charter schools seek CLAD and BCLAD teachers by working closely with the San Diego, San Bernardino or Riverside County Offices of Education, local universities, by attending job fairs and career days and through a variety of job announcements. The charter school prides itself in having an abundant number of teaching staff that hold CLAD and BCLAD certification along with BCLAD Special Education Resource teachers and bilingual school psychologists.

Teachers not currently authorized but who are serving English learners 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 Executive Director, 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.

Professional Development

Several Springs Charter Schools departments work jointly to provide on-going professional development opportunities to all teachers and staff working with English learners. The goal of this training is to help educators acquire specific skills needed to work with English learners in the areas of ELD instruction, comprehensible core content instruction, individual program designs, curriculum expectations, the Catch-up Plan, processes and services for English learners, and multiculturalism. Staff development opportunities include, but are not limited to the following:

- Teaching to the ELD Standards
- Personalized Learning Plans for English Learners
- ELD strategies, techniques, and assessments
- SDAIE strategies and techniques
- Differentiated instruction
- Teaching to Multiple Intelligences
- CATESOL training
- Catch-up Plan training

Staff development opportunities occur throughout the school year and focus on key aspects of program design and management, curriculum, instructional strategies, English language and literacy development, standards and assessment, parent education and parent outreach. These opportunities are provided through on-site trainings, in-services, educational conferences, and staff meetings. In addition, at least 30 minutes of monthly PLC time will be designated for training and discussion of ELD practices. Each site will be assigned an ELD mentor or coordinator to help facilitate staff development.

Participant attendance is monitored through sign-in forms. Training attendance is then reported to the Chief Personnel Officer to ensure that all teachers assigned to provide specialized services to English learners are appropriately trained. Sign-in forms are collected and filed at the SCS office.

Reclassification

California Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308 require that each English learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English be reclassified as Fluent English Proficient (R-FEP). Springs Charter Schools recognize the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation.

Once a student has demonstrated that he/she is ready to participate fully in all English instruction without special support services, the student is ready for reclassification. Readiness is determined through multiple measures including: 1) teacher evaluation of the student's classroom performance, 2) objective assessment of the student's English language proficiency (CELDT), and 3) core content achievement as measured by district Common Core benchmark assessments and/or CAASPP.

Reclassification Criteria

The State Board of Education's Reclassification Guidelines serve as the foundation for Springs Charter Schools' reclassification criteria. Students must meet the first 3 of the minimum scores to be reclassified. Classroom grades (criteria 4) can be used to provide further evidence for reclassification purposes. Minimum scores required for each of the reclassification criteria are:

Evaluation	Minimum Scores
1. CELDT	-Level 4 overall -No domain score less than 3 *Listening and Speaking only for K-2
2. District Benchmark Assessments and/or CAASPP-English Language Arts	-Mid Basic for benchmark -Mid Level 2 (Nearly Met) for CAASPP
3. Teacher and parent/guardian Input and Observation	-Grade-level achievement of ESLRs -SOLOM 20+ points
4. ELA Classroom Grades	-No less than a C or a 3 in English Language Arts on the report card *Report Card grades can be waived in some cases, as determined by teacher and Director of Assessment.

Reclassification process

1) The Assessment Department will screen all CELDT scores to create a list of students who met the first criteria above.
2) The Assessment department will check benchmark and CAASPP scores for students who met the CELDT score criteria. The resulting list will include all reclassification candidates.
3) The Assessment Department distributes to the teacher(s) of each reclassification candidate a form requesting the teacher 1) conduct an evaluation of the student's achievement in the core content areas, 2) assess the student's oral English proficiency by using the SOLOM, 3) Consult the student's parents by at least one of the following: personal conference, in writing, or by telephone, 4) provide the student's current report card grades for ELA, 5) recommend or deny the student's reclassification to fluent English proficient

*Springs does not recommend reclassification for students below grade 3

**Students must meet the criteria above in order to be reclassified. They cannot be reclassified on CELDT scores, teacher input, or parent input alone.

***The Director of Assessment and the CELDT coordinator must review and sign the Student Reclassification Worksheet in order to be approved. Until the worksheet is approved and finalized, the student MUST continue to receive ELD and be marked as an EL on attendance.

Monitoring of reclassified students

The Elementary and Secondary Education Act (formerly No Child Left Behind), 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 Chief Administrative Officer supervise the process of monitoring reclassified students. School staff will use the district benchmarks, Multiple Measure scores, and 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 (see EL 3b, Catch-up Plan). This monitoring of R-FEP students is recorded and filed in each student's cumulative file.

Accountability and Evaluation

Program Implementation and Monitoring

In order to ensure that English learners are receiving a program of instruction in accord with parent choice and teacher design, Springs Charter Schools conduct regular monitoring of ELD and content instruction. This monitoring is intended to result in consistent program implementation. Staff from the Instructional Support Department train personnel in the following areas:

- ELD curriculum and instruction
- SDAIE strategies
- Personalized Learning Plans for EL students
- Differentiated instruction
- Designs for SEI, Mainstream, and Alternative Bilingual programs

The Program Director provides the teachers with monthly observations of English learners. These observations are conducted with the use of two checklists to ensure that students: 1) receive daily ELD instruction, 2) use the ELD curriculum and assessments, and that teachers 3) make use of appropriate SDAIE strategies, and 4) provide differentiated instruction targeted to specific linguistic needs. Consistent implementation of the SCS program design is monitored by administrators through a semi-annual review of teacher lesson plans, and/or a monthly review of anecdotal learning records. In addition, the Instructional Support Department staff may review documentation for each EL program compliance area semi-annually. These semi-annual reviews include a review of the procedures and expectations delineated in this document.

Program Evaluation and Modification

Springs Charter Schools provides clearly defined standards and expectations for student learning and has a primary goal that all students will meet the Springs Charter Schools Expected School- Wide Learning Results (ESLRs).

Through the SCS assessment program, Program Directors carefully consider what students are asked to do, how student performance is evaluated and how evaluation results are used. The assessment program is responsive to the developmental differences, linguistic differences, and special needs of English learners. SCS seeks information about the ongoing academic progress of English learners. Through multiple forms of assessment, the Director is able to determine to what degree English learners are achieving English proficiency and meeting academic achievement goals.

SCHOOL-WIDE ASSESSMENT		
Assessment Instrument	**Target Population**	**Purpose**
Standardized Testing and Reporting CAASPP	All students, grades 3-8 and grade 11	State Requirement School Accountability
Standards-Based Test in Spanish (STS)	All Spanish-speaking English learners, grades 2-11 enrolled in a CA school less than 12 months.	Optional state test
Language Arts Multiple Measures	All students, grades K-12	School Accountability
Mathematics Multiple Measures	All students, Grades K-12	School Accountability
California English Language Development Test (CELDT)	All English learners Grades TK-12	Articulation School Accountability Reclassification
ELD Writing Measure	All English learners Gr. 2-12	Reclassification

The SCS assessment practices with respect to English learners are designed to:

- Determine effects of the instructional program on language development by time in program
- Determine the effectiveness of each EL Program option by disaggregating results for each program
- Assess academic achievement in both the first and second language
- Assess the strengths and weaknesses of the instructional program
- Suggest modifications for those elements of the instructional program that are not effective
- Make recommendations with parent input based on the conclusions found

Assessment data is compiled, analyzed and reported annually by the Business and Administrative Operations Department. This report is then analyzed by the Coordinator of EL services to produce a set of suggested program modifications which are then shared with the teachers and administrators. The Director of Assessment annually distributes performance-based assessment results to the teachers for monitoring and evaluation.
Using the "English Learner Self-Review Guide," SCS further reviews the programs for student progress and evaluating procedures for every Coordinated Compliance Review (CCR) item.
SCS annually determines the number and percentage of English Learners reclassified to fluent English proficient (R-FEP) when completing the annual language census via CALPADS.

Funding

Sufficient General Funds

Adequate basic general fund resources are available to provide each English learner with learning opportunities in an appropriate program, including ELD and the rest of the core curriculum. To this end, all required texts and instructional materials are purchased with general funds. English learners receive educational materials and services paid for with general funds in at least the same proportion as native English speakers in Springs Charter Schools.

English Learner Specific Funds

If Springs is allocated funds through Title III, the funds are put directly into program budgets based on English Learner student count. These funds help supplement English Language Development programs and needs of these students.

Acknowledgements

The River Springs Charter School *Master Plan for English Learners* was developed with the dedicated effort and collaboration of the education specialists, teachers, instructors, administrators, and support staff working in our numerous programs. We also greatly appreciate the guidance and support of personnel in the California Department of Education, the Office for Civil Rights and the San Diego County Office of Education. Further, we are grateful for the models of excellence provided by other districts constructing *Master Plans,* with special thanks extended to the Encinitas Union School District, the Newport-Mesa Unified School District, the Ramona Unified School District and the Julian Union High School District.

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Appendix

Assessment Instruments for English Learners and Re-Designated Students

		K	1	2	3	4	5	6	7	8	9	10	11	12
CELDT	Listening and Speaking													
CELDT	Reading and Writing													
RSCS	Writing Samples													
Parent interview	All Subjects													
Anecdotal Learning Plans or Teacher Gradebook	All Subjects													
Teacher Evaluation	All subjects													
Progress reports	All Subjects													
Report Cards	All Subjects													
WRAT	Reading, Spelling, Math													
SOLOM	Oral language													

Student Oral Language Observation Matrix (SOLOM)

The SOLOM is not a test per se. A test is a set of structured tasks given in a standard way. The SOLOM is a rating scale that teachers can use to assess their students' command of oral language on the basis of what they observe on a continual basis in a variety of situations - class discussions, playground interactions, and encounters between classes. The teacher matches a student's language performance in a five mains - listening comprehension, vocabulary, fluency, grammar, and pronunciation - to descriptions on a five-point scale for each (See Figure 1). The scores for individual domains can be considered, or they can be combined into a total score with a range of five through 25, where approximately 19 or 20 can be considered proficient. SOLOM scores represent whether a student can participate in oral language tasks typically expected in the classroom at his or her grade level.

Because it describes a range of proficiency from non-proficient to fluent, the SOLOM can be used to track annual progress. This, in turn, can be used in program evaluation, and as some of the criteria for exit from alternative instructional programs. However, to be used for these purposes, it is important to ensure that all teachers who use it undergo reliability training so that scores are comparable across teachers. For this purpose, a training video has been produced by Montebello School District in California.

The SOLOM does not require a dedicated testing situation. To complete it, teachers simply need to know the criteria for the various ratings and observe their students' language practices with those criteria in mind. Therein lies the greatest value of the SOLOM and similar approaches:

- It fixes teachers' attention on language-development goals;
- It keeps them aware of how their students are progressing in relation to those goals; and
- It reminds them to set up oral-language-use situations that allow them to observe the student, as well as provide the students with language-development activities.

While observing, teachers should be attuned to the specific features of a student's speech that influenced their rating. They can use this information as a basis of instruction. The SOLOM is sufficiently generic to be applicable to other language besides English.

The SOLOM is not commercially published. It was originally developed by the San Jose Area Bilingual Consortium and has undergone revisions with leadership from the Bilingual Education Office of the California Department of Education. It is within the public domain and can be copied, modified, or adapted to meet local needs.

Directions for Administering the SOLOM:

Based on your observation of the student, indicate with an "X" across the category which best describes the student's abilities.

- The SOLOM should only be administered by persons who themselves score at level "4" or above in all categories in the language being assessed.
- Students scoring at level "1" in all categories can be said to have no proficiency in the language.

Student Oral Language Observation Matrix (SOLOM)

Student's Name: _____ Grade: _____ Date: _____

Administered By (signature): _____ Language Observed: _____

	1	2	3	4	5
A. Comprehension	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.	Understands most of what is said at slower- than-normal speed with repetitions.	Understands nearly everything at normal speech. Although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions.
B. Fluency	Speech so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant: often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions fluent and effortless; approximating that of a native speaker.
C. Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited: comprehension quite difficult.	Student frequently uses wrong words: conversation somewhat limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximate that of a native speaker.
D. Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.
E. Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns	Makes frequent errors of grammar and word order that occasionally obscure meaning.	Occasionally makes grammatical and/or word order errors that do not obscure meaning.	Grammar and word order approximate that of a native speaker.

Empire Springs Charter School

2017-18 Preliminary Budget

June 2017

2017-18 Preliminary Budget

Empire Springs Charter School				
P2 ADA (projected)	925	1,016	91	9.8%
Revenues	**Second Interim**	**Prelim 17-18**	**Change**	**% Change**
LCFF - State Aid	7,355,047	8,287,642	932,595	12.7%
Federal Revenues	183,396	206,749	23,353	12.7%
Other State Revenues	518,833	269,105	(249,727)	-48.1%
Other Local Revenues	449,090	469,507	20,417	4.5%
Total Revenues	**8,506,366**	**9,233,003**	**726,638**	**8.5%**
Expenditures				
Certificated Salaries	3,363,915	3,579,333	215,417	6.4%
Classified Salaries	872,469	898,643	26,174	3.0%
Employee Benefits	1,216,489	1,580,447	363,958	29.9%
Books/Supplies/Equip	817,854	736,854	(81,000)	-9.9%
Services/Operations	1,935,429	1,911,717	(23,712)	-1.2%
Capital Outlay	-	-	-	0.0%
Other Outgo	205,555	82,876	(122,679)	-59.7%
Total Expenditures	**8,411,711**	**8,789,870**	**378,159**	**4.5%**
Net Revenues	94,654	443,133	348,479	
Beginning Balance July 1 (audited)	$ 1,712,912	1,807,566		
Ending Balance June 30 (projected)	1,807,566	2,250,699		
Ending Balance as % of Outgo (Reserves)	21.49%	25.61%		

2017-18 Preliminary Budget

Fiscal Year 18 Revenues

The 2017-18 Preliminary Budget has the following assumptions:

- ADA
  - An additional 91 ADA (96 enrolled students) for a total of 1,016 projected P2 ADA (9.8% increase).
- LCFF/State Aid Calculations
  - The Local Control Funding Formula (LCFF) is showing an increased gap percentage rate of 43.97%. A projected statutory Cost of Living Adjustment (COLA) is anticipated of 1.56%, which increases the base funding.
- With the increased LCFF funding and the additional ADA, this will increase LCFF/State revenues by over $932,595.

2017-18 Preliminary Budget

Fiscal Year 18 Revenues

The 2017-18 Preliminary Budget has the following assumptions:

- Federal Revenues
  - Federal revenues are expected to remain stable.
- Other State Revenues
  - Lottery (restricted and unrestricted) are expected to remain stable.
  - One-time funding has been removed from the budget. With the uncertainty of receipt, management has elected not to include the receipt of funds. If one-time funding occurred this would happen in May 2019. Therefore, the Other State Revenues category is **decreased** by over $249,727.
- Other Local Revenues and Special Education
  - Are expected to remain stable with only ADA growth increasing this revenue stream.

2017-18 Preliminary Budget

Fiscal Year 17 Expenditures

The 2017-18 Preliminary Budget has the following assumptions:

- Staff (certificated, classified, and benefits)
  - There are significant changes within this category for three reasons:
    - Continued growth of the Rancho Cucamonga Personalized Learning Center (Homeschool hybrid program)
  - Due to the growing needs of the charter, there were numerous additional requests for staff at both the program and administrative level. This budget includes:
    - All staff will receive their annual 3% step (raise)
    - Increased counselor support
    - Opening 7 new classrooms in Rancho Cucamonga as a Homeschool hybrid program (K-12)
    - Additional support for teachers including increased staff development days
    - Improved nurse support
    - Increased infrastructure/maintenance support
    - Improved security and maintenance at site

2017-18 Preliminary Budget

Fiscal Year 17 Expenditures

The 2017-18 Preliminary Budget has the following assumptions:

- Staff (certificated, classified, and benefits), continued
  - Due to the growing needs of the charter, there were numerous additional requests for staff at both the program and administrative level. This budget includes:
    - All staff will receive their annual 3% step (raise)
    - Increased counselor support
    - Opening new classrooms in Rancho Cucamonga as a Homeschool hybrid program (K-12)
    - Additional support for teachers including increased staff development days
    - Improved nurse support
    - Increased infrastructure/maintenance support
    - Improved security and maintenance at site

2017-18 Preliminary Budget

Fiscal Year 17 Expenditures

The 2017-18 Preliminary Budget has the following assumptions:

- Staff (certificated, classified, and benefits), continued
  - Non-health benefits have also increased per payroll dollar. The most significant are the employer contributions mandated by STRS and PERS. STRS increased from 12.58% to 14.43% while PERS increased from 13.888% to 15.531%. These two benefits alone yield an additional $83,000+ to the budget expenditures.

2017-18 Preliminary Budget

Fiscal Year 17 Expenditures

The 2017-18 Preliminary Budget has the following assumptions:

- Books, Supplies, and Equipment
  - To remain competitive with our Homeschool program, we will continue to offer the instructional funds at the level provided during the 2016-17 year, along with the successful Bookmart coupon. Staff have reported that this feature has been well-received by our Homeschool families.
  - Other additions to this category may include:
    - Increased equipment for infrastructure
    - Furniture for new classrooms
    - Books, supplies and materials for continuing and new students
  - Decreases to this category include:
    - Removal of initial start up costs for opening the Rancho Cucamonga site.

2017-18 Preliminary Budget

Fiscal Year 17 Expenditures

The 2017-18 Preliminary Budget has the following assumptions:

- Services and Operations
  - This category is expected to change due to the factors below.
  - Increases include:
    - Other ongoing, natural cost increases
  - Decreases include:
    - Empire Springs is not anticipated to need short term funding due to cash flow timing for the 2017-18 fiscal year. As a result, we are able to capture the savings associated with the cost of issuance and interest.
- Other Outgo
  - This category is only the oversight fee to Helendale and is consistent with the revenue increases in State Aid (1% fee).

2017-18 Preliminary Budget

Fiscal Year 17 Summary

- Business and Executive staff worked diligently on the budget details so that we can offer a fantastic homeschool program, continue to grow the homeschool hybrid program in Rancho Cucamonga, and have appropriate support staff.
- Please note: the budget is overall in good health with an ending balance of $443,133. Staff is doing a fantastic job projecting expected revenues (ADA) and projected expenditures charter-wide.

[I CAN] ENGLISH LANGUAGE ARTS

Scope and Sequence **GRADES K - 8**

Name: _____ **Starting Year:** _____

"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.

POWER TOOLS



Taught ✓			Practiced ✓			Mastered ✓			K-2 ELA "I CAN" THEMES	K
K	1	2	K	1	2	K	1	2	**THEMES**	
									1. I CAN read and comprehend grade level literature, including stories, dramas and poetry.	
									2. I CAN use literature text features to read and understand grade level literature including stories, dramas and poetry.	
									3. I CAN read and comprehend grade level informational texts, including history/social studies, science, and technical texts.	
									4. I CAN use text features to read and understand nonfiction text, including text books, online articles & websites, and reference books.	
									5. I CAN write for different tasks, purposes and audiences.	
									6. I CAN use the writing process to develop my writing.	
									7. CAN listen and speak clearly so others can understand.	
									8. I CAN understand and follow one- and two-step oral directions.	
									9. I CAN acquire and use new vocabulary words correctly.	
									10. I CAN with guidance and support from adults, explore word relationships and nuances in word meanings.	
									11. I CAN use words and phrases acquired through conversations, reading and being read to and responding to texts.	

Taught ✓	Practiced ✓	Mastery Date	KINDERGARTEN "I CAN" STEPS	K
			STEPS	
☐	☐		12.Ka) CAN I follow words from left to right, top to bottom, and page by page?	
☐	☐		12.Kb) CAN I recognize that spoken are words represented in written language by specific sequence of letters?	
☐	☐		12.Kc) CAN I understand that words are separated by spaces in print?	
☐	☐		12.Kd) CAN I recognize and name all upper-and lowercase letters of the alphabet?	
☐	☐		13.Ka) CAN I recognize and produce rhyming words?	
☐	☐		13.Kb) CAN I count, pronounce, blend, and segment syllables in spoken words?	
☐	☐		13Kc) CAN I blend and segment onsets and rimes of single-syllable spoken words?	
☐	☐		13Kd) CAN I blend two to three phonemes into recognizable words?	
☐	☐		13Ke) CAN I isolate and pronounce the initial, medial vowel, and finals sounds in CVC words?	
☐	☐		14.Ka) CAN I demonstrate basic knowledge of one-to one letter/sound correspondences?	
☐	☐		14.Kb) CAN I associate the long and short sounds for each vowel?	
☐	☐		14.Kc) CAN I distinguish between similarly spelled words by identifying the sounds of the letters that differ? (e.g. pan/pen/pet)	
☐	☐		15.Ka) CAN I read 28 or more sounds in nonsense CVC or VC words in one minute?	
☐	☐		16.Ka) CAN I print upper-and lowercase letters?	
☐	☐		16.Kb) CAN I use frequently occurring nouns and verbs?	
☐	☐		16.Kc) CAN I form regular plural nouns orally by adding s or es? (e.g. dog, dogs; wish, wishes)	

Sight Words Mastery

1st Quarter____/84 2nd Quarter____/84 3rd Quarter____/84 4th Quarter____/84

Taught ✓	Practiced ✓	Mastery Date	FIRST GRADE ELA "I CAN" STEPS 1
			STEPS
☐	☐		12.1a) CAN I recognize the distinguishing features of a sentence?
☐	☐		13.1a) CAN I distinguish long from short vowel sounds in spoken single-syllable words?
☐	☐		13.1b) CAN I read single-syllable words by blending sounds including consonant blends?
☐	☐		13.1c) CAN I isolate and pronounce the initial, medial vowel, and finals sounds in spoken single-syllable words?
☐	☐		13.1d) CAN I segment spoken single-syllable words into their complete sequence of individual sounds?
☐	☐		14.1a) CAN I know the spelling-sound correspondences for common consonant digraphs?
☐	☐		14.1b) CAN I decode regularly spelled one-syllable words?
☐	☐		14.1c) CAN I know final –e and common vowel team conventions for representing long vowel sounds?
☐	☐		14.1d) CAN I use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word?
☐	☐		14.1e) CAN I decode two-syllable words following basic patterns by breaking the words into syllables?
☐	☐		14.1f) CAN I read words with inflectional endings?
☐	☐		14.1g) Can I recognize and read grade-appropriate irregularly spelled words?
☐	☐		15.1a) CAN I read 47 words per minute with 90 percent accuracy and appropriate expression?
☐	☐		15.1b) CAN I use context to confirm or self-correct understanding, re-reading as necessary?
☐	☐		16.1a) CAN I print ALL upper-and lowercase letters?
☐	☐		16.1b) CAN I use common, proper, and possessive nouns?
☐	☐		16.1c) CAN I use singular and plural nouns with matching verbs?
☐	☐		16.1d) CAN I use " I, me, my, they, them, their, anyone, everything" properly?
☐	☐		16.1e) CAN I use verbs to convey a sense of past, present and future?
☐	☐		16.1f) CAN I use simple and compound sentences to answer questions?
☐	☐		17.1a) CAN I capitalize months and names of people?
☐	☐		17.1b) CAN I use end punctuation for sentences?
☐	☐		17.1c) CAN I use commas in dates and to separate items in a series?
☐	☐		17.1d) CAN I spell words with common spelling patterns and common irregular words?
☐	☐		17.1e) CAN I spell untaught words phonetically?

Sight Words Mastery

1st Quarter____/100 2nd Quarter____/100 3rd Quarter____/100 4th Quarter____/100

Taught ✓	Practiced ✓	Mastery Date	SECOND GRADE ELA "I CAN" STEPS 2
			STEPS
☐	☐		12.2a) CAN I distinguish between long and short vowels in regularly spelled one syllable words?
☐	☐		12.2b) CAN I read words with common vowel teams?
☐	☐		12.2c) CAN I decode regularly spelled two-syllable words with long vowels?
☐	☐		12.2d) CAN I decode words with common prefixes and suffixes?
☐	☐		12.2e) CAN I identify and use homophones?
☐	☐		12.2f) CAN I recognize and read second grade sight words?
☐	☐		13.2a) CAN I read with purpose and understanding?
☐	☐		13.2b) CAN I read 87 words per minute with 97 percent accuracy with appropriate expression?
☐	☐		13.2c) CAN I use context to understand my reading and to self-correct?
☐	☐		14.2a) CAN I use collective nouns (e.g. group)?
☐	☐		14.2b) CAN I form and use frequently occurring irregular plural nouns (e.g. feet, mice)?
☐	☐		14.2c) CAN I use reflexive pronouns (e.g. myself, ourselves)?
☐	☐		14.2d) CAN I form and use irregular past tense verbs (e.g. sat, hid, told)?
☐	☐		14.2e) CAN I use adjectives and adverbs, choosing between them depending on what is to be modified?
☐	☐		14.2f) CAN I produce, expand, and rearrange complete simple and compound sentences?
☐	☐		15.2a) CAN I capitalize holidays, product names, and geographic names?
☐	☐		15.2b) CAN I use commas in greetings and closings of letters?
☐	☐		15.2c) CAN I use an apostrophe to form contractions and common possessives?

Sight Words Mastery

1st Quarter ___/100 2nd Quarter ___/100 3rd Quarter ___/100 4th Quarter ___/100

Reading Fluency Mastery

1st Quarter __/50-60 wpm 2nd Quarter __/60-70 wpm 3rd Quarter __/70-80 wpm 4th Quarter __/80-90 wpm

Taught ✓			Practiced ✓			Mastered ✓			3-5 ELA "I CAN" THEMES 3-5
3	4	5	3	4	5	3	4	5	**THEMES**
									1. I CAN read and comprehend grade level literature, including stories, dramas and poetry.
									2. CAN use literature text features to read and understand grade level literature including stories, dramas and poetry.
									3. I CAN read and comprehend grade level informational texts, including history/social studies, science, and online information.
									4. I CAN use text features to read and understand nonfiction text, including text books, online articles & websites, and reference books.
									5. I CAN write for different tasks, purposes and audiences.
									6. I CAN use the writing process to develop my writing.
									7. I CAN work collaboratively with peers to use print and digital tools to answer a question.
									8. I CAN participate in collaborative conversations about grade level topics and books.
									9. I CAN communicate ideas and experiences through oral and visual presentations.
									10. I CAN use print or digital tools to determine the meaning of unknown and multiple meaning grade level words and phrases.
									11. I CAN understand figurative language, word relationships and nuances in word meanings.

Taught ✓	Practiced ✓	Mastery Date	THIRD GRADE ELA "I CAN" STEPS 3
			STEPS
☐	☐		12.3a) CAN I identify and know the meaning of the most common prefixes and derivational suffixes?
☐	☐		12.3b) CAN I decode words with common Latin suffixes?
☐	☐		12.3c) CAN I decode multi-syllable words?
☐	☐		12.3d) CAN I recognize and read third grade sight words?
☐	☐		13.3a) CAN I read third grade level books with purpose and understanding?
☐	☐		13.3b) CAN I read 100 words per minute with 97 percent accuracy with appropriate expression?
☐	☐		13.3c) CAN I use context to understand my reading and to self-correct?
☐	☐		14.3a) CAN I explain the function of nouns and pronouns?
☐	☐		14.3b) CAN I explain the function of verbs?
☐	☐		14.3c) CAN I explain the function of adverbs?
☐	☐		14.3d) CAN I explain the function of adjectives?
☐	☐		14.3e) CAN I form and use regular and irregular plural nouns?
☐	☐		14.3f) CAN I use abstract nouns (e.g. childhood)?
☐	☐		14.3g) CAN I form and use regular and irregular verbs?
☐	☐		14.3h) CAN I for and use simple verb tenses (e.g. I walked; I walk; I will walk)?
☐	☐		14.3i) CAN I ensure subject-verb and pronoun-antecedent agreement?
☐	☐		14.3j) CAN I form and use comparative and superlative adjectives and adverbs properly?
☐	☐		14.3k) CAN I use coordinating and subordinating conjunctions?
☐	☐		14.3l) CAN I produce simple, compound and complex sentences?
☐	☐		15.3a) CAN I capitalize appropriate words in titles?
☐	☐		15.3b) CAN I use commas in addresses?
☐	☐		15.3c) CAN I use commas and quotation marks in dialogue?
☐	☐		15.3d) CAN I form and use possessives?
☐	☐		15.3e) CAN I spell third grade sight words and words that add suffixes to base words?
☐	☐		15.3f) CAN I use spelling patterns and generalizations in writing words?
☐	☐		15.3g) CAN I use reference materials to check and correct spellings?

Sight Words Mastery

1st Quarter ___/100 2nd Quarter ___/100 3rd Quarter ___/100 4th Quarter ___/100

Reading Fluency Mastery

1st Quarter __/80-90 wpm 2nd Quarter __/90 wpm 3rd Quarter __/95 wpm 4th Quarter __/100 wpm

Taught ✓	Practiced ✓	Mastery Date	FOURTH GRADE ELA "I CAN" STEPS 4
			STEPS
☐	☐		12.4a) CAN read and understand words with common Greek and Latin prefixes and suffixes?
☐	☐		12.4b) CAN I read and understand words with common root words?
☐	☐		12.4c) CAN I read, understand and use synonyms and antonyms in my reading and writing?
☐	☐		12.4d) CAN I read, understand and use homophones and homonyms in my reading and writing?
☐	☐		12.4e) CAN I read, understand, and use commonly confused words?
☐	☐		12.4f) CAN I read my fourth grade sight words?
☐	☐		13.4a) CAN I read fourth grade level books with purpose and understanding?
☐	☐		13.4b) CAN I read 115 words per minute with 98 percent accuracy with appropriate expression?
☐	☐		13.4c) CAN I use context to understand my reading and to self-correct?
☐	☐		14.4a) CAN I use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)?
☐	☐		14.4b) CAN I form and use the progressive verb tenses (e.g. I was walking; I am walking; I will be walking)?
☐	☐		14.4c) CAN I use helping verbs (e.g. can, may, must..) to convey various conditions?
☐	☐		14.4d) CAN I order adjectives according to conventional patterns (e.g. a small red bag rather than a red small bag)?
☐	☐		14.4e) CAN I form and use prepositional phrases?
☐	☐		14.4f) CAN I produce complete sentences recognizing and correcting inappropriate fragments and run-ons?
☐	☐		14.4g) CAN I correctly use frequently confused homophones?
☐	☐		15.4a) CAN I use correct capitalization?
☐	☐		15.4b) CAN I use commas and quotation marks to mark direct speech and quotations from a text?
☐	☐		15.4c) CAN I use a comma before a coordinating conjunction in a compound sentence?
☐	☐		15.4d) CAN I spell grade-appropriate words correctly, consulting references as needed?

Reading Fluency Mastery

1st Quarter __/100 wpm 2nd Quarter __/105 wpm 3rd Quarter __/110 wpm 4th Quarter __/115 wpm

Taught ✓	Practiced ✓	Mastery Date	FIFTH GRADE ELA "I CAN" STEPS 5
			STEPS
☐	☐		12.5a) CAN read and understand words with common prefixes and suffixes?
☐	☐		12.5b) CAN I read and understand words with common Greek and Latin root words?
☐	☐		13.5a) CAN I read fifth grade level books with purpose and understanding?
☐	☐		13.5b) CAN I read 130 words per minute with 99 percent accuracy with appropriate expression?
☐	☐		13.5c) CAN I use context to understand my reading and to self-correct?
☐	☐		14.5a) CAN I explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences?
☐	☐		14.5b) CAN I form and use the perfect verb tenses? (e.g., I had walked; I have walked; I will have walked)
☐	☐		14.5c) CAN I use verb tense to convey various times, sequences, states and conditions?
☐	☐		14.5d) CAN I recognize and correct inappropriate shifts in verb tense?
☐	☐		14.5e) CAN I use correlative conjunctions (e.g., either/or, neither/nor)?
☐	☐		15.5a) CAN I use punctuation to separate items in a series?
☐	☐		15.5b) CAN I use a comma to separate an introductory element form the rest of the sentence?
☐	☐		15.5c) CAN I use a comma to set off the words yes and no (e.g., Yes, than you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?)?
☐	☐		15.5d) CAN I use underlining, quotation marks, or italics to indicate titles of works?
☐	☐		15.5e) CAN I spell grade-appropriate words correctly, consulting references as needed?

Reading Fluency Mastery

1st Quarter __/115 wpm 2nd Quarter __/120 wpm 3rd Quarter __/125 wpm 4th Quarter __/130 wpm

Taught ✓			Practiced ✓			Mastered ✓			6-8 ELA "I CAN" THEMES 6-8
6	7	8	6	7	8	6	7	8	**THEMES**
									1. I CAN read and comprehend grade level literature, including stories, dramas and poetry.
									2. I CAN use literature text features to read and understand grade level literature including stories, dramas and poetry.
									3. I CAN read and comprehend grade level informational texts, including history/social studies, science, and technical texts.
									4. I CAN use text features to read and understand nonfiction text, including text books, online articles & websites, and reference books.
									5. I CAN read and comprehend grade level history/social studies texts independently and proficiently.
									6. I CAN read and comprehend sixth grade science and technical texts independently and proficiently.
									7. I CAN write for different tasks, purposes, and audiences.
									8. I CAN use the writing process to develop my writing.
									9. I CAN work collaboratively with peers to us print and digital tools to answer a question.
									10. I CAN participate in collaborative conversations about sixth grade topics and books.
									11. I CAN communicate ideas and experiences through oral and visual presentations.
									12. I CAN determine or clarify the meaning of grade level unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.
									13. I CAN demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Taught ✓	Practiced ✓	Mastery Date	SIXTH GRADE ELA "I CAN" STEPS 6
			STEPS
☐	☐		14.6a) CAN I ensure that pronouns ae in the proper case (subjective, objective, possessive)?
☐	☐		14.6b) CAN I use intensive pronouns? (e.g., myself, ourselves).
☐	☐		14.6c) CAN I recognize and correct inappropriate shifts in pronoun number and person?
☐	☐		14.6d) CAN I recognize and correct vague pronouns?
☐	☐		14.6e) CAN I recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language?
☐	☐		15.6a) CAN I use punctuation to set off nonrestrictive/parenthetical elements?
☐	☐		15.6b) CAN I use a comma to separate an introductory element form the rest of the sentence?
☐	☐		15.6c) CAN I spell grade-appropriate words correctly, consulting references as needed?

Taught ✓	Practiced ✓	Mastery Date	SEVENTH GRADE ELA "I CAN" STEPS 7
			STEPS
☐	☐		14.7a) CAN I explain the function of phrases and clauses in general and their function in specific sentences?
☐	☐		14.7b) CAN I choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas?
☐	☐		14.7c) CAN I place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers?
☐	☐		15.7a) CAN I use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore and old [,] green shirt)?
☐	☐		15.7b) CAN I spell grade-appropriate words correctly, consulting references as needed?

Taught ✓	Practiced ✓	Mastery Date	EIGHTH GRADE ELA "I CAN" STEPS 8
			STEPS
☐	☐		14.8a) CAN I explain the function of verbals in general (gerunds, participles, infinitives) and their function in particular sentences?
☐	☐		14.8b) CAN I form and use verbs in the active and passive voice?
☐	☐		14.8c) CAN I form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood?
☐	☐		14.8d) CAN I recognize and correct inappropriate shifts in verb voice and mood?
☐	☐		15.8a) CAN I use punctuation to indicate a pause or break?
☐	☐		15.8b) CAN I use ellipsis to indicate an omission?
☐	☐		15.8c) CAN I spell grade-appropriate words correctly, consulting references as needed?

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[I CAN] MATH

Scope and Sequence **GRADES K - 8**

Name: _____ Starting Year: _____

"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.

POWER TOOLS



Taught ✓	Practiced ✓	Mastery Date	KINDERGARTEN MATH "I CAN" STATEMENTS K
☐	☐		1. I CAN tell you the number names and the count sequence.
☐	☐		2. I CAN count to tell the number of objects.
☐	☐		3. I CAN compare numbers.
☐	☐		4. I CAN understand addition as putting together and adding to.
☐	☐		5. I CAN understand subtraction as taking apart and taking from.
☐	☐		6. I CAN work with numbers 11-19 to gain foundations for place value.
☐	☐		7. I CAN describe and compare measurable attributes.
☐	☐		8. I CAN classify objects and count the number of objects in each category.
☐	☐		9. I CAN identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
☐	☐		10. I CAN analyze, compare, create, and compose shapes.

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 represent and solve problems involving addition and subtraction within 20.
☐	☐		2. I CAN understand and apply properties of operations and the relationship between addition and subtraction within 20.
☐	☐		3. I CAN add and subtract within 20.
☐	☐		4. I CAN work with addition and subtraction equations within 20.
☐	☐		5. I CAN extend the counting sequence to 120.
☐	☐		6. I CAN understand place value of tens and ones.
☐	☐		7. I CAN use place value understanding and properties of operations to add and subtract within 100.
☐	☐		8. I CAN measure lengths indirectly and by iterating length units.
☐	☐		9. I CAN tell and write time to the half hour.
☐	☐		10. I CAN represent and interpret data.
☐	☐		11. I CAN reason with shapes and their attributes.

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 _____

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

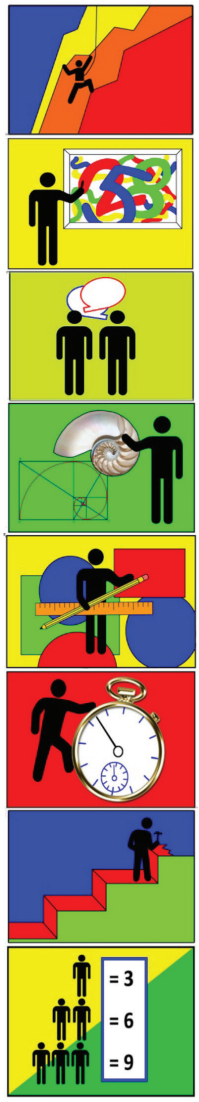
Sixth Grade: 2 dimensional, 3 dimensional, histogram, box plot, statistical data, surface area, volume, rational numbers, absolute value,distributive property, GCF/LCM

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

Springs CHARTER SCHOOLS

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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.

<u>Here's how it works:</u>

- ✓ 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.

Springs Power Tools

Learning Strategies for All Students



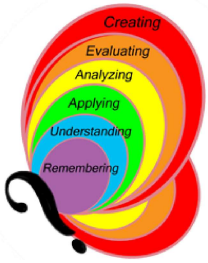
Graphic Organizers— a strategy that encompasses a variety of note-taking formats that show relationships among ideas and helps scaffold learning.



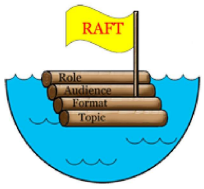
POWER Writing—a strategy to improve writing skills using a process. POWER is an acronym for Plan, Organize, Write, Revise, and Edit and represents the steps in the writing process



SQ3R—a reading strategy used to aid comprehension and access difficult text. The acronym stands for Survey, Question, Read, Recite and Review.



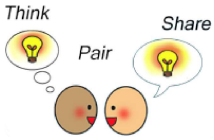
Questioning—a strategy for classifying thinking according to levels of complexity. We think of it as a stairway to encourage higher-level thinking.



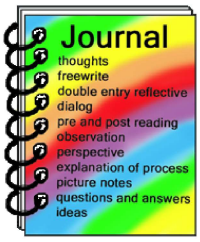
RAFT—a flexible writing strategy. R is for the role of the writer; A is for the audience the writer addresses; F is for the form or format of the writing; T is for the topic of the writing.

Springs Power Tools

Learning Strategies for All Students



Think-Pair-Share— a cooperative learning technique that supports students to think through questions using these three distinct steps.



Journals— a writing strategy to help students process information, organize, reflect and to promote writing fluency.



Sketch-to Stretch—a strategy that teaches students to visualize the main idea and concepts and to stretch their thinking understanding.



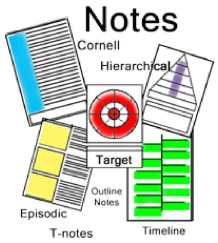
Connect—an active reading strategy that helps students connect to things that they already know about.



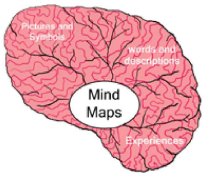
RIP (Repetition, Imagery & Pattern)—a strategy to increase retention through using repetition, images and patterns.

Springs Power Tools

Learning Strategies for All Students



Notes—a method to help students break-down and organize information.



Mind Maps— a strategy for helping students order and structure their thinking through mentally mapping words or/and concepts.



Summarize—a strategy that helps students to identify the most important ideas in a text.



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.

SPRING INTO MATH
Overview

Spring Into Math is a math curriculum for grades 5-8 that teaches the California State Standards and emphasizes the Standards of Mathematical Practice.

Each Spring Into Math lesson begins with setting Learning Targets for the students, and identifying the content vocabulary they will need to know to gain mastery of the content. The Standards of Mathematical Practice for lesson are also referenced at the beginning to allow the student to focus specifically on those skills.

The students begin with "Stretch your Brain," a quiz that is designed to spiral prior content learned to keep the brain pathways well-traveled, providing students with a highway system of brain circuitry for mathematics.

Following Stretch your Brain, the students view an instructional video that teaches the concept for the day. The presenters in these videos are Springs Master Mathematics teachers, and were selected for this project because of their deep knowledge of content as well as their superior methods of delivery.

The next segment is Teach and Talk. This provides vital content knowledge to parents and gives them suggestions on how to talk to their student about this concept as well as connect the concept to real world phenomena.

Next the student does some practice and receives immediate feedback on his/her responses. Once any misperceptions have been addressed, the student completes a set of graded practice problems.

In addition, the student spends 30 minutes per day using supplementary online instruction targeted at their Zone of Proximal Development. This is done by utilizing lessons from iReady, ST Math, or Math IXL.

Each Spring Into Math Unit also includes a Performance Task, Practice Quiz (taken prior to the Mastery Quiz), and an End of Unit Assessment. The Units are designed to fit the Springs pacing guides and Milestones (our quarterly benchmark assessments).

Name _____ #_____Date _____



My Personalized Learning Path

I CAN 3.1:

_____

_____

<u>Step 1:</u> Prepare for your journey

How confident do I feel about this I CAN? 1 2 3 4

1 **NOVICE**= I'm just starting to learn this and I don't really understand it yet.

2 **APPRENTICE** = I'm starting to get it, but I still need someone to coach me through it.

3 **PRACTITIONER**= I can mostly do it by myself, but I sometimes I get stuck.

4 **EXPERT**= I understand it well, and I could thoroughly teach it to someone else.

My Learning Path Goal:

_____

_____

What steps will I take to help myself achieve my goal?

1. _____
2. _____
3. _____

Pretest Score: _____ OUT OF _____ _____%

Step 2: My Journey

Choose an activity to complete **each day** during your Math PLP time.

Check off the activity you selected once you have completed it and write down the date completed.

P=Project **A**=Activity **T**=Technology **G**=Game

#	TYPE	Activity	✓	Date Completed
1	A	Read "Henry's Freedom Box" by Ellen Levine and complete the story map.		
2	A	Choose a passage to read and answer the comprehension questions.		
3	P	Choose a graphic organizer or activity and research "Athena". Complete the information.		
4	A	Character traits activity: Fill in the blank using a character trait from the word bank. You may use a dictionary to look up definitions if needed.		
5	A	Use the task cards to analyze, and practice recognizing character traits.		
6	P	After reading a book or passage of your choice, fill out one of the worksheets provided.		
7	A	Use the posters to complete the "Folktales Flip Book".		
8	A	Read a fictional book of your choice and complete the graphic organizer for beginning, middle, and end.		
9	A	Write Your Own Fable! Choose two characters, one setting, and one moral. Then, make a web and plan your writing.		
10	A	Folktales cut and sort: Cut out the characteristics of folktales on the second page. Sort the characteristics according to the type of folktale they describe. Glue under the correct folktale.		

Step 3: Post Journey Reflections

Now I feel this confident about this I CAN? 1 2 3 4

1 NOVICE= I'm just starting to learn this and I don't really understand it yet.

2 APPRENTICE = I'm starting to get it, but I still need someone to coach me through it.

3 PRACTITIONER= I can mostly do it by myself, but I sometimes I get stuck.

4 EXPERT= I understand it well, and I could thoroughly teach it to someone else.

Did I reach my learning path goal? Why or why not?

_____

_____

_____

_____

Learning Path Scoring Rubric:

	Possible Points	Points Earned
Step#1 Preparing for my journey	5	
Step #2 The Journey	15	
Step #3 Post Journey Reflection	5	
	TOTAL	

Post test Score: _____ OUT OF _____ _____%

Springs CHARTER SCHOOLS

PARENT CERTIFICATION

Empowering Parents

Springs Charter Schools is excited to offer our Parent Certification Program for our homeschool parents.

Our goal is to empower parents to provide the best educational experience for their students by providing additional training and support.

Upon completion of all requirements, parents will receive:

Homeschool Certification through SCS

Recognition as a member of an elite community of homeschool parents

and....

An additional bonus of $200 in instructional funds per family

REQUIREMENTS



COMPLETE 3 CORE COURSES



4 ELECTIVES



1 FINAL PROJECT

CORE COURSES

Three core courses are completed online and provide support in the following areas:

Course 1: Educational Philosophy, goal setting, pacing, planning, and scheduling.

Course 2: Brain based instructional strategies

Course 3: Assessment as Instruction





ELECTIVES

Four electives can be met by the following options:

Attendance at the SCS Annual Curriculum Conference in August (this counts as 2 electives)

Attendance at SCS Workshops offered throughout the year

Attendance at an outside, pre-approved, conference or training

Read and review an educational book

Be a part of an active Coop

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 one aspect of what you have learned through the Parent Certification Program and how you have applied it to your own homeschooling experience. You can complete your pre-approved project in a variety of ways, such as a poster presentation, a brochure, portfolio of student work, year plan/outline, etc.



RENEWAL

Parents whom are already certified and would like to renew their certification complete the following requirements:

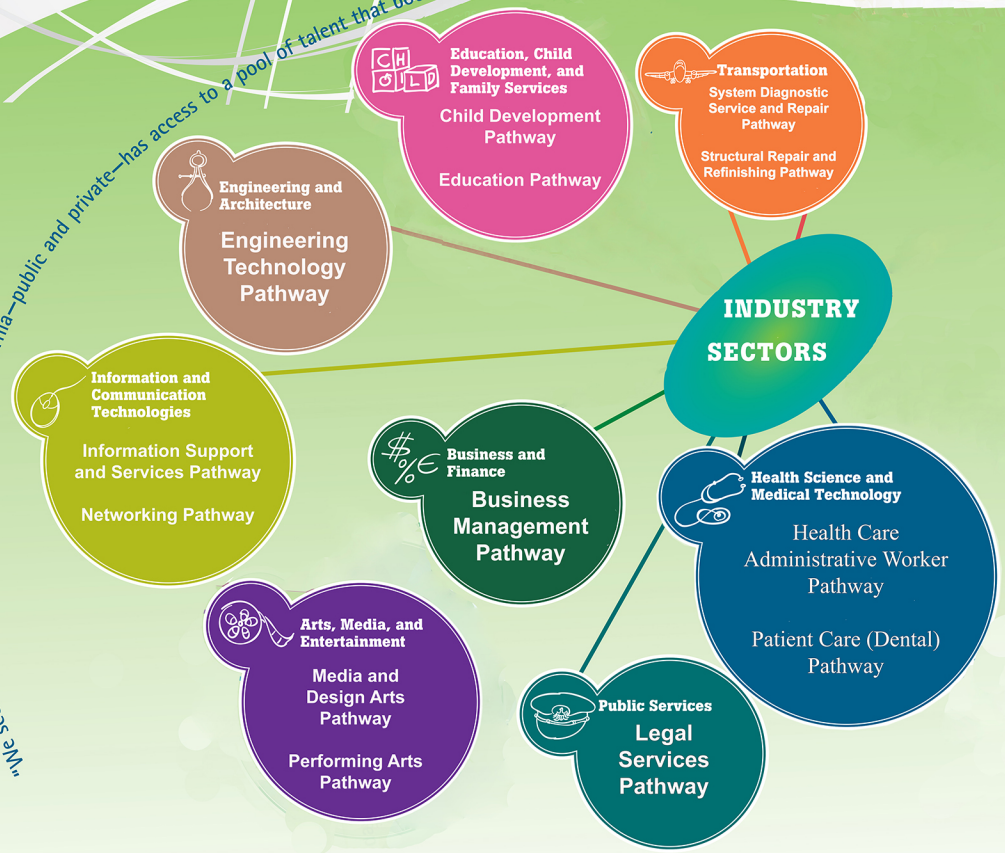
Completion of SPREE Course 4
Final project (presenting is optional)
Complete 3 elective classes

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 both attracts the world's leading businesses and hastens the development and success of new ones, creating opportunities for all."

—Tom Torlakson, State Superintendent of Public Instruction



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 planning on entering industry, attending community college, attending four-year universities, or any combination of these three. The intent of CTE is to provide students with real world application learning opportunities that reinforce core academic content through career focused project based learning.

CTE begins in eigth grade with career exploration, self-assessments, and introductory CTE courses. Introductory 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**
   Or complete a Concurrent Enrollment course
4. **Complete a Culminating Project**

Want 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 Essel CTE Lead Coordinator george.essel@springscs.org

Learning that works for California
CTE™

http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp

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

Media and Design Arts Pathway

Online, Hemet, Magnolia and Temecula,

Course Titles:

CTE- Digital Imaging
CTE- Interactive Publishing
Introduction to Photography (P)

Performing Arts Pathway

Online and Temecula

CTE Introduction to Theatre
CTE Beginning Acting
CTE Improvisation through Dance and Theatre

System Diagnostic Service and Repair Pathway Structural Repair and Refinishing Pathway

Available at FAPA

Course Title:

CTE Aviation Seminar 1
CTE Aviation Seminar II
CTE Ground School

Engineering Technology Pathway

FAPA, Hemet, Temecula and Magnolia

Course Titles:

CTE Engineering Essentials
CTE Electrical and Computer Engineering
CTE Mechanical Engineering Design w/CAD

Information Support and Services Pathway

Murrieta

CTE PC Essentials (Comp TIA A+)
CTE Networking Fundamentals (Comp TIA Network+)
CTE Applied Networking (CCNA)

Network Pathway

CTE Cisco Networking Fundamentals
CTE Cisco Networking Basic Routing

Patient Care Pathway

Murrieta and Online

CTE Dental Sciences and Occupations
CTE Dental Sciences and Anatomy
CTE Chairside Assisting
CTE Dental Office Management

Business Management Pathway

Online, FAPA, Magnolia, Hemet, and Temecula

Course Titles:

CTE Introduction to Business
CTE Bookkeeping Fundamentals
CTE Marketing and Advertising (P)

Legal Services Pathway

Murrieta

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

Education Pathway

Online

CTE Elementary Literacy Development
CTE Elementary Math Development











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

3564347

FILED
Secretary of State
State of California
MAY 10 2013

1 cc

ARTICLES OF INCORPORATION

OF

Empire Springs Charter School

ARTICLE ONE: The name of this corporation is Empire Springs Charter School. The principle place of business of this corporation is 43466 Business Park Drive, Temecula, CA 92490.

ARTICLE TWO: This 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 purposes.

The specific purpose of this corporation is to manage, operate, guide, direct and promote Empire Springs Charter School and other public charter schools that the corporation should organize.

This corporation has a sole statutory member, Springs Charter Schools, Inc.

ARTICLE THREE: The name and address in this state of the corporation's initial agent for service of process is:

Linda Rhoads Parks, Esq.

491 Lakeview Drive

Brentwood, CA 94513

ARTICLE FOUR: This corporation is organized and operated exclusively for public purposes within the meaning of Section 501(c)3 of the Internal Revenue Code.

No substantial part of the activities of this corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation, and the corporation shall

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.

MAY 10 2013

Date: _____

Debra Bowen

DEBRA BOWEN, Secretary of State

not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

ARTICLE FIVE: The property of this corporation is irrevocably dedicated to public purposes and no part of the net income or assets of the corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to one or more nonprofit fund, foundation or corporation which is organized and operated exclusively for public purposes and which has established its tax exempt status under Section 501(c)3 of the Internal Revenue Code.

Dated: 4/10/2013

Linda Rhoads Parks, Organizer

BYLAWS
OF
EMPIRE SPRINGS CHARTER SCHOOL
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Empire Springs Charter School.

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 located in the City of 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 Empire Springs Charter School ("Charter School"), a California public 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. Each Director must be reappointed to the Board by the last meeting of the fiscal year when their first term ends. Terms for the initial Board of Directors shall be staggered as determined in writing by the Statutory Member with 2 of the seats serving a one (1) year term and 2 of the seats serving a two (2) year term.

The initial Board of Directors shall be as follows:

NAME	EXPIRATION OF TERM
Robin Mammoth	June 30, 2015
Marlene Darrow	June 30, 2015
Heidi Chan	June 30, 2014
Tracey Vela	June 30, 2014

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 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 Empire Springs Charter School's Charter pursuant to Education Code section 47607. The Board may not make any material amendments to the Empire 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 the principal office of the Corporation. The Board of Directors may designate that a meeting 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 of the Corporation 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 be notified of special meetings in the following manner:

a. Any such notice shall be addressed or delivered to 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.

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. If a meeting is adjourned for more than twenty-four (24) hours, 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 receive compensation for their services as Directors or officers, as well as 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;

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

[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.

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 AND THE BOARD

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 one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The Board may also appoint a Chairman of the Board and a Vice-Chair. The corporate 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. APPOINTMENT OF OTHER OFFICERS. The Board may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. 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 6. 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 7. 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 8. 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 9. PRESIDENT. The President, also known as the Executive Director, 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 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11.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; and the names of the Directors present at Board of Directors and committee meetings.

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 12. 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 have a material financial interest) unless all of the following apply:

a. The Director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.

b. The Director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested Director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).

c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.

d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.

e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program

of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more Directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

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.

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.

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 Empire 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 OF THE BOARD

I certify that I am the duly elected and acting Secretary of Empire Springs Charter School, a California nonprofit public benefit corporation; that these bylaws, consisting of 15 pages, are the bylaws of this corporation as adopted by the Board of Directors on August 19, 2013, and that these bylaws have not been amended or modified since that date.

Executed on August 19, 2013 at Temecula, California.



Board Secretary

Subject: **Conflict of Interest Code**
Effective Date: **February 27, 2013**
Revised Date: **March 13, 2014**
Approved By: **Board of Directors (Empire Springs Charter School)**
Policy: **7003.1**

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Empire Springs Charter School hereby adopts this Conflict of Interest Code which shall apply to all governing board members, candidates for members of the governing board, and all other designated employees of Empire Springs 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 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 participate 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 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 Superintendent, 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

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall then refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) **and** comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A

Designated Positions

I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e. categories 1, 2, and 3).

A. Members of the Governing Board
B. Candidates for Members of the Governing Board
C. Corporate Officers (Chair, Treasurer, Secretary)
D. Superintendent of Charter School
E. Assistant Superintendent of Business & Administrative Operations
F. Assistant Superintendent of Pupil Services
G. Assistant Superintendent of Education – Personalized Learning
H. Assistant Superintendent of Education – Academies
I. Assistant Superintendent of Personnel
J. Assistant Superintendent of Facilities & IT
K. Consultant: Delta Managed Solutions, LLC
L. Facilities Project Manager
M. Facilities General Contractor

II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of "Exhibit B."

A. Controller

III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of "Exhibit B."

A. Site Directors
B. Program Directors (Homeschool, Keys, Learning Centers)
C. Administrative Directors (Special Education, Guidance/Intake, Instructional Support, Charter Relations)
D. Director of Student Records
E. Risk Manager
F. Educational Activities Coordinator
G. Field Trip Coordinator
H. Assistant Director of Business & Administrative Operations
I. Data Analyst

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

A. Interest in real property which is located in whole or in part either (1) within the boundaries of the county, or (2) within two miles of the boundaries of the county, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property, if the fair market value of the interest is greater than $1,000.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a ten percent interest or greater.)

B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the county.

C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the county.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

(No investment or interest in real property is reportable unless its fair market value exceeds $1,000. No source of income is reportable unless the income received by or promised to the public official aggregates $250 or more in value or $50 or more in value if the income was a gift during the preceding 12-month reporting period.

Category 2 Reporting:

A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Director. Investments include interests described in Category 1.

Category 3 Reporting:

A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Director. Investments include the interests described in Category 1.

Subject: **Student Suspension and Expulsion**
Effective Date: **May 15, 2014**
Approved By: **Board of Directors (Empire Springs Charter School)**
Policy: **5015.1**

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 Empire Springs Charter School (hereafter "ESCS"). When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as ESCS'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.

ESCS 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 ESCS 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.

ESCS 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 ESCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") 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. ESCS will follow Section 504, the IDEA, 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 ESCS 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.

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: 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.

A. 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, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) 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.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) 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.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) 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.

l) Knowingly received stolen school property or private property.

m) 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.

n) 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.

o) 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.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) 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.

r) 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.

s) 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.

t) 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.

u) 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.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1. "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.

2. "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.

w) 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).

x) 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.

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 students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be expelled 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, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) 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.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) 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.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) 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.

l) Knowingly received stolen school property or private property.

m) 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.

n) 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.

o) 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.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) 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.

r) 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.

s) 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.

t) 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.

u) 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.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act

1. "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.

2. "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.

w) 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).

x) 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.

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 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 fire arm 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.

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 or a Board member of the Charter School's governing board. 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. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. 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;
5. 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;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. 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.

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

9. 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.

10. 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.

G. 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.

H. 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.

I. 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.

J. 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.

K. Right to Appeal

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

L. 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.

M. 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.

N. 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.

O. Special 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 who the Charter School or 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 or functional analysis, 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 alterative 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 or a functional analysis 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 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 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:

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 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
EMPIRE SPRINGS CHARTER SCHOOL
HARBOR SPRINGS CHARTER SCHOOL
CITRUS SPRINGS CHARTER SCHOOL

This Agreement (or "Memorandum of Understanding" or "MOU") is executed by and between River Springs Charter School ("RSCS"), Empire Springs Charter School ("ESCS"), Harbor Springs Charter School ("HSCS"), and Citrus Springs Charter School ("CSCS").

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth, RSCS, ESCS, HSCS, 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 all parties.

B. Any modification of this Agreement must be in writing and executed by duly authorized representatives of all 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 any Charter.

D. To the extent that this Agreement is inconsistent with any of the terms of any Charter, the Charter document shall supersede the terms of this Agreement, and all 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. No party shall be responsible for the debts or obligations of the other.

III. INTERDEPENDENT SERVICES

A. All charters recognize that they may receive services from/provide services to/from each of the other charters. If shared services are required, 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 the receiver 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. ESCS, HSCS, and 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, ESCS, HSCS, 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 Administrative Operations, Assistannt Superintendent of Business, 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, RSCS, ESCS, HSCS, and CSCS understand that some employees may complete tasks for all entities as required by job duties.

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 any 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 ESCS:
Chairman of the Board
43466 Business Park Drive
Temecula, CA 92590

For HSCS:
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, Empire Springs Charter School

Dated: _____

Board Chair, Harbor Springs Charter School

Dated: _____

Board Chair, Citrus Springs Charter School

	Approved and ratified by all parties on or before this _____ day of _____, 2016, by the Board of Directors of each Charter School by the following vote: River Springs: Ayes: _____ Naes: _____ Abstains: _____

	Empire Springs: Ayes: _____ Naes: _____ Abstains: _____ Harbor Springs: Ayes: _____ Naes: _____ Abstains: _____ Citrus Springs: Ayes: _____ Naes: _____ Abstains: _____

June 19, 2017

Dr. Kathleen Hermsmeyer
Empire Springs Charter School
43466 Business Park Drive
Temecula, CA 92590

Re: ***Facility Search in Helendale School District***

Dear Dr. Hermsmeyer:

This letter is in response to your request that I review available facilities located within the boundaries of Helendale School District ("HSD") for use by Empire Springs Charter School. The purpose of this search is to determine whether there are any improved properties available in HSD that meet the parameters of the search, as discussed below. As a result of my search, I have concluded that there are 0 improved properties that meet the parameters of the search within HSD.

Background Information

Foundry Commercial is a national full service commercial real estate company with a practice group that focuses exclusively on schools and churches. As a commercial real estate professional, Chris Bury has 14 years of experience working exclusively with educational, religious, and not for profit organizations. As Senior Vice President for Foundry Commercial, Chris oversees the companys West Coast operations including primarily the Southern California and Arizona submarkets. Nationally, Foundry Commercial's educational and religious practice group successfully completes 90-120 transactions per year. Chris holds a real estate broker's license for both California and Arizona.

Parameters of Real Estate Search

As directed by Empire Springs Charter School, I conducted a search for improved properties available for rent located within the boundaries of HSD that could house the entire charter school. The parameters of the search involved identifying improved properties between 18,000 and 20,000 square feet in total size, available outdoor play space (3 acres), 11 move-in ready classrooms, adequate parking for staff and parents, a conditional use permit for grades TK-12, and a rental/lease price of $1.50 per square foot.

Real Estate Search

The search for available improved properties within HSD's boundaries included researching specific property data from CoStar, LoopNet, and driving the location. CoStar & LoopNet contain current available real estate listings and data. The search was conducted through a thorough analysis of the current supply of educational facilities on the market. This included monitoring sophisticated online databases, as well as driving the market on multiple occasions. The criteria included all improved properties over 18,000 square feet, under $1.50 per square foot, included 3 acres of available outdoor play space, 11 move-in ready classrooms, adequate parking, and a conditional use permit (CUP) approved for grades TK-12. The results returned from this property search were that there are currently no available improved properties in the Helendale School District that fit the required criteria of this property search.

Conclusion

As a result of my research and investigation of facilities located within the HSD geographic area, I have determined that there are currently no facilities located within HSD that meet Empire Springs Charter School's parameters. Accordingly, there is no facility that can house the entirety of Empire Springs Charter School available within the HSD geographic area.

If you should have any questions, please do not hesitate to contact me.

Sincerely,



Chris Bury
Senior Vice President
(949) 939-6238

Exhibit A:
"Real Estate Search Area"

