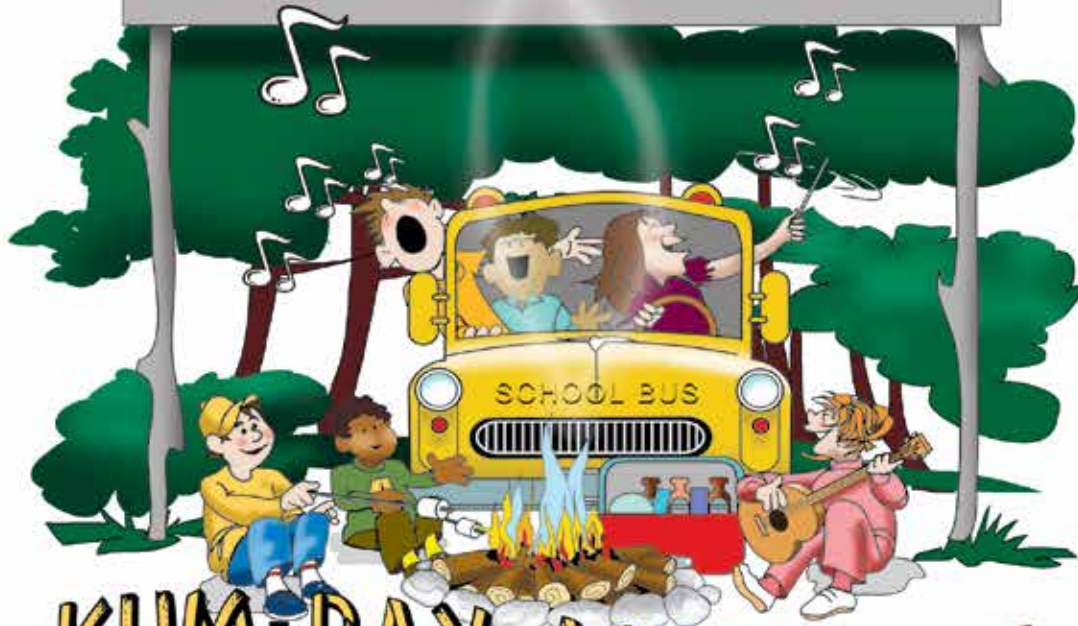


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2018-19 Student/Parent Handbook

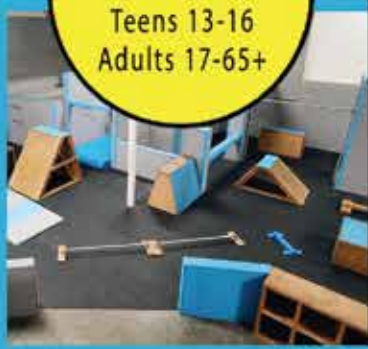
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## **Mission & Vision**

Springs Charter Schools was created and is operated by parents. We understand that every child is on a personalized educational journey.

Our talented teachers work hard to incorporate a rich diversity of skills development, curriculum, and extracurricular activity into each day. And our staff works hard to direct our school's resources where our students need them most.

As a charter school, we are part of the solution to a better education system. We are dedicated to ensuring that we leave no student behind!

### **Contact Information**

Administrative Offices:

27740 Jefferson Avenue, Temecula CA, 92590

Main Phone: 951-252-8800

Main Fax Line: 951-252-8801

Parent Support: 951-252-8888 or 877-438-4451

[www.SpringsCharterSchools.org](http://www.SpringsCharterSchools.org)

We value:

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



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SPRINGS  
CHARTER SCHOOLS

**KEYS**  
College & Career Prep

**Addison Coutts**  
12th grade

**Kathleen Hermsmeyer, Ed.D**  
*Superintendent*

The Superintendent is the main vision keeper of the organization. As such, she advocates for our schools' interests within our community and statewide. She also is in charge of new program development.



Certifications/  
Affiliations: Ed.D. in Curriculum and Instruction with a minor in Administration from University of the Pacific, M.A. in Computer-Based Education from Cal

Poly San Luis Obispo, B.A. in Liberal Studies from Cal Poly San Luis Obispo, California Clear Credentials in Multiple Subject, California Language Acquisition.

**Robert Hennings**  
*Assistant Superintendent, Pupil Services*

Mr. Hennings is responsible for the Pupil Services Division which includes the Guidance Department, Health Services Department, Special Education



Department, Pupil Personnel Services, and the Career Internships and Technical Education Department

Certifications/  
Affiliations: Doctor of Education in Educational Leadership, Master of Arts Education School Counseling, Bachelor of Sciences in Health Sciences,

Associate of Sciences in Radiologic Technology, Single Subject Health, Chemistry, Introductory Sciences, Introductory Social Sciences, and English Language Development Clear Teaching Credential, Clear Administrative Credential, Clear Pupil Personnel Services Credential in School Counseling, Licensed Professional Clinical Counselor, Association of California School Administrators.

**Amy Podratz**  
*Assistant Superintendent, Administrative Operations*

In this role Ms. Podratz is responsible for all administrative operations including accountability



plans, purchasing, vendor relations, student records/attendance, book warehousing, and student intake.

Certifications/  
Affiliations: Masters of Science in Leadership, Clear Single Subject Teaching Credential in Social Science,

Clear Administrative Credential, Chief Business Official Certification (coursework), and Bachelor of Arts in Political Science with Pre-law Certification.

**Vivian Price**  
*Assistant Superintendent, Education-Personalized Learning*

Mrs. Price is responsible for the Personalized



Learning Department including the Homeschool Program along with Homeschool Learning Centers, Homeschool Prep, KEYS College and Career Prep, Venture Online, the Instructional Department, Assessment the Data Analyst.

Certifications/Affiliations:  
Doctorate in Education, Master of Arts Literacy Education, Bachelor of Arts English, Single Subject English Credential, Clear Administrative Credential, National Board Certification ELA, Reading Specialist Credential, National Writing Project Fellow.



**Philip Hermsmeyer**

*Assistant Superintendent, Information Technology and Facilities*

Mr. Hermsmeyer is responsible for the school's information systems and servers, network infrastructure and the student and staff computing devices used to safely and securely access school and third-party digital services and the public internet in full compliance with State and Federal law.



Mr. Hermsmeyer is also responsible for the selection, construction, improvement and maintenance of all school

buildings and campuses in the many different cities and communities that the school serves.

Certifications/Affiliations: B.S. in Electronic Engineering, served as an electronic design engineer in the computer industry for 22 years with Apple Computer, Motorola, Tandem Computers and the Hewlett-Packard Company.

**Diane Anvari**

*Assistant Superintendent, Personnel*

Ms. Anvari is responsible for all human resources operations including recruitment, hiring, personnel files, benefits, credentials, training and development tracking performance reviews, investigations, retirement, substitutes, temps, volunteers, staff and student safety and risk management.



Certifications/  
Affiliations: SPHR-CA and SHRM-SCP Human

Resources Certifications, Clear Administrative Services Credential, Clear Single Subject Social Science Credential, B.A. in Behavioral Science.

**Tanya Rogers**

*Assistant Superintendent, Business Services*

Ms. Rogers is responsible for all business operations including budget/finances, business processes, debt analysis, internal controls/compliance, financial audits and reporting, payroll operations and the oversight of the National Lunch Program



Certifications/Affiliations: M.B.A., B.A. in Business with Accounting concentration, Certified Public Accountant (CPA) licensed in California, Certified Fraud Examiner (CFE) designation.

**Debbie Daniel**

*Assistant Superintendent*

Mrs. Daniel works on special projects for the school, typically in relation to school wide policy and procedure development.



Certifications/  
Affiliations:  
Bachelor of Science in Developmental Psychology, Master of Arts Educational Counseling, Master of

Arts Spiritual Formation and Soul Care, California Pupil Personnel Credential.

**Governing Boards**

The Governing Boards oversee the health of the schools in two key ways. First, the Boards establish and preserve the mission of the school by ensuring that school processes and policies are congruent with the mission. Second, the Boards oversee the sound fiscal and operational management of the schools. Our Governing Boards have well-established bylaws that stipulate the terms and limits of service of each board member. In addition, the Boards have approved policies to govern themselves, the schools' management and the student population. These policies and processes clearly delineate the roles and responsibilities of each stakeholder. We encourage interested members of the public to attend our meetings.

**Citrus Springs Governing Board**

Kevin Brejnak  
Joline Johnson  
Lauren Ruge  
Sarah Schlatter  
Mike Shurance  
Michael Solomon  
Don Vawter

**Empire Springs Governing Board**

Beth Burt  
Steaven Chan  
Marlene Darrow  
Jessica Large  
Robin Mammoth  
Justin Moldenhauer  
Craig Schneider

**Harbor Springs Governing Board**

**Pacific Springs Governing Board**

**Vista Springs Governing Board**

Heidi Chan  
Rachel Couch  
Louis Fetherolf  
Kristyn "Liz" Johnson  
Cheryl LaCount  
Pam Rivas  
Eugene "Gene" Swank

**River Springs Governing Board**

Carl Burke  
Stephen Darrow  
Jessica Mercer  
Charlene Ponzio  
Sheila Ryle  
Charles "Chuck" Vela  
Reginald Wadlington



Citrus Springs Charter School, Empire Springs Charter School, Harbor Springs Charter School, and River Springs Charter School are all fully accredited through the Western Association of Schools and Colleges (WASC)



Member of the California Charter School Association



Many high school courses have been accepted by the University of California system for college acceptance and transferability



Publicly funded tuition free charter school approved and registered through the State of California Board of Education

Citrus Springs Charter School is sponsored by Orange County Department of Education



Empire Springs Charter School is sponsored by Helendale School District



Harbor Springs Charter School is sponsored by Julian Elementary School District



California Department of Education



River Springs Charter School is sponsored by Riverside County Office of Education



Summit Springs Educational Foundation



San Diego County Office of Education



Chapter of the National Honor Society

California Scholastic Federation



Member of Aplus+, the Association of Personalized Learning Schools & Services

California Interscholastic Federation



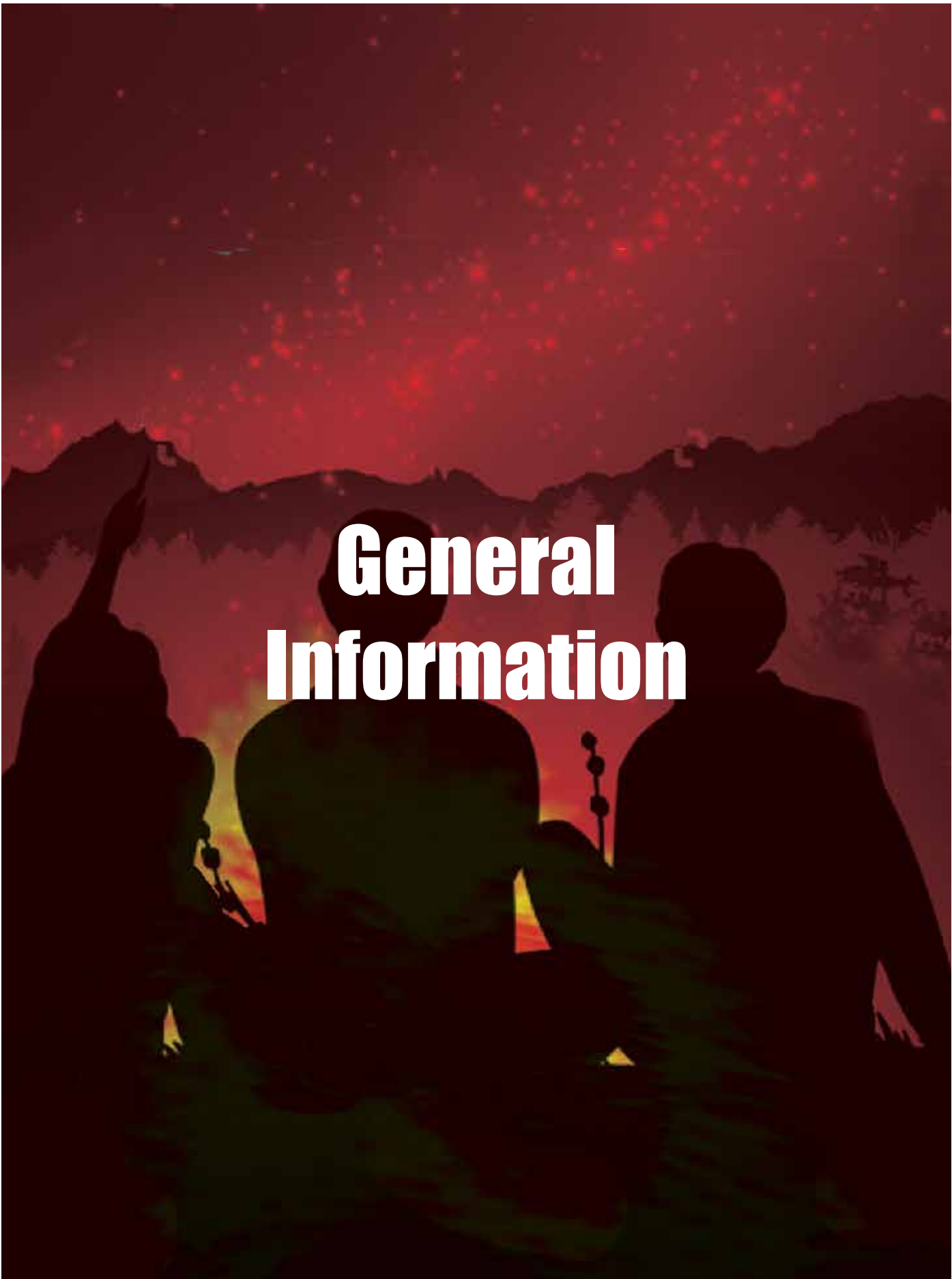
National Collegiate Athletics Association

School Services of California



Charter Schools Development Center





# General Information

## **General Information**

### **Family Educational Rights and Privacy Act (FERPA)**

Confidentiality of students is of the utmost importance at Springs Charter Schools. We are governed by the Family Educational Rights to Privacy Act (FERPA).

FERPA states: The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." For complete information, please visit our website.

### **Non-Discrimination**

Springs Charter Schools are nonsectarian in their programs, admission policies, employment practices and all other operations. We do not discriminate against any person based on ethnicity, national origin, gender, religion or disability.

### **New Student Enrollment**

Our Intake Department works with our newly-enrolled families to ensure that their children will receive the support they need to successfully integrate into our charter school community. With more than 20 programs at 18 locations in Southern California, our Intake staff can help you find the optimal program for your child.

### **Student and Parent ID Cards**

Student and Parent ID cards are available for all of our families. Many of our programs automatically issue ID cards at the time that student photos are taken in the fall and spring. If this is not available in your program, please look on the website at Current Parents & Students – Forms & Policies – Forms & Downloads – Request for ID Card. Follow the instructions and one will be issued to you promptly. Many parents find having a school ID card useful in securing discounts at school supply stores. Please use the same form.

### **Photo Release**

A photo release option is included on a student's application and may be changed at any time by

contacting your teacher or the Student Records Department in Temecula.

### **School Messenger**

To keep our students and families properly updated, we work with the School Messenger system to deliver important notifications via phone, text and email. These messages cover a lot of information and it's important that they be reviewed for content when they come in. If you change your phone number or email address, please notify your teacher or Site Facilitator right away.

### **Statement of Closed Campus**

All of the Student Centers operated by Springs Charter Schools are closed campuses. Students are not permitted access to unauthorized areas or to leave campus without a parent or guardian from the time of arrival until completion of the student's school day. At some campuses, the high school student parents may be able to sign a walk-release form. Please check with the academy principal. All students returning to school from an appointment must check in through the front office before being allowed into class.

### **Theft Disclaimer**

Springs Charter Schools are not responsible for stolen, lost or damaged items. The individual student is responsible for his/her property and for school items checked out to them. We make every attempt to secure property but are not responsible for any personal belongings – including, but not limited to, clothing, backpacks, cell phones, money, computers and other equipment.

### **Program Transfer Requests**

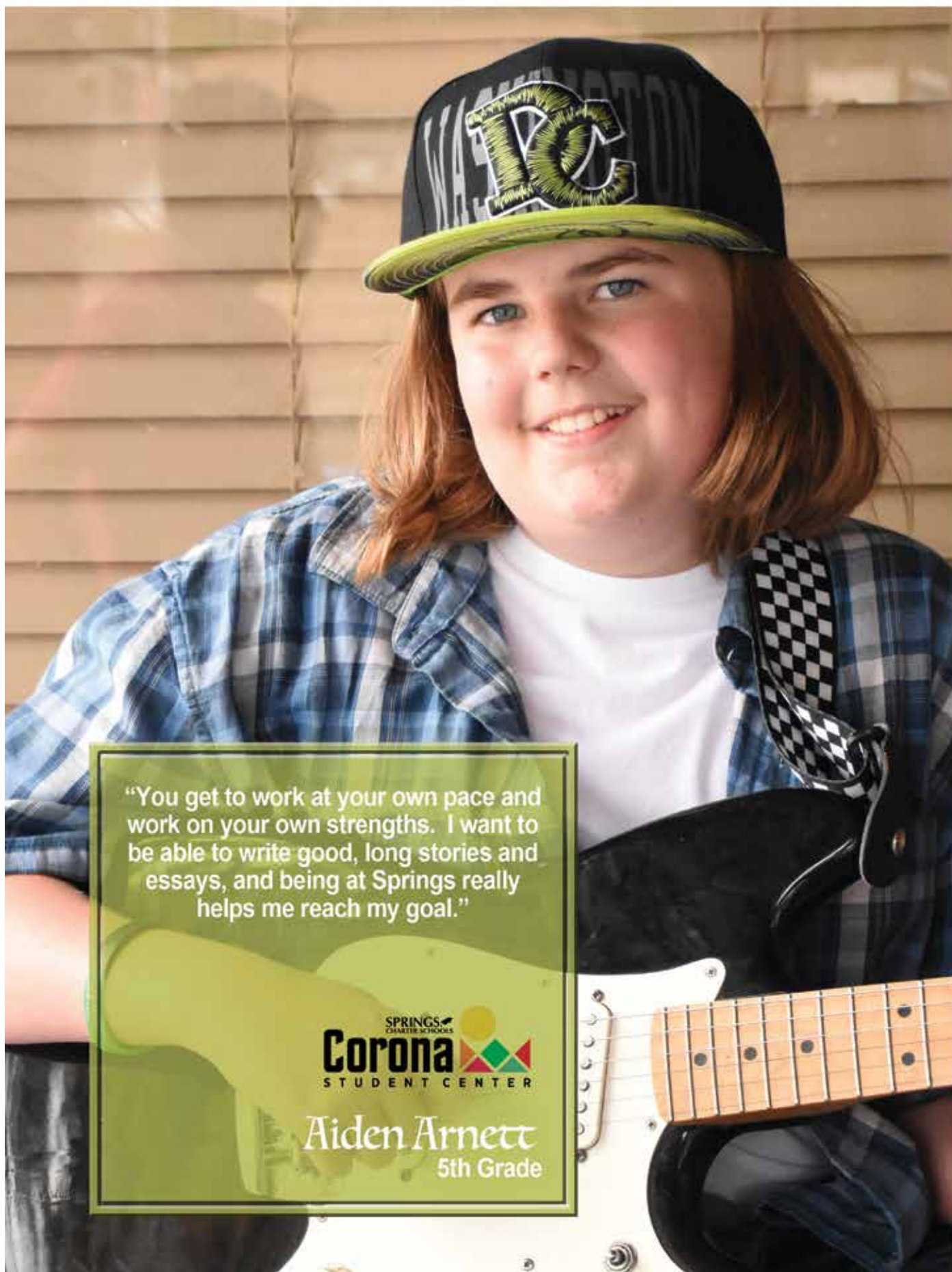
If you wish to transfer your child from one Springs program to another, we ask that you first take time to research the new program on our website and visit the school site to be sure that you want to make this change. To make a program transfer, contact our Pupil Services Department at 951-252-8833.

### **Participation in Graduation Ceremonies**

Graduation day is always an exciting time for our Springs Charter Schools family. While we'll miss our graduating seniors' presence in school the following year, we look forward to seeing them move on to the next phase of their lives.

Participation in graduation ceremonies however, is a privilege. We require that certain academic and good citizenship requirements be met. Graduating seniors may participate in graduation ceremonies if:





"You get to work at your own pace and work on your own strengths. I want to be able to write good, long stories and essays, and being at Springs really helps me reach my goal."

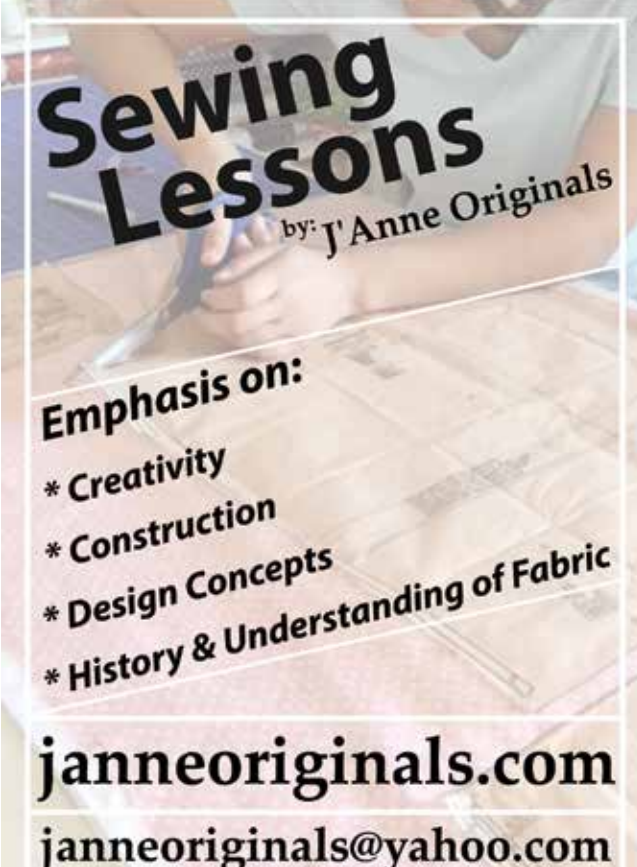


*Aiden Arnett*  
5th Grade

- The student has completed all graduation course and exam requirements.
- The student is within ten units of completion of graduation courses AND is enrolled in summer school.
- The student is in “good standing” in regards to citizenship and behavior.

Students in the midst of a disciplinary process may be notified in writing that although they will receive their diploma for meeting our academic requirements, their privilege of participating in graduation ceremonies has been withdrawn due to behavioral issues. If your child is in this situation and you wish to appeal the decision, you may do so through the Program Director, Senior Director and/or the Director of Education.

Our Executive Department will contact you with logistical information related to the graduation ceremonies as well as information on how you may order a cap and gown.



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## DOL Programs Serve Families with Children TK-High School

- ❑ Core Programs (2-3 days per week, varies by location) offer hand crafted curriculum designed to meet your child's learning style, bringing learning to life for students TK-8<sup>th</sup>
- ❑ Elective Day Program (1 day per week) offers 4 one hour Elective Blocks in 8 week sessions, introducing a wide variety of subjects for students TK-8<sup>th</sup> at participating campuses
- ❑ High School Program designed to guide students towards graduation while finding their passion, best learning style and planning for their future!
- ❑ Discovery of Learning is an approved Springs vendor and also accepts private pay. Talk to us about tuition options.
- ❑ Learn the variety of ways DOL supports each family's educational journey, open to all homeschool families, PSA or charter



## DOL Believes in




Family  
Support  
Choices  
Community

**Come join us!**

Discovery of Learning is a multi-age learning center born out of a love of children and a passion for educating the whole child. The approach is child-centered, developmental, project-based, and hands-on. The teachers work closely with families to create a sense of community and involvement.

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Join us on  and follow us on  **Discovery of Learning**



Community fieldtrips, guest speakers, workshops, and homeschooling support

www.discoveryoflearning.net 888.625.2012 info@discoveryoflearning.net  
Beaumont Indio Ontario Palm Desert Riverside Tustin Visalia Yorba Linda





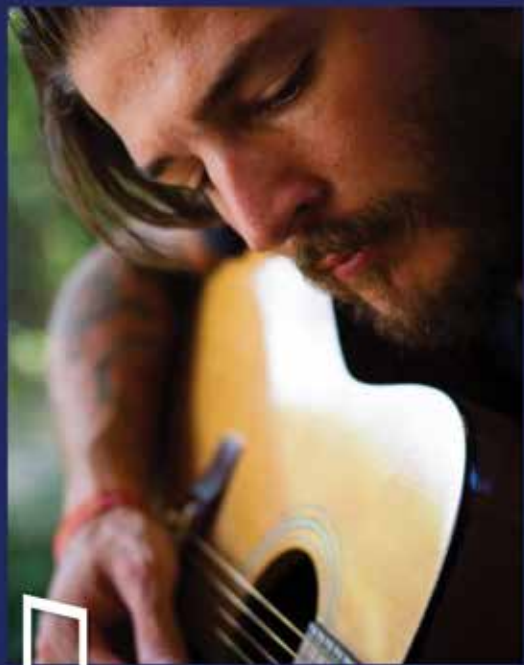
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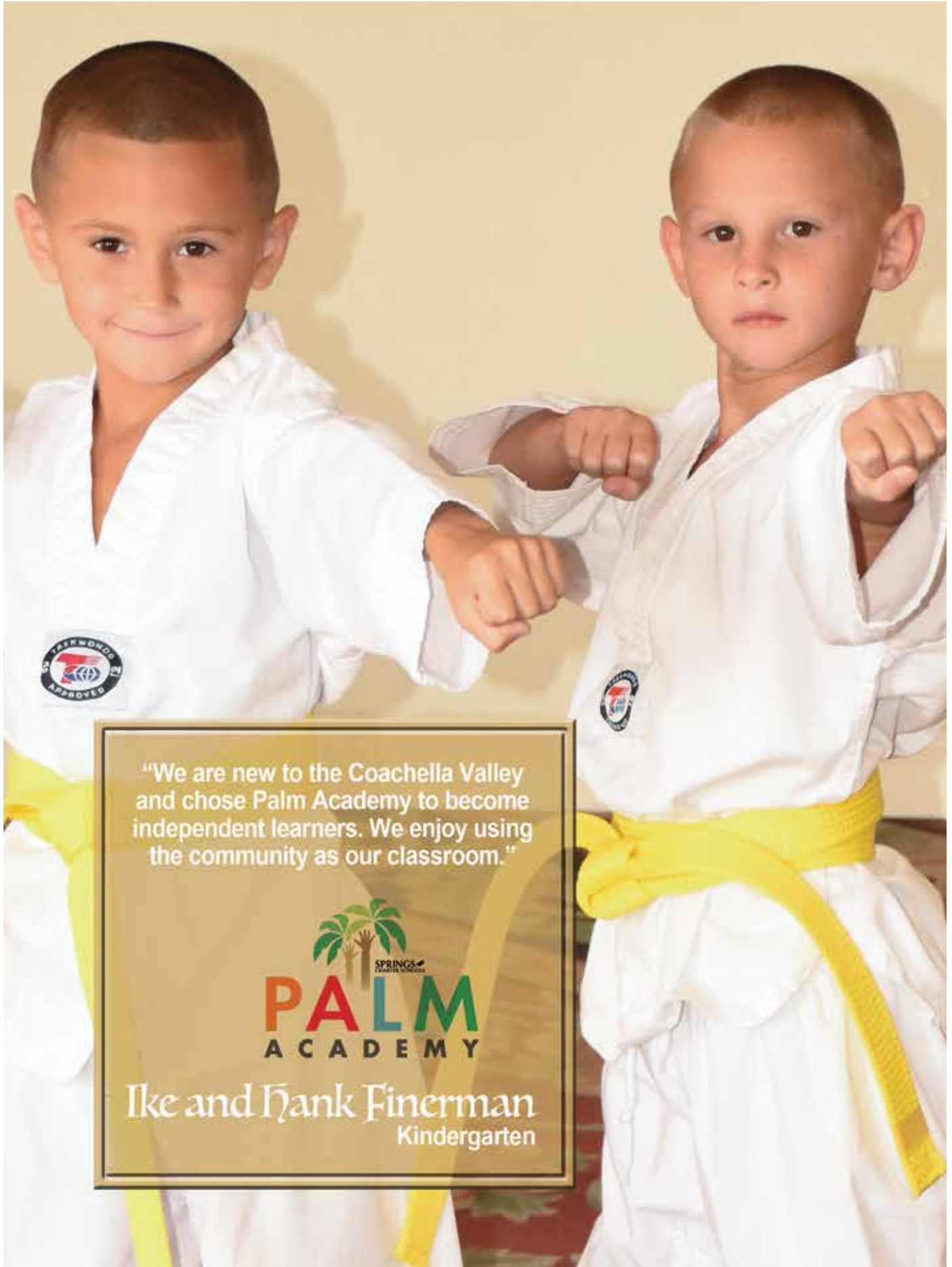




“Springs gives you the freedom and encouragement you need to be yourself without being scared of not fitting in. We’re not just a high school. We’re a family.”

**Hemet**  
STUDENT CENTER  
SPRINGS  
CHARITY NETWORK

*Anyela Reyes Gomez*  
12h Grade



"We are new to the Coachella Valley and chose Palm Academy to become independent learners. We enjoy using the community as our classroom."



**PALM**  
ACADEMY

Ike and Hank Finerman  
Kindergarten





# Academics

## Academics

### **Student Academic Expectations**

Regular attendance is a priority at Springs Charter Schools and a key to academic success. Students are expected to do school work on every school day, to keep track of the work they do and to ensure that they complete a week's worth of work each school week. Students who are enrolled at one of our student center locations are expected to attend regularly as they have committed to that learning program. If, for some reason, an academy student must miss a scheduled class, the student must access our Learning Management System to get the assignments and complete all assigned daily work.

### **Definition of Student Achievement**

Springs Charter Schools student achievement means more than just the grade on a transcript or the score on a test. We believe student achievement is a complex process of moving in an intentional and satisfying way toward a collection of goals. Springs Charter Schools believe the core of achievement is each student's will and ability to take on a challenge, find and use resources to successfully tackle that challenge and work diligently to accomplish each goal, even in the face of obstacles. For this reason, we believe that not only must each student take responsibility for his or her own achievement, but the school must ensure that students are taught to take charge of their own learning in an incremental way at each grade level until graduation.

At Springs Charter Schools, we identify 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 he or she 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 our schools to help students become educated individuals who are intrinsically motivated to learn, and who have diverse yet well-developed interests.

**You can have the best Dog!  
We can teach you how!**

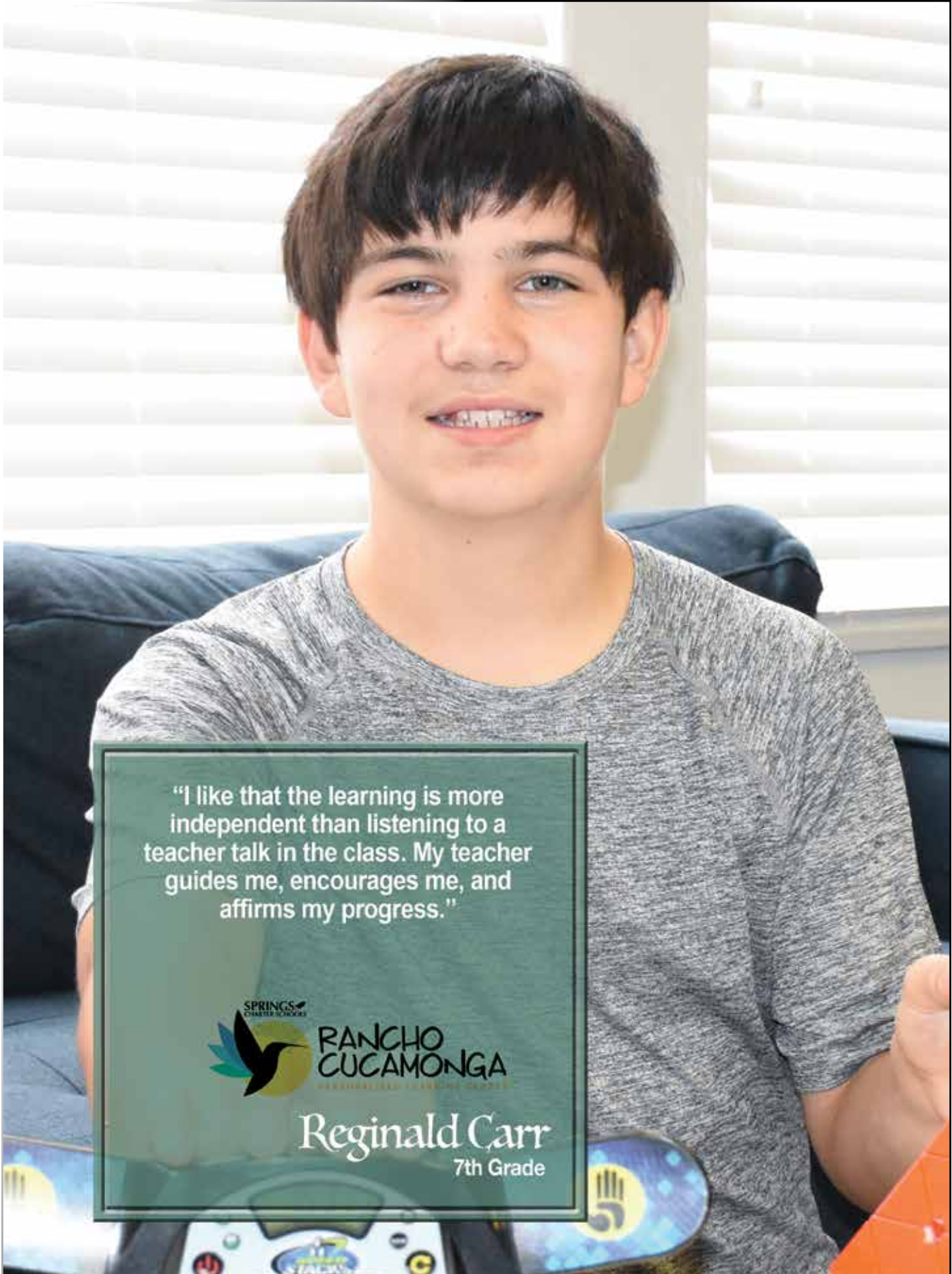
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"I like that the learning is more independent than listening to a teacher talk in the class. My teacher guides me, encourages me, and affirms my progress."



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AN INDEPENDENT LEARNING CENTER

**Reginald Carr**  
7th Grade



# Kindergarten

## 13 Years to College

### ELA / CANs

**I CAN** read and understand kindergarten grade level literature.

**I CAN** use literature text features to read and understand kindergarten grade literature, including stories, dramas and poetry.

**I CAN** read and understand kindergarten grade level informational text.

**I CAN** use text features to read kindergarten informational text.

**I CAN** write for different tasks, including opinion, informative. and narrative pieces.

**I CAN** with guidance support from adults, add details to my writing.

**I CAN** listen and speak clearly so others can understand.

**I CAN** present my work and ideas.

**I CAN** acquire and use new vocabulary words correctly.

**I CAN** with guidance and support from adults, explore word relationships and nuances in word meanings.

**I CAN** use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**I CAN** demonstrate understanding of the organization and basic features of print.

**I CAN** demonstrate understanding of spoken words, syllables, and sounds.

**I CAN** know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

**I CAN** read emergent-reader texts with purpose and understanding.

**I CAN** demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**I CAN** demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

### MATH / CANs

**I CAN** tell you the number names and the count sequence.

**I CAN** count to tell the number of objects.

**I CAN** compare numbers.

**I CAN** understand addition as putting together and adding to.

**I CAN** understand subtraction as taking apart and taking from.

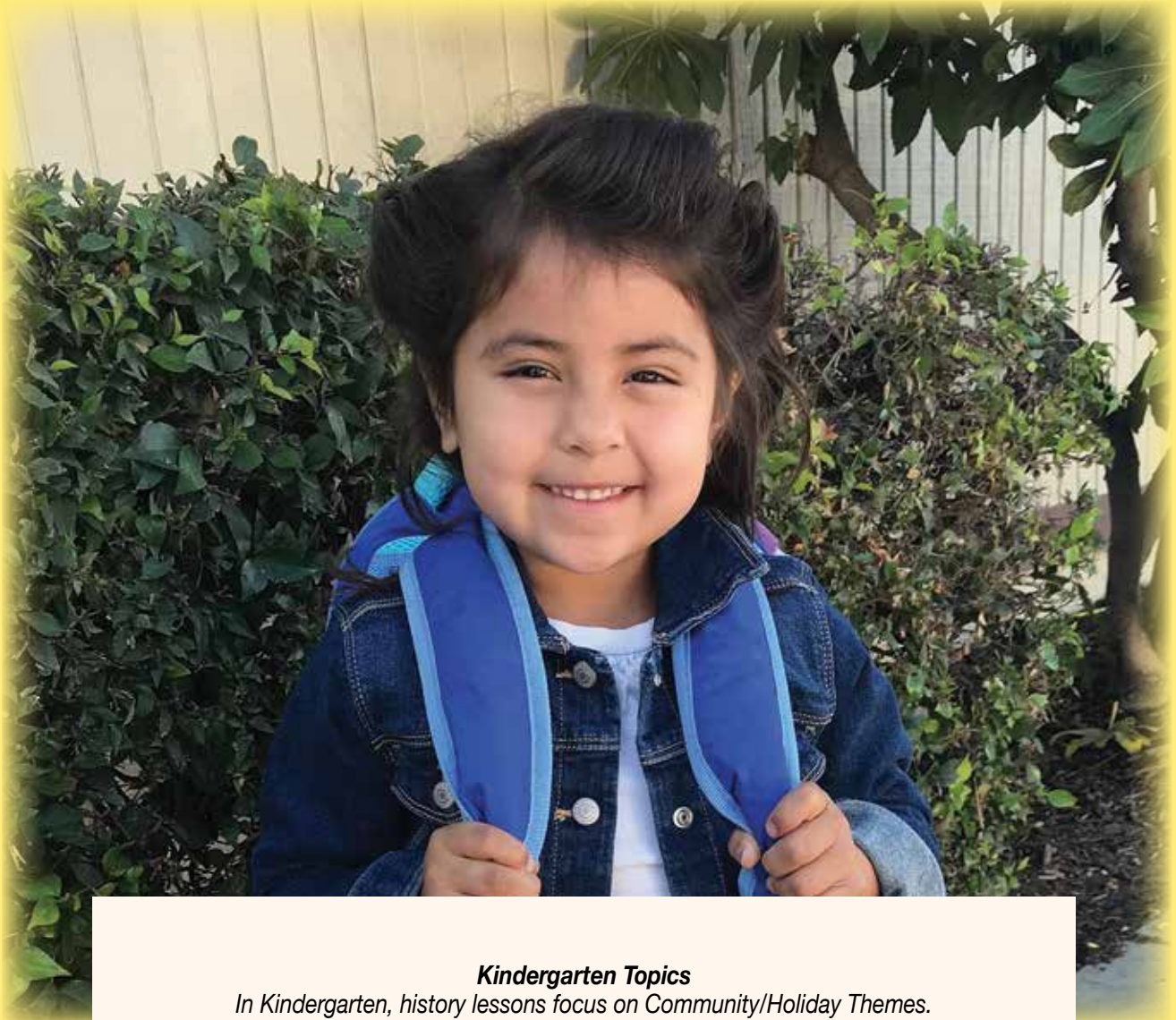
**I CAN** work with numbers 11-19 to gain foundations for place value.

**I CAN** describe and compare measurable attributes.

**I CAN** classify objects and count the number of objects in each category.

**I CAN** identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

**I CAN** analyze, compare, create, and compose shapes.



**Kindergarten Topics**

*In Kindergarten, history lessons focus on Community/Holiday Themes. In science, Kindergarten students explore weather and climate. They ask Questions, Make Observations, Investigate and Support an Argument.*

*Stepping Stones - The Kindergarten child:*

- Can work independently for short periods
  - Is learning to skip.
- Can use child safe scissors to cut out shapes.
- Is able to play in small groups of children.
  - Practices counting out loud up to 20.

*Reading recommendation:  
"My Five Senses" by Ailiki*



# First Grade

12 Years to College

## ELA / CANs

**I CAN** read and understand my first grade level literature, including stories, drama, and poetry.

**I CAN** explain differences between the types of books I am reading

**I CAN** read and understand my first grade literature, including stories, drama, and poetry.

**I CAN** use text features to help me understand what I'm reading.

**I CAN** use text features to help me understand what I'm reading.

**I CAN** read and understand first grade level informational text.

**I CAN** write for different tasks, purposes, and audiences.

**I CAN** use the writing process to develop my writing.

**I CAN** listen and speak clearly so others can understand.

**I CAN** present my work and ideas.

**I CAN** determine the meaning of words and phrases by choosing from a range of strategies.

**I CAN** with guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

**I CAN** use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

**I CAN** identify the features of a sentence.

**I CAN** read and understand my first grade literature, including stories, drama, and poetry.

**I CAN** demonstrate understanding of spoken words, syllables, and sounds.

**I CAN** know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

**I CAN** read with sufficient accuracy and fluency to support comprehension.

**I CAN** demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**I CAN** demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## MATH / CANs

**I CAN** represent and solve problems involving addition and subtraction within 20.

**I CAN** understand and apply properties of operations and the relationship between addition and subtraction within 20.

**I CAN** add and subtract within 20.

**I CAN** work with addition and subtraction equations within 20.

**I CAN** extend the counting sequence to 120.

**I CAN** understand place value of tens and ones.

**I CAN** use place value understanding and properties of operations to add and subtract within 100.

**I CAN** measure lengths indirectly and by iterating length units.

**I CAN** tell and write time to the half hour.

**I CAN** represent and interpret data.

**I CAN** reason with shapes and their attributes.



### ***First Grade Topics***

In first grade, history lessons focus on National Symbols/Holiday Themes.

In science, first grade students explore Waves, Light and Sound, Space Systems and Patterns, and Cycles/Engineering.

Stepping Stones - The first grade child:

- Can join and separate two digit problems up to 30.
  - Can tie shoelaces.
- Can understand that actions have causes and effects.
  - Can design, sketch, plan, and analyze.

Typical First Grade Lexile Reader Level Up to 300L

Reading recommendation:

*"A Weed is a Flower:*

*The Life of George Washington Carver"* by Alike



## Second Grade

11 Years to College

### ELA I CANs

**I CAN** read and comprehend second grade literature, including stories and poetry.

**I CAN** use literature text features to read and understand second grade literature, including stories and poetry.

**I CAN** read and comprehend informational texts, including history/social studies, science, and online information.

**I CAN** use text features to read and understand nonfiction text, including text books, online articles and websites, and reference books.

**I CAN** write paragraphs to give my opinion, provide information, or retell an event.

**I CAN** use the writing process to develop my writing.

**I CAN** work collaboratively with my peers to use our print and digital tools to answer a question we have about the world.

**I CAN** participate in collaborative conversations, in small and large groups, about my second grade topics and books we are reading.

**I CAN** communicate ideas and experiences through oral and visual presentations.

**I CAN** use print or digital tools to determine the meaning of unknown and multiple-meaning words and phrases I discover in my second grade reading.

**I CAN** understand word relationships and shades of meaning in my second grade reading.

**I CAN** use what I know about phonics to decode words as I read.

**I CAN** read with accuracy and fluency to support my comprehension.

**I CAN** use proper grammar when I write and speak.

**I CAN** use proper capitalization, punctuation, and spelling in my writing.

### MATH I CANs

**I CAN** add and subtract within 100 and use what I know to solve word problems.

**I CAN** know my addition and subtraction facts within 20 and know from memory all sums of two one-digit numbers.

**I CAN** group up to 20 objects to tell if a number is odd or even by finding pairs or counting by 2s.

**I CAN** show my multiplication tables for 2s, 5s and 10s by using repeated addition, arrays, or by counting with multiples.

**I CAN** read, write and count numbers forward and backward to 1,000 using 2s, 5s, 10s and 100s.

**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  $=$ .

**I CAN** add and subtract tens and hundreds in my head and explain how I found my answer.

**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.

**I CAN** add and subtract within 1,000 using models, drawings, regrouping, properties, estimation and correct understanding of place value.

**I CAN** count money (bills, quarters, dimes, nickels and pennies) and use that knowledge to solve word problems using dollar and cent signs correctly.

**I CAN** measure, estimate and compare the lengths of objects using measuring tools.

**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.

**I CAN** make and use a table to organize data and use it to make a line plot, picture graph and bar graph.

**I CAN** name and draw triangles, quadrilaterals, pentagons, hexagons and cubes.

**I CAN** divide circles and rectangles into equal parts, find the area and use fraction words to name the parts.



### ***Second Grade Topics***

In second grade, history lessons focus on Family Heritage/Holiday Themes. In science, second grade students explore Structure and Properties of Matter, Interdependent Relationships, Earth's Systems and Engineering Design.

Stepping Stones - The second grade child:

- Knows the value of money and can apply problem solving skills to determine amount needed for small purchases.
- Has a sense of humor; likes to tell jokes. Balance and coordination are improving.
  - Wants to take on more responsibility to feel a sense of accomplishment.

Typical Second Grade Lexile Reader Level: 140L to 500L

Reading recommendation:

*“Sarah, Plain and Tall”* by Patricia MacLachlan and  
*“From Seed to Plant”* by Gail Gibbons



## **Third Grade** 10 Years to College

### **ELA I CANs**

**I CAN** read and comprehend third grade literature, including stories, dramas and poetry.

**I CAN** use literature text features to read and understand third grade literature, including stories, dramas and poetry.

**I CAN** read and comprehend informational texts, including history/social studies, science, and online information.

**I CAN** use text features to read and understand non-fiction text, including text books, online articles, and reference books.

**I CAN** write for different tasks including opinion, informative, and narrative pieces.

**I CAN** with guidance and support from adults, add details to my writing.

**I CAN** work collaboratively with my peers to use our print and digital tools to answer a question we have about the world.

**I CAN** participate in collaborative conversations, in small and large groups, about my third grade topics and books we are reading.

**I CAN** communicate ideas and experiences through oral and visual presentations.

**I CAN** use print or digital tools to determine the meaning of unknown and multiple-meaning words and phrases I discover in my third grade reading.

**I CAN** demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**I CAN** use what I know about phonics to decode words as I read.

**I CAN** use proper grammar when I write and speak.

**I CAN** use proper capitalization, punctuation, and spelling in my writing.

### **MATH I CANs**

**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.

**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.

**I CAN** know and apply multiplication properties of operations (associative, distributive and commutative).

**I CAN** find the answer to a division problem by thinking of the missing factor in a multiplication problem.

**I CAN** fluently multiply and divide within 100 and, by the end of third grade, know from memory all products of two one-digit numbers.

**I CAN** use addition, subtraction, multiplication and division to solve two-step word problems, then use mental math to check my answers.

**I CAN** find patterns in addition and multiplication tables and explain them using what I know about how numbers work.

**I CAN** show fractions are part of a whole and represent fractions on a number line.

**I CAN** compare fractions (using  $<$ ,  $=$ ,  $>$ ), show whole numbers in fraction form, and recognize fractions that are equal to one whole and sometimes equal to each other.

**I CAN** tell time to the nearest minute, measure time and solve time word problems by adding and subtracting minutes.

**I CAN** measure liquids and solids with liters, grams, and kilograms and use math to solve word problems involving mass and volume.

**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.

**I CAN** measure area by using what I know about multiplication and addition and describe it in unit squares.

**I CAN** recognize, draw, and categorize quadrilaterals and divide those shapes into parts with equal areas using fractions.

**I CAN** find the area and perimeter of shapes applied in real world examples.



### **Third Grade Topics**

In third grade, history lessons focus on Local, City and Native Americans. In science, third grade students explore Forces and Interactions/Interdependent Relationships/Inheritance and Variance of Traits/Weather and Climate/ Engineering Design.

Stepping Stones - The third grade child:

- Can identify date, time and day as a concept as opposed to just a number.
  - Feels the “need” to master skills such as riding a bike, scooter, skate board and/or skates.
  - Has a strong group identity.

Typical Third Grade Lexile Reader Level: 330L to 700L

Reading recommendation:  
“Charlotte’s Web” by E.B. White  
and “So You Want to Be President?” by Judith St. George



# Fourth Grade

## 9 Years to College

### ELA / CANs

**I CAN** read and comprehend fourth grade literature, including stories, dramas, and poetry.

**I CAN** use literature text features to read and understand fourth grade literature, including stories, dramas and poetry.

**I CAN** read and comprehend fourth grade informational texts, including history/social studies, science, and technical texts.

**I CAN** use text features to read and understand nonfiction text, including text books, online articles and websites, and reference books.

**I CAN** write opinion, informative, and narrative pieces.

**I CAN** use the writing process to develop my writing.

**I CAN** work collaboratively with my peers to use our print and digital tools to answer a question we have about the world.

**I CAN** participate in collaborative conversations, in small and large groups, about my fourth grade topics and books we are reading.

**I CAN** communicate ideas and experiences through oral and visual presentations.

**I CAN** use print or digital tools to determine the meaning of unknown and multiple-meaning words and phrases I discover in my fourth grade reading.

**I CAN** demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**I CAN** use what I know about common Greek and Latin prefixes, suffixes, root words, and multiple meaning words to determine what words mean and use them correctly in my writing.

**I CAN** read with accuracy and fluency to support my comprehension.

**I CAN** use proper grammar when I write and speak.

**I CAN** correctly use the rules for capitalization, punctuation, and spelling when writing.

### MATH / CANs

**I CAN** use my understanding of place value to represent, round, and compare multi-digit whole numbers.

**I CAN** add and subtract numbers within 1,000,000.

**I CAN** determine factor pairs and multiples for the numbers 1-100 and tell whether a number is prime or composite.

**I CAN** create and analyze patterns to identify features of the pattern to follow a math rule.

**I CAN** use addition, subtraction, multiplication and division with whole numbers to estimate and solve problems and explain the solution with words and models.

**I CAN** use what I know about the four operations to solve for an unknown value represented by a letter.

**I CAN** use place value understanding and properties of operations to add, subtract, multiply and divide multi-digit whole numbers.

**I CAN** compare, order, and understand equivalence of fractions with different numerators and denominators.

**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.

**I CAN** use unit fractions to multiply fractions and model my answer.

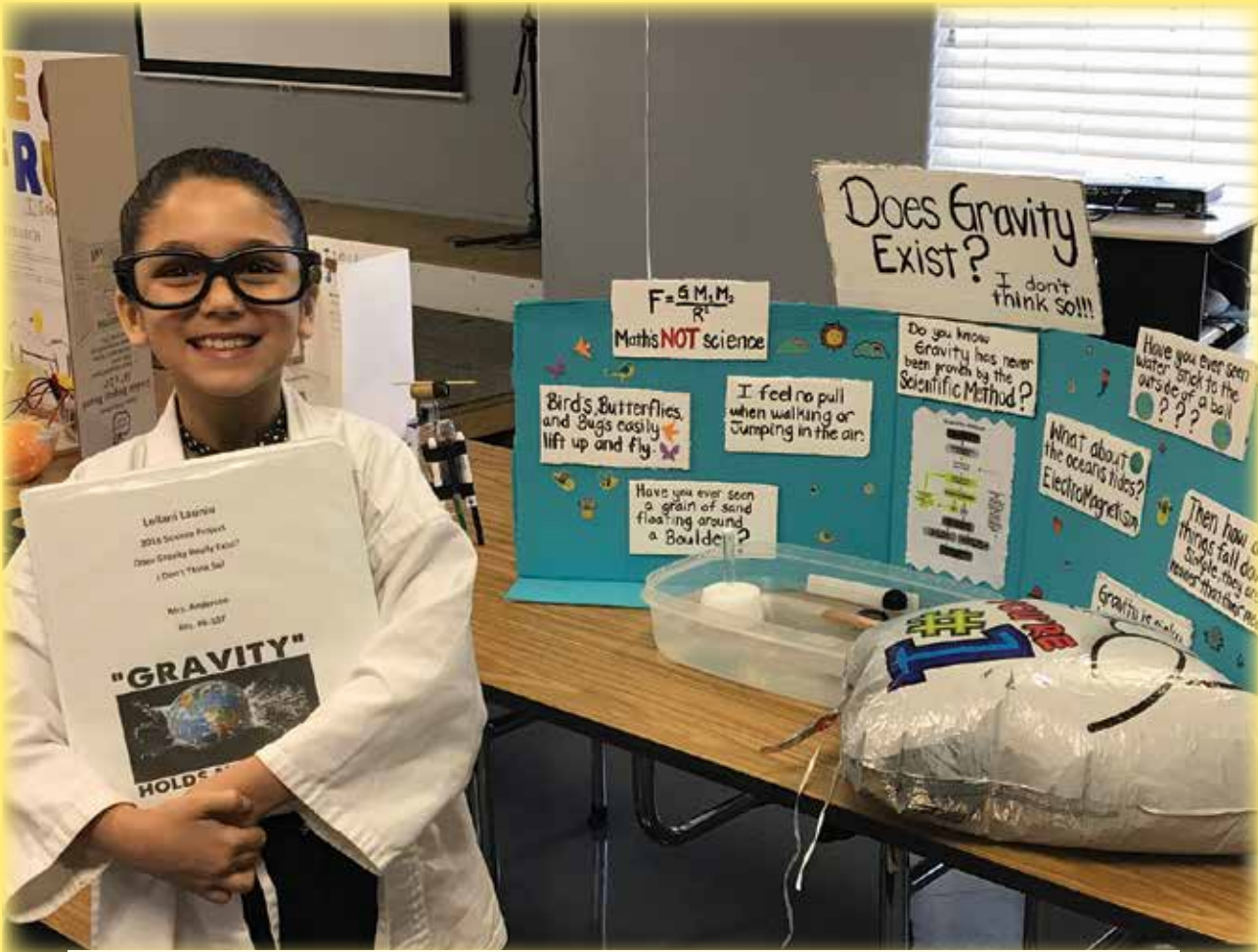
**I CAN** use decimals to represent and model fractions with denominators of 10 and 100 and reason about their size with models and words.

**I CAN** draw and name lines and angles, classify shapes by properties of their lines or angles and identify lines of symmetry in figures.

**I CAN** understand concepts of angles, draw angles and measure angles using tools.

**I CAN** represent and interpret data measured in fractions by making a line plot to display the data.

**I CAN** solve problems involving measurement and know how to change measurement from a larger unit to a smaller unit.



#### ***Fourth Grade Topics***

In fourth grade, history lessons focus on Local/State/Early American Discovery/Explorers/Local Government.

In science, fourth grade students explore Energy, Waves and the Earth's Systems.

Stepping Stones - The fourth grade child:

- Can apply math concepts to real world application.
  - Accepts personal responsibility for behavior.
- Shows improved reaction time in reflexes and activities.
  - Understands the importance of healthy habits.

Typical Fourth Grade Lexile Reader Level: 565L to 910L

Reading recommendation:  
"A History of US" by Joy Hakim



## **Fifth Grade** 8 Years to College

### **ELA / CANs**

- I CAN** read and comprehend fifth grade literature, including stories, dramas, and poetry.
- I CAN** use literature text features to read and understand fifth grade literature, including stories, dramas and poetry.
- I CAN** read and comprehend fifth grade informational texts, including history/social studies, science, and technical texts.
- I CAN** use text features to read and understand nonfiction text, including text books, online articles and websites, and reference books.
- I CAN** write for different tasks, purposes, and audiences.
- I CAN** use the writing process to develop my writing.
- I CAN** work collaboratively with my peers to use our print and digital tools to answer a question we have about the world.
- I CAN** participate in collaborative conversations, in small and large groups, about my fifth grade topics and books we are reading.
- I CAN** communicate ideas and experiences through oral and visual presentations.
- I CAN** use print or digital tools to determine the meaning of unknown and multiple-meaning words and phrases I discover in my fifth grade reading.
- I CAN** demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- I CAN** use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- I CAN** read with accuracy and fluency to support my comprehension.
- I CAN** use proper grammar when I write and speak.
- I CAN** correctly use the rules for capitalization, punctuation, and spelling when writing.

### **MATH / CANs**

- I CAN** understand and explain the value of digits and use that understanding to read, write, round and compare decimals to thousandths.
- I CAN** multiply multi-digit whole numbers and divide four-digit dividends by two-digit divisors.
- I CAN** add, subtract, multiply and divide decimals to hundredths and use concrete models, drawings, area models and arrays to explain my answer.
- I CAN** fluently add, subtract, multiply and divide fractions involving unlike denominators, mixed numbers and whole numbers.
- I CAN** interpret, apply and extend understanding of fraction computation to real world problems involving fractions and mixed numbers.
- I CAN** use parentheses, brackets and ordering of operations to write expressions and calculate numbers.
- I CAN** determine the prime factors of all numbers through 50 and show multiples of a factor using exponents.
- I CAN** convert measurement within the same measuring system.
- I CAN** make a line plot display data sets of measurement in fractions and use fraction operations to solve problems involving the information on a line plot.
- 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.
- 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.
- I CAN** classify two-dimensional shapes into categories based on their properties.



### ***Fifth Grade Topics***

In fifth grade, history lessons focus on US History/Explorers to Civil War/National Government. In science, fifth grade students explore Structure and Properties of Matter/ Matter and Energy in Organisms and Ecosystems/ Earth's Systems/ Space Systems/ Engineering Design.

Stepping Stones - The fifth grade child:

- Begins to use abstract thinking in problem solving.
- Thinks about decisions and is usually happy with outcomes of decisions.
- Serves as a member of the community, begins to see the value in helping others.
- Is good at memorizing facts although doesn't necessarily know how to apply the facts.

Typical Fifth Grade Lexile Reader Level: 565L to 910L

Reading recommendation:

*"Discovering Mars: The Amazing Story of the Red Planet"* by Melvin Berger



## **Sixth Grade** 7 Years to College

### **ELA / CANs**

**I CAN** read and comprehend sixth grade literature, including stories, dramas, and poetry.

**I CAN** use literature text features to read and understand sixth grade literature, including stories, dramas and poetry.

**I CAN** read and comprehend sixth grade informational texts, including history/social studies, science, and technical texts.

**I CAN** use text features to read and understand nonfiction text, including text books, online articles and websites, and reference books.

**I CAN** read and comprehend history/social studies texts in the sixth grade text complexity band independently and proficiently.

**I CAN** read and comprehend science and technical texts in the sixth grade text complexity band independently and proficiently.

**I CAN** write for different tasks, purposes, and audiences.

**I CAN** use the writing process to develop my writing.

**I CAN** work collaboratively with my peers to use our print and digital tools to answer a question we have about the world.

**I CAN** participate in collaborative conversations, in small and large groups, about my sixth grade topics and books we are reading.

**I CAN** communicate ideas and experiences through oral and visual presentations.

**I CAN** determine or clarify the meaning of unknown and multiple-meaning words and phrases based on sixth grade reading and content, choosing flexibly from a range of strategies.

**I CAN** demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**I CAN** use proper grammar when I write and speak.

**I CAN** correctly use the rules for capitalization, punctuation, and spelling when writing.

### **MATH / CANs**

**I CAN** add, subtract, multiply and divide whole numbers and decimals.

**I CAN** find the Greatest Common Factor and Least Common Multiple of two whole numbers and use them to solve problems with fractions.

**I CAN** know and apply the Distributive Property.

**I CAN** multiply and divide fractions and solve word problems involving fractions using a visual model or drawing.

**I CAN** understand the relationship among positive numbers, negative numbers, and zero then use a number line to show number value.

**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.

**I CAN** understand ratio concepts, ratio language and use reasoning to solve real-world problems about ratio and rate.

**I CAN** find a percent of quantity as a rate per 100 and solve problems involving finding the whole if I am given a part and the percent.

**I CAN** apply my knowledge of rational numbers to opposite quantities, absolute value, exponents and the inverse.

**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.

**I CAN** use variables to represent the relationship between two quantities and analyze that relationship using graphs and tables.

**I CAN** use math tools and technology to solve real-world math problems with 2D and 3D shapes involving area, surface area and volume.

**I CAN** gather and analyze statistical data, summarize the related values and display data sets in plots, histograms and boxplots in relation to their context.



### ***Sixth Grade Topics***

In sixth grade, history lessons focus on Ancient Civilizations. In science, sixth grade students explore topics such as Molecules to Organisms, Structures and Processes, Heredity, Inheritance and Variation of Traits and Earth's Systems.

Stepping Stones - The sixth grade child:

- Is mastering agility, balance, coordination, power, speed, reaction time.
  - Can represent information in an organized way.
  - Needs to feel valued and appreciated.
  - Can focus on the process, not just the solution.

Typical Sixth Grade Lexile Reader Level: 665L to 1000L

Reading recommendation:

In the middle school years, there is much greater attention on the specific category of literary nonfiction  
"Woodsong" by Gary Paulsen



## Seventh Grade

6 Years to College

### ELA / CANs

**I CAN** read and comprehend seventh grade literature, including stories, dramas, and poetry.

**I CAN** use literature text features to read and understand seventh grade literature, including stories, dramas and poetry.

**I CAN** read and comprehend seventh grade literary nonfiction texts.

**I CAN** use text features to read and understand nonfiction text, including text books, online article and websites, and reference books.

**I CAN** read and comprehend history/social studies texts in the seventh grade text complexity band independently and proficiently.

**I CAN** read and comprehend science and technical texts in the seventh grade text complexity band independently and proficiently.

**I CAN** write for different tasks, purposes, and audiences.

**I CAN** use the writing process to develop my writing.

**I CAN** work collaboratively with my peers to use our print and digital tools to answer a question we have about the world.

**I CAN** participate in collaborative conversations, in small and large groups, about my seventh grade topics and books we are reading.

**I CAN** communicate ideas and experiences through oral and visual presentations.

**I CAN** determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content, choosing flexibly from a range of strategies.

**I CAN** demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**I CAN** use proper grammar when I write and speak.

**I CAN** correctly use the rules for capitalization, punctuation, and spelling when writing.

### MATH / CANs

**I CAN** add, subtract, multiply and divide rational and fractional numbers and apply number operations to real-world problems.

**I CAN** compute using absolute value and use it to find the distance.

**I CAN** extend my understanding of fractions to multiply and divide rational numbers.

**I CAN** apply properties of operations (associative, commutative and distributive) as strategies to compute numbers and algebraic expressions.

**I CAN** solve one- and two-step equations and inequalities using what I know about algebraic expressions and properties of numbers.

**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 equation and a graph.

**I CAN** solve problems that involve discounts, markups, commissions, profit, percent increase, percent decrease and simple interest.

**I CAN** draw, construct, and describe geometric figures based on what I know about similar shapes, and scale drawing and angles then explain the relationships between them.

**I CAN** solve real-life and mathematical problems involving circumference, area, surface area and volume.

**I CAN** use random sampling to draw inferences about a population.

**I CAN** compare and analyze data using dot plots and box plots making comparative inferences about two populations.

**I CAN** investigate, make predictions and calculate the experimental and theoretical probability of simple and compound events.



### **Seventh Grade Topics**

In seventh grade, history lessons focus on World History. In science, seventh grade students explore Human Impacts, Engineering Design, the History of the Earth and Chemical Reactions.

Stepping Stones - The seventh grade child:

- Prefers active over passive learning experiences.
  - Is generally idealistic.
- Needs daily physical activity because of increased energy.
- Can extend understanding of fractions to multiply and divide rational numbers.

Typical Seventh Grade Lexile Reader Level: 735L to 1065L

Reading recommendation:

In the middle school years, there is much greater attention on the specific category of literary nonfiction.

*"Lincoln Tells a Joke: How Laughter Saved the President (And the Country)"*  
by Kathleen Krull and Paul Brewer



# ***Eighth Grade***

## **5 Years to College**

### **ELA / CANs**

**I CAN** read and comprehend eighth grade literature, including stories, dramas, and poetry.

**I CAN** use literature text features to read and understand eighth grade literature, including stories, dramas and poetry.

**I CAN** read and comprehend eighth grade literary nonfiction texts.

**I CAN** use text features to read and understand nonfiction text, including text books, online articles and websites, and reference books.

**I CAN** read and comprehend history/social studies texts in the eighth grade text complexity band independently and proficiently.

**I CAN** read and comprehend science and technical texts in the eighth grade text complexity band independently and proficiently.

**I CAN** write for different tasks, purposes, and audiences.

**I CAN** use the writing process to develop my writing.

**I CAN** conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**I CAN** participate in collaborative conversations, in small and large groups, about my eighth grade topics and books we are reading.

**I CAN** communicate ideas and experiences through oral and visual presentations.

**I CAN** use proper grammar when I write and speak.

**I CAN** correctly use the rules for capitalization, punctuation, and spelling when writing.

**I CAN** determine or clarify the meaning of unknown and multiple-meaning words and phrases based on eighth grade reading and content, choosing flexibly from a range of strategies.

**I CAN** demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**I CAN** use proper grammar when I write and speak, and correctly use the rules for capitalization, punctuation, and spelling when writing.

### **MATH / CANs**

**I CAN** represent and compare rational and irrational number approximations with decimal expansions, radical signs and locate them on a number line.

**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.

**I CAN** use scientific notation to express measurement of very small and very large quantities.

**I CAN** compare proportional values, draw a graph of their relationships and know the unit rate is the slope of the graph.

**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.

**I CAN** solve pairs of linear equations with one variable and interpret the solution (one, infinitely many, or none).

**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.

**I CAN** construct a function to model the relationship between two quantities and describe the relationship by analyzing a table or sketching a graph.

**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.

**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.

**I CAN** use reasoning about triangles to derive and know properties involving angle sums, exterior angles, and similar triangles.

**I CAN** know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

**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.



### ***Eighth Grade Topics***

In eighth grade, history lessons focus on American History from WWII to Present. In science, eighth grade students explore Heredity, Inheritance and Variation of Traits, Biological Evolution, Unity and Diversity and Energy.

Stepping Stones - The eighth grade child:

- Knows the formulas for the volumes of cones, cylinders, and spheres and uses them to solve real-world and mathematical problems.
  - Has an increase in career interests.
  - Has the capacity for abstract thought.
- Has improved abilities to use speech to express oneself.

Typical Eighth Grade Lexile Reader Level: 805L to 1100L

Reading recommendation:

In the middle school years, there is much greater attention on the specific category of literary nonfiction  
*“Narrative of the Life of Frederick Douglass, an American Slave”*  
By Frederick Douglass

### Achievement Measurements

Springs Charter Schools will gauge the success of the educational programs through a variety of measures, including:

1. Students will have experience and skills interacting and learning within the community.
2. Upon graduation, students will demonstrate the ability to set goals, evaluate and progress towards them, exhibiting engagement in the learning process, initiative and curiosity.
3. Individual “value added” growth of each student meets or exceeds expected year-end target, as measured by the current “in house” assessment. Proficiency at each grade level is the eventual goal for all students, and significant gains are the targets.
4. Common Core State Standards (CCSS) provide a guideline for students and teachers at Springs Charter Schools to develop a personalized plan for learning. These standards have a strong focus on problem solving, communication, collaboration, and integration of subject matter to prepare students for college and career.

### State Mandated Assessments

Students in grades K-12 must participate in all required testing listed in the chart below. Each assessment is administered by a credentialed Springs employee at a regional site in order to best serve the varied geography of our families. Students will participate in the assessments below based on their grade level, IEP, 504 Plan, and/or English Language Learner status.

The administration dates for the tests are available on the school’s Master Calendar located on the website. Prior to testing, families will be notified by the Principal, Education Specialist, or via letter/email with the exact times, dates, and locations of the examination. For more information about mandated assessments, please visit the following: [www.springscharterschools.org](http://www.springscharterschools.org), [www.cde.ca.gov](http://www.cde.ca.gov), or speak to your teacher/Education Specialist for more details.

### Adequate Progress Process

As an independent study charter school, our program works best with students who can work

Required Assessments					
Assessments	Name	SBAC Computer Adaptive Summative (CAT) and Performance Task (PT) or Springs Alternate Test or California Alternate Assessment (CAA) <i>*CAA is for students with severe disabilities on a functional curriculum</i>	English Language Proficiency Assessment for California (ELPAC)	Physical Fitness Test (PFT)	Internal Assessments: i-Ready, Illuminate, Milestones, SBAC Interim Assessments, teacher created assessments, or similar as determined by the Personalized Learning Department
	Type	Computer	Paper/Pencil	Physical	Computer and Paper/Pencil
Grade Level	TK/K		Initial		All Content Areas
	1		Initial & Summative		All Content Areas
	2		Initial & Summative		All Content Areas
	3	ELA & Math	Initial & Summative		All Content Areas
	4	ELA & Math	Initial & Summative		All Content Areas
	5	ELA & Math & Science	Initial & Summative	Physical Fitness	All Content Areas
	6	ELA & Math	Initial & Summative		All Content Areas
	7	ELA & Math	Initial & Summative	Physical Fitness	All Content Areas
	8	ELA & Math & Science	Initial & Summative		All Content Areas
	9		Initial & Summative	Physical Fitness	All Content Areas
	10	Interim ELA and Math	Initial & Summative		All Content Areas
	11	ELA & Math & Science	Initial & Summative		All Content Areas
	12		Initial & Summative		All Content Areas



independently. We want our students to complete all of their school assignments, and to make steady progress working through their grade's curriculum. Any student who completes less than 70% of work assignments is classified as making inadequate progress. Students in this situation are placed on an academic contract, which may require them to receive mandatory tutoring or to attend local student centers or participate in online sessions. We will do all we can to help your student succeed during this process. However, students not showing improvement, or who violate the terms of their contracts, may be asked to pursue their education outside of Springs Charter Schools.

### **English Language Development**

English Language Development (ELD) helps our students who are learning English. As a school of choice, should your student fall in this category, we will help you implement an ELD plan tailored to the needs of your student. Students in our academies receive ELD instruction and support from classroom teachers at least 30 minutes a day; we also provide our Homeschool students the help they need to improve their English. Contact us with any questions you have about ELD or choosing the right curriculum for your student. You can speak with your student's teacher or Educational Specialist, or call our ELD coordinator at 951-252-8800.

### **Special Education**

Springs Charter Schools is a network of personalized learning, independent study charter schools. Springs 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 programs receive a free, appropriate public education (FAPE) in the least restrictive environment (LRE). All special education and related services are provided at a Springs facility, a contracted facility, or via an online platform when appropriate.

The mission of the Special Education Department is to work collaboratively with students, teachers, and parents to develop and provide an Individualized Education Program (IEP) within the Personalized Learning Plan of each student.

### **Referral Process**

Springs 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 students 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 programs (EC 56302). All requests for assessment should be submitted to the Director of Special Education or Designee via email to [special.education@springscs.org](mailto:special.education@springscs.org).

### **Eligibility Criteria**

A student shall qualify as an individual with exceptional needs if the results of the assessment demonstrate that the degree of the student'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 student'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 student. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the student'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.

### **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. Springs shall initiate and conduct meetings for the purpose of developing, reviewing, and revising the IEP of each individual with exceptional needs. (EC 56340)

### **Interim Placement for New Students**

Whenever a student with an IEP transfers into Springs, the student will be provided a free appropriate public education, including comparable to those described in the previously approved IEP, in consultation with the parents to the extent possible within existing resources, for a period not to exceed 30 days. Springs, 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). Springs has an obligation to implement the student's last IEP, but the new placement does not have to exactly replicate the prior placement. If the student's goals can be met in a less restrictive environment, and the parent/guardian agrees, Springs will convene an IEP meeting to offer this alternative.

**Learning Management Systems**

Canvas provides parents and students with daily information about online courses and assignments. Also available on these sites are resources to aide learning, contact information for phone support and grade information. Whether you are a parent or a student you will want to know how to access Canvas.

- From [www.SpringsCharterSchools.org](http://www.SpringsCharterSchools.org), click on Logins, then click on Canvas
- Your User ID: First name.last name
- Your Password: Student's six or seven digit ID and "go"

*NOTE: Do not save Canvas in your browser favorites as the site URLs may change from time to time.*

**Student Grade Reporting**

Our K-8 students grades will be reported in an online grade book called Illuminate while grades 9-12 utilize the Canvas online grade book. Teachers post grades weekly for all their courses which allows students and parents to view student progress and/or determine any assignments that are missing. For more information for about how to access your

student courses and grades, contact your student's teacher or Education Specialist.

Illuminate user ID = Student's six or seven digit ID  
Passwords will be given out the first week of school.

**Personal Business/Family Trips**

Students who miss school for pre-planned family trips or other personal business are urged to discuss their plans in advance with their teachers. They must make plans with their student's teachers to stay current on assignments during their absence. It is the student's responsibility to turn in makeup work directly upon their return.

**Events for Students**

Springs Charter Schools coordinate a number of events for students. Included in these are participation in the National History Day, National Spelling Bee and the Science and Engineering Fair. We also have a chapter of the National Honor Society and California Scholastic Federation available to our students. We are pleased to offer a school wide Prom each spring as well as Grad Nite for our seniors. Our graduation ceremony honors our senior class with all of the pomp and circumstance of a traditional high school. Regionally, we offer field trips, math workshops, a mobile science lab, writing workshops and a robotics program. Many of our younger students are involved in Lego League which is available at many of our Student Centers.

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## **CITE (Career Internship Technical Education)**



**Set your CITE on the future!**

Springs Charter Schools combines Career Technical Education (CTE) and Internship in preparing students for Career and College Readiness.

Our vision is to inCITE each students' passion, creating lifelong learners with the critical analysis, problem-solving, and professional skills necessary to be successful in today's career industries.

CITE courses are taught by designated-subject credentialed teachers who reinforce core academic concepts through real-world, project-based, and sequential learning focused on industry applications that are aligned to, and support California Department of Education CTE Content standards.

### **Career Technical Education (CTE)**

Whether their post-secondary education plans include community college, university, trade school, military, or straight into the industry, our CTE students will be exposed to and engage in the skills necessary for careers that are in high-demand.

CTE begins in grade 8, exploring various career choices, completing self-assessments, and introducing "soft skills" – personal attributes that enable them to interact effectively and harmoniously with others in school and work. Students become equipped with the knowledge needed to choose a CTE pathway for high school.

In high school, students complete a sequence of two, year-long courses in a single pathway. When students complete a pathway, they are recognized by the state as a CTE Completer. At Springs, to further motivate students, those who are CTE Completers, complete a year-long internship related to their pathway, and maintain a 3.0 GPA in the CITE program, will be eligible for the Academic CTE Honor Cord at graduation.

### **2019 CTE Pathways**

The following CTE pathways and courses are available to all Springs high school students (subject to change based on enrollment):

Business Management Pathway:

- CTE Introduction to Business (Concentrator)\*#
- CTE Business Management (Capstone)

Design, Visual, and Media Arts Pathway:

- CTE Introduction to Photography (Concentrator)\*#
- CTE Digital Art and Design (Capstone)\*#

Engineering Technology Pathway:

- CTE Systems Engineering (Concentrator)
- CTE Mechanical Engineering w/ CAD (Capstone)#

Entrepreneurship/Self-Employment Pathway:

- CTE Marketing and Advertising (Concentrator)#
- CTE Entrepreneurship and Self-Employment (Capstone)

Family and Human Services Pathway:

- CTE Human Development (Concentrator)
- CTE Human Services (Capstone)

Game Design and Integration Pathway:

- CTE Introduction to Game Design (Concentrator)#
- CTE Intermediate Game Design (Capstone)

Healthcare Administrative Workers Pathway:

- CTE Medical Terminology (Concentrator)\*#
- CTE Medical Billing and Coding (Capstone)\*

Hospitality, Tourism and Recreation Pathway:

- CTE Hospitality, Tourism and Recreation (Concentrator)
- CTE Travel and Tourism Operations (Capstone)

Information Support and Services Pathway:

- CTE Computer Design and Build (Concentrator)
- CTE Computer Technical Applications (Capstone)

Networking Pathway:

- CTE Networking Fundamentals (Concentrator)
- CTE PC Security (Capstone)

Patient Care Pathway:

- CTE Anatomy and Physiology (Concentrator)#
- CTE Treatment and Care (Capstone)+

Public Safety Pathway:

- CTE Public Safety 1 (Concentrator)#
- CTE Criminal Studies (Capstone)+

Systems Diagnostics, Service and Repair Pathway:

- CTE Maintenance and Repair Vehicle Systems (Concentrator)
- CTE Maintenance Control Center Operations (Capstone)

\* Articulated for College Credit

# a-g approved

+ Industry Certification Available



## Power Tools

Power Tools include 15 strategies to help our students develop independent learning skills. These strategies can be used in all courses for gaining new skills, reviewing previous learning and recalling information. Each year, students focus on five strategies in three-year cycles. More details can be found at <http://doodle.riverspringscharter.org/joomla/>.





# Community as the Classroom

## Community as the Classroom

### **Centurion Recreational Club**

We believe that a healthy body can contribute to the healthy development of the mind.

The Centurion Recreational Club (CRC) is a school-wide organization that promotes an active and healthy lifestyle by committing to YOUR favorite active pastime. Log your progress as you work towards the goal of an Active Centurian. By committing to the challenge, students will reach a goal that we hope will be the start of a lifelong adventure in a healthy activity. When your child signs up with CRC, we will send you a pedometer to track your steps.

After logging 25 miles (or equivalent), participants will be eligible to purchase a CENTURION RECREATIONAL CLUB tee shirt. When your child completes 100 miles, they will receive a certificate and a special medal.

### **C.I.F./Sports**

California Interscholastic Federation (C.I.F.) River Springs Charter School is proud to have C.I.F. sports for grades 9-12 at the following locations: Magnolia Student Center, Hemet Girard Student Center, and Temecula Student Center. If a student is enrolled at these campuses, they may participate in C.I.F. athletics!

C.I.F. challenges student athletes physically and mentally through their interaction with coaches, teammates, teachers, parents, and other competitors. They are exposed to real-life soft skills focused on balancing the requirement to be successful in the classroom while striving to excel in their chosen sport. Through the athletic program, our students receive a variety of meaningful experiences to help them understand and develop the values needed to succeed in life.

- Commitment
- Dependability
- Loyalty
- Teamwork
- Integrity

The following sports will tentatively be offered at the Magnolia, Hemet, and Temecula locations:

Fall Season - Girls Volleyball and Boys and Girls Cross Country

Winter Season - Boys and Girls Basketball\*

Spring Season - Boys and Girls Track and Field

\*We will also be offering swimming in the winter sports season at the Magnolia Student Center only.



If you would like more information about C.I.F. sports, please call 951-252-8800 and ask for the Athletic Coordinator.

### **SkillsUSA**

Every CTE student becomes a registered member of SkillsUSA, a national career and technical student organization. With SkillsUSA, students, teachers, and industry professionals work together to ensure America has a skilled workforce. SkillsUSA programs include local, regional, state and national competitions that feature industry skills and leadership, and support Career Technical Education in the classroom.

### **Community College Courses**

Springs 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 who is enrolled full time with the school may take two college courses at the community college and receive both high school and college credit for the courses.

Students who take college courses through the concurrent enrollment process must meet all of the community colleges' requirements. Typically these students have a history of strong academic performance in high school coursework. Most community colleges require approval from the student's high school counselors. School counselors will review the student's academic history and approve concurrent enrollment for all community college and CTE courses.

### **Field Trips**

At Springs Charter Schools, our core mission is centered on parent involvement and personalized learning for each student. Educational Field Trips are a great, fun way for students and parents to get involved and incorporate the community into their personalized learning plan. With over 60 programs, covering multiple subjects, being offered each school year, students can transform into History Explorers, Science Detectives, Performing Arts Enthusiasts, or Avid Adventurers.

Some of the field trip opportunities for this year will be: The Museum of Tolerance, La Brea Tar Pits, Aquarium of the Pacific, Perris Indoor Sky Diving, Discovery Science Center, Riley's Farm, SeaWorld, LA County Fair, Living Desert, Renaissance Fair, Children's Discovery Museum of the Desert, LEGOLAND, Sea Star Classroom, and San Diego Zoo just to mention a few. Each year Springs Charter Schools offer at least four free field trips to our Homeschool community.



### **Internship/Exploratory Work Experience Education (EWEE) and General Work Experience Education (GWEE)**

At Springs, we believe in using the community as the classroom. We love it when our students get internships or jobs within the community because we believe that students learn from real-world experiences. Work-based learning opportunities give our students valuable experience because they actively participate in a career field that closely matches their CTE pathway. The work environment gives them a unique opportunity to see that what they are learning in the classroom can be applied to an actual job/career. Our WEE Teachers are trained to help your student find an internship that aligns with the student's career goals and is in their chosen CTE Pathway.

We have two distinct areas we focus on for Internships/WEE:

#### **Exploratory Work Experience Education**

(Internship) – Internship (EWEE) 1A/B takes students in grades 10 through 12 to the next level. These internships are non-paid jobs in which students learn the basic skills they need to begin their careers as entry-level employees. The focus is on skills development to include success-driven work ethics, proper use of industry equipment, tools and computer applications and interpersonal skills in the workplace.

#### **General Work Experience Education**

(Students with jobs) – Internship/Work Experience Ed (GWEE) 1 A/B allows students to pursue a paid job while earning high school units. Students will learn real-world skills while earning an income. A valid work permit is required for enrollment in GWEE for students younger than 18. Students enrolled in GWEE will work with their WEE teachers to obtain the proper permits.

We recommend our students in grades seven through nine spend time exploring careers. Students can take interest surveys through <http://www.californiacareers.info/> that will assist them in finding their interests and passions as well as the wide variety of career opportunities available to them.

#### **Work Permits**

If your child needs a work permit, download the Work Permit application (Form B1.1) from the school's website (<http://springscharterschools.org/current-students-parents/forms-policies/forms-downloads/work-permit/>) or contact the

Temecula administrative office at 951-252-8893.

Work Experience Instructors are available to process a student's Work Permit Application (CDE Form B1.1) at several Springs Charter Schools locations:

Pathfinder Student Center  
4260 Tequesquite Avenue  
Riverside, CA 92501

Hemet Student Center  
105 North Girard Street  
Hemet, CA 92544

Magnolia Student Center  
4020 Jefferson Street  
Riverside, CA 92504

Temecula Student Center  
43040 Margarita Road  
Temecula, CA 92592

Springs Charter Schools  
Attention: Work Permit Coordinator  
27740 Jefferson Ave, Suite 100  
Temecula, CA 92590

Both parents and students must familiarize themselves with federal and state laws and restrictions that apply to working minors. It is your responsibility to work with the WEE Teachers to ensure that all forms and information are accurate and complete. Your child must complete a Work Permit application (Form B1.1) found in the link above. Once they have completed the work permit application they can turn it in for processing to Springs Charter Schools' WEE teachers at the Administrative office in Temecula, or one of the high school campuses listed above. Please allow 5-7 working days to process your work permit. To contact the WEE department, call 951-252-8893.

Or you can mail the completed Work Permit application (Form B1.1) to:

Springs Charter Schools,  
Attention: Work Permit Coordinator  
27740 Jefferson Avenue  
Temecula, CA 92590

## Work Permit Hours of Work

We love when our students get jobs in the community, either unpaid internships or paying work, because we believe that students learn a lot from real-world experiences. Paid work requires a work permit be requested through the Work Experience (WEE) Department. Students with work permits must follow the "General Summary of Minors' Work Regulations" found on page 2 of the "Statement of Intent to Employ Minor and Request for Work Permit." Springs Charter Schools' WEE Department along with the Counseling Department must approve your student's request for a work permit. We want to approve work permits for all students who request them, but academic progress must come first. A paying job will have to wait for students who are not yet making adequate academic progress with a minimum GPA of 2.0. Once we approve a work permit for your student, it is up to you as the parent to set appropriate boundaries for your student's academic and work activities. All students, including Homeschool and Keys, are considered "in session" Monday through Friday. Employed students are limited to the daily maximum hours of work for their specific age groups as outlined by state labor laws. Your child should work no more than 24 hours per week so that sufficient time and energy can be devoted to school work.



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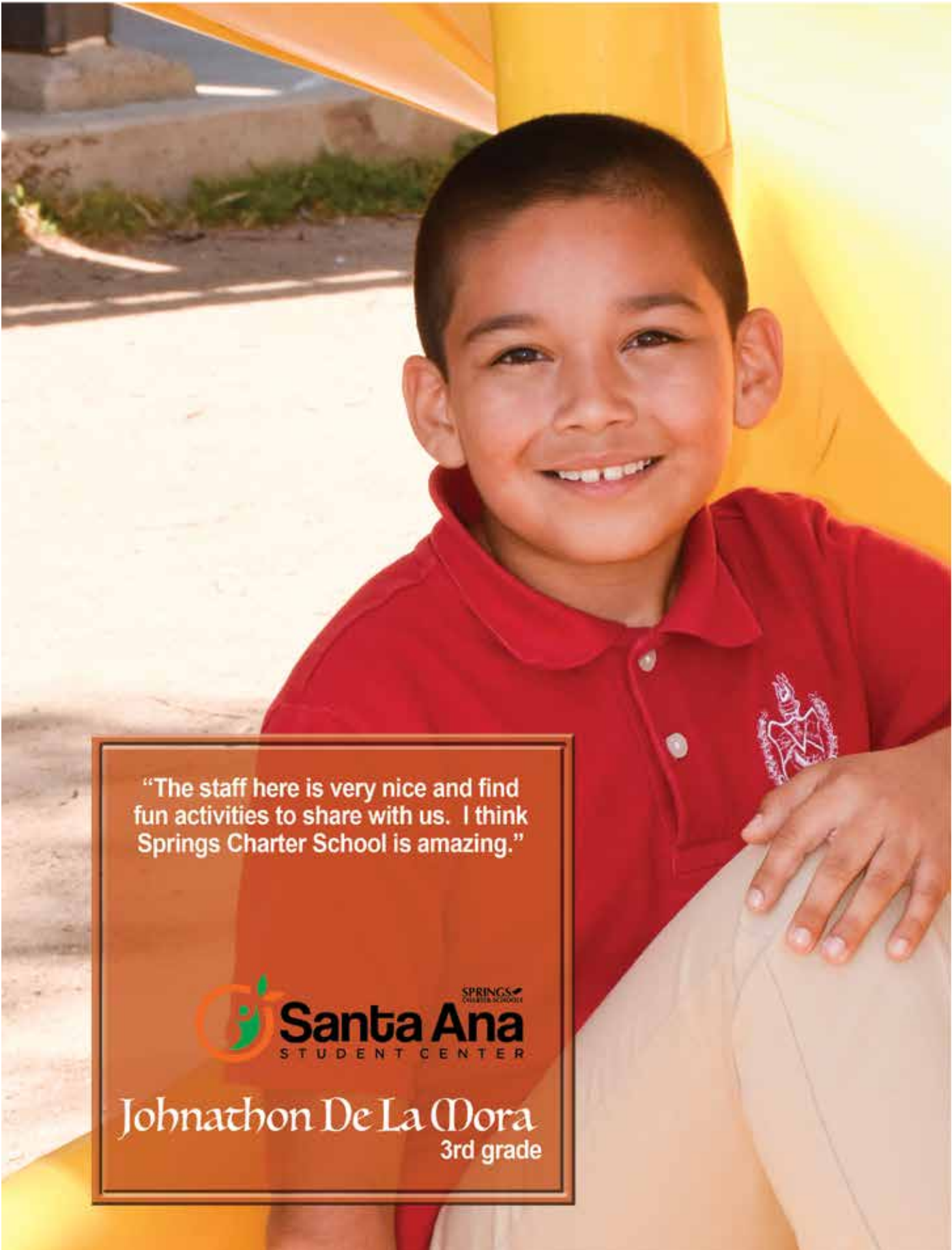
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SPRINGS  
CHARTER SCHOOL

**Johnathon De La Mora**  
3rd grade



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Ages 6 - 15 years



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Ages 8 - 16 years

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"I like being a Homeschool student at Springs because it gives me flexibility to take art classes and horse lessons. I get to follow my dreams."



**Abigail Lewis**  
8th Grade



## FIELD TRIPS

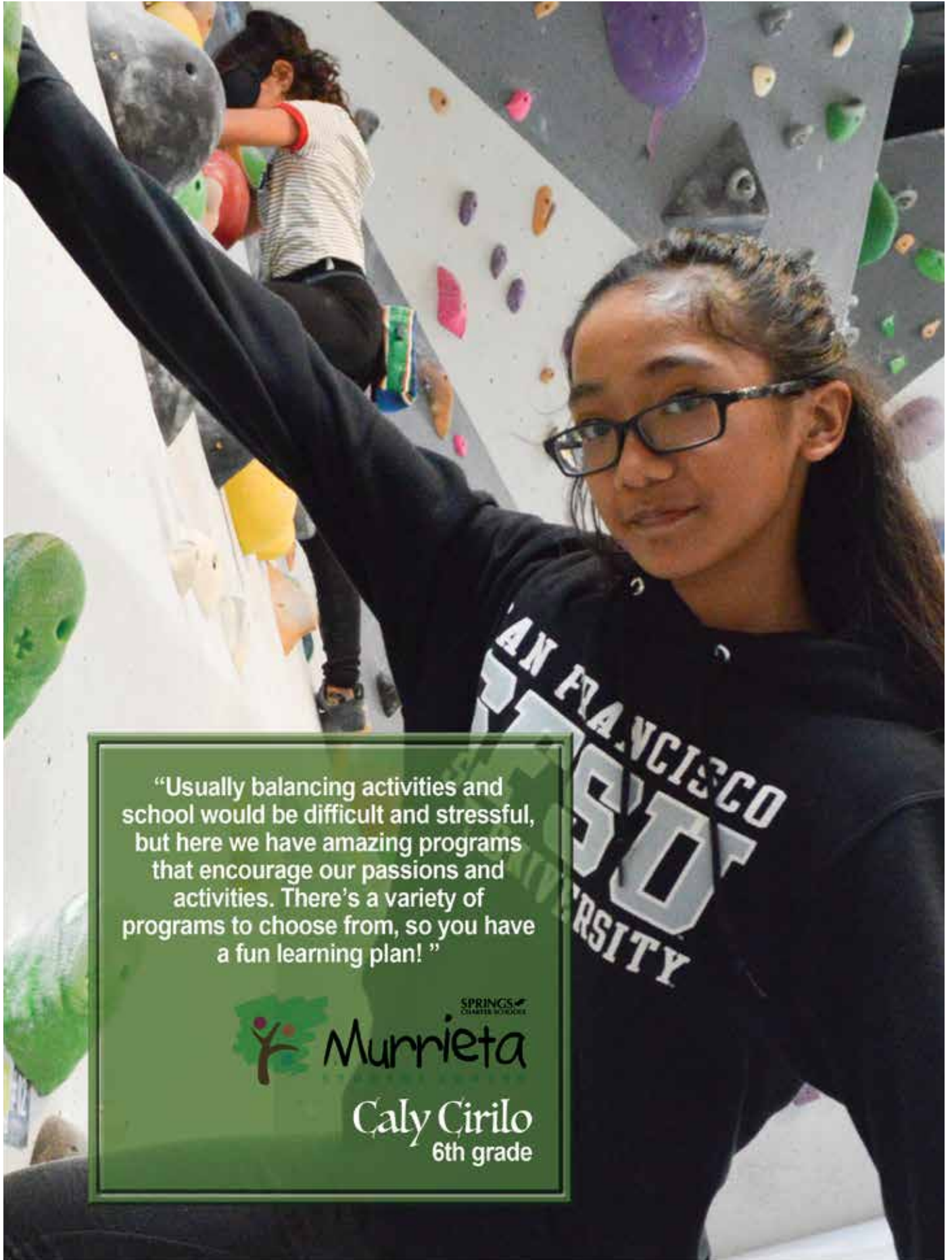
At Springs Charter Schools, our core mission is centered on parent involvement and personalized learning for each student. Educational Field Trips are a great, fun way for students and parents to get involved and incorporate the community into their personalized learning plan. With over 60 programs, covering multiple subjects, being offered each school year, students can transform into History Explorers, Science Detectives, Performing Arts Enthusiasts, or Avid Adventurers.

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“Usually balancing activities and school would be difficult and stressful, but here we have amazing programs that encourage our passions and activities. There’s a variety of programs to choose from, so you have a fun learning plan!”



SPRINGS  
CHARTER SCHOOLS  
**Murrieta**

**Caly Cirilo**  
6th grade





# Student Expectations



## ***Student Expectations***

### ***Cell Phone Policy***

Springs Charter Schools allow students to possess wireless communication/telecommunication devices during the instructional day or while attending school-sponsored or school-related activities during school hours, on or off school property, including school transportation, as long as the devices are concealed and turned off. Camera phones/cell phones shall not be displayed or used at any time on school grounds or during any school-sponsored program or activity, including school transportation during school hours. Students who violate this policy will be subject to established disciplinary measures.

School employees may confiscate any wireless communication devices that are not concealed, or that emit an auditory alert at school-sponsored or school-related activities on or off school property during the instructional day. Parents/Guardians shall be notified regarding each occurrence after a device is confiscated and will be required to pick up student devices.

Using any device that permits recording the voice or image of another in any way that either disrupts the education environment, invades the privacy of others, or is made without the prior consent of the individuals being recorded is prohibited and students are subject to discipline consequences.

Placing offensive photos, obscene materials, derogatory statements, threatening or other similar content on an Internet site that disrupts the school environment, and/or invades the privacy of others is prohibited and students involved in this type of activity are subject to discipline consequences.

A student's cell phone or other electronic devices are subject to search in the event a school administrator believes reasonable suspicion exists that a student has violated or is violating the law or school rules, policies, or procedures.

### ***Dress Code Policy***

We require our students and staff to wear appropriate clothing so that we may maintain an academic focus on campus and to provide a safe and orderly learning environment. We want our students and everyone else on campus to be well-groomed and neat, to wear clothing that fits properly and to practice good hygiene. Inappropriate clothing and appearance are prohibited.

The following is a partial list of clothing which is inappropriate for school:

- Clothing that distracts or poses a safety hazard
- Clothing with holes, rips or tears that reveal the body
- Tight-fitting or revealing clothing

### ***Safety***

- Clothing that can pose a potential health or safety problem
- Gloves worn inside the building or a single glove worn at any time
- Jewelry or chains that can cause injuries
- Hanging chains
- Spiked or studded accessories

### ***Tops/Skirts/Dresses***

- Tops that do not cover the upper and middle torso at all times
- Skirts that do not cover the lower torso, with skin showing between top and skirt
- Skirts and dresses that are not at least mid-thigh in length, or mini-skirts
- Exposed undergarments
- Halter, tank or tube tops; transparent, half or muscle shirts
- Low cut necklines, exposed cleavage or spaghetti straps
- Pajamas, lounge wear or bath robes
- Inappropriate tops covered with sheer shirts, sweatshirts or jackets

### ***Pants/Shorts***

- Pants or shorts which do not cover the lower torso with skin showing between top and pants/shorts
- Exposed undergarments
- Sagging pants or shorts
- A single, rolled up pant leg
- Exposed buttocks
- Inappropriate belt buckle monograms
- Hanging or extended belt lengths
- Unfastened overalls
- Mini-shorts or spandex shorts

### ***Head Coverings/Hair/Face/Ears***

- Head coverings/hats or sunglasses worn in the building during school hours (we make exceptions for religious or medical reasons)
- Bandanas (all colors), do-rags (all colors), hairnets, surgical/shower caps or hair picks at any time on campus or at any school-sponsored event (we may make exceptions on specific spirit days)
- Hats worn backward or sideways

### **Footwear**

- Going barefoot
- House slippers or flip-flops

### **Language/Illustrations on Clothing**

- Obscene, vulgar, profane or derogatory language or illustrations on clothing
- Sexual overtones or anything that promotes alcohol, drugs, tobacco, gang membership or violence
- Anything that may be deemed a safety issue

### **Gang Attire**

Students may not wear items that have been identified as gang-related by local law enforcement agencies.

We will contact the parents/guardians of students violating the dress code. Students will be given the opportunity to change into something provided by the school (if possible) or allowed to call for a change of clothes. Repeated offenses will result in disciplinary action.

### **Internet Use Policy**

Springs Charter Schools provide access to various computer resources and the internet. These resources are available to enhance the learning process in a supportive school environment and to achieve quality learning outcomes for our students. The school employs technological protections that filter or block all internet traffic that contains certain visual depictions deemed obscene, pornographic or harmful to minors in compliance with the Children's Internet Protection Act (CIPA) passed by Congress in October of 2000. The school expects students to become familiar with these guidelines for use of the computers.

*For the benefit of all users, students are expected to observe the following:*

Students may not:

- Use the computer and internet for anything other than educational purposes.
- Enter a computer room unless a teacher is present.
- Play games, use the internet for entertainment, personal email, or engage in activities other than those which are school related.
- Tamper with the computer system. It is forbidden to seek access to restricted areas of the computer network.
- Swap computer equipment around unless expressly directed by a teacher (i.e. no changing of keyboards, mice or other equipment from one computer to another).
- Attempt to change or tamper with the computer in any way; this includes changing screen savers, desktop pictures, internet home pages, etc.

- Attempt to view blocked internet pages or bypass security in any way.
- Reveal any private information such as one's own or another person's address, phone number, etc.
- Attempt to retrieve, view or distribute any obscene, offensive, pornographic or illegal material.
- Threaten, abuse or harass any other user.
- Bring the school into disrespect in any way whatsoever.
- Download or print information without permission from the teacher.
- Access personal email accounts.

### **NOTE:**

*Failure to comply with the policy will result in loss of computer privileges.*

### **Public Displays of Affection**

Springs Charter Schools have friendly campuses but there is a limit to how much affection we allow to be shown on each campus. Public displays of affection (PDA) are acts of physical intimacy in the view of others. Acts of PDA include, but are not limited to, hand holding, kissing, and other forms of physical intimacy. Inappropriate PDA will be reported immediately to the site administrators for handling.

### **Social Media Guidelines for Students**

Social media is any form of online publication or presence that allows for interactive communication. Students are encouraged to be thoughtful about the reputation that they wish to make online. Known as a "digital image", students create a permanent record with every online post and click. As you share online, consider how your interactions will appear to family, friends, the community, colleges, and future employers. Using social media to create a positive digital footprint of who you are will benefit you now and in building your future.

When social media is used for academic purposes, consider it an extension of the classroom. The same rules apply online as they do at school. For school related social media, be positive and respectful to others and do not post videos or pictures without your teacher's permission. Because online posts can never be completely removed, it is important to make sure that each post is something you want to live with. For the most part, personal social media use is the responsibility of the student and his/her guardians. Sometimes, personal social media use may result in disruption at school and the school may need to get involved.

To be safe, be in control of what you do online, even if it is during personal time. It is important that you

protect yourself by remembering not to post too many identifying details or sharing passwords with friends. Always log off when you have finished using a site. Most sites have privacy settings that govern who can see your posts.

**Cyberbullying** is the use of electronic technology to hurt or harm other people. If you are being cyberbullied or hear about/observe someone else being cyberbullied, report the behavior to a parent, adult family member, or school staff. If there is a real belief that you or someone else may be in danger, call 911.

It is important not to respond to, retaliate to, or forward any harassment, intimidation, or bullying content. De-friend, block, or remove the person who is sending inappropriate content. Print out the messages and talk to an adult. Please note that there is no right to privacy when using school related technology and social media sites. Honesty and integrity are important values for our Springs Charter Schools families. Students engaged in academic dishonesty—cheating, copying the work of another student, plagiarism, or giving answers to other students during examinations—will be subject to grade penalties on assignments or tests and other disciplinary penalties as outlined in our Student Code of Conduct.

### **Student Code of Conduct: Academic Honesty**

Definition: Violations of the Code of Academic Honesty may take several forms. Any of the following, without giving credit to the original source, counts as plagiarism:

1. Direct duplication, by copying (or allowing to be copied) another's work, whether from a book, article, website, or another student's assignment.
2. Duplication in any manner of another's work during an exam.
3. Paraphrasing of another's work, with minor changes but with the essential meaning, form and/or progression of ideas maintained, and without giving proper credit.
4. Piecing together sections of the work of others into a new whole.
5. Submitting one's own work which has already been submitted for assessment purposes in another subject.
6. Producing assignments in conjunction with other people (e.g. another student, a tutor) which should be your own independent work.
7. Submitting as one's own original work material produced through unacknowledged collaboration with others, unless such collaboration is permitted by the instructor.
8. Submitting as one's own original work any material, including data, tables, graphs, charts, or

other visual material obtained from any source, without acknowledgement and citation of the source. The following websites give examples of plagiarism and how to avoid it: [www.oregonstate.edu/admin/stucon/plag.htm](http://www.oregonstate.edu/admin/stucon/plag.htm) and [www.libraries.rutgers.edu/rul/lib/roberson\\_lib/flash\\_presents/text\\_plag.html](http://www.libraries.rutgers.edu/rul/lib/roberson_lib/flash_presents/text_plag.html).

Consequences: If an incident occurs, the teacher will make, and keep on file, copies of student work and copies of source material.

### **First Offense:**

1. Student is required to redo and resubmit the assignment/project.
2. The teacher/Education Specialist contacts the parent in writing explaining the offense and will provide the parent and student with a copy of this Academic Honesty policy.

### **Second Offense:**

1. Student is required to redo and resubmit the assignment/project.
2. A meeting will be scheduled with the student, parent, teacher/Education Specialist, and administrator to discuss the offenses and to determine additional actions to be taken to ensure that the student is adhering to the policy.
3. Documentation of the offense will be noted in the student's school records.

### **Subsequent Offenses:**

1. Student is required to redo and resubmit the assignment/project.
2. A meeting will be scheduled with the student, parent, teacher/Education Specialist, and administrator to discuss the offenses and to determine additional actions to be taken to ensure that the student is adhering to the policy. Actions may include, but are not limited to, increased supervision of home study work, additional assignment/research paper on the topic of plagiarism, or other means of correction.
3. Documentation of the offense will be noted in the student's school records.

Our certificated and administrative staff members will determine if a student has been involved in academic dishonesty based on their own observations objective information, or findings through our investigative procedures.

If, after careful investigation, it is found that a student is intentionally cheating on their school work, this may fall under our progressive disciplinary process.





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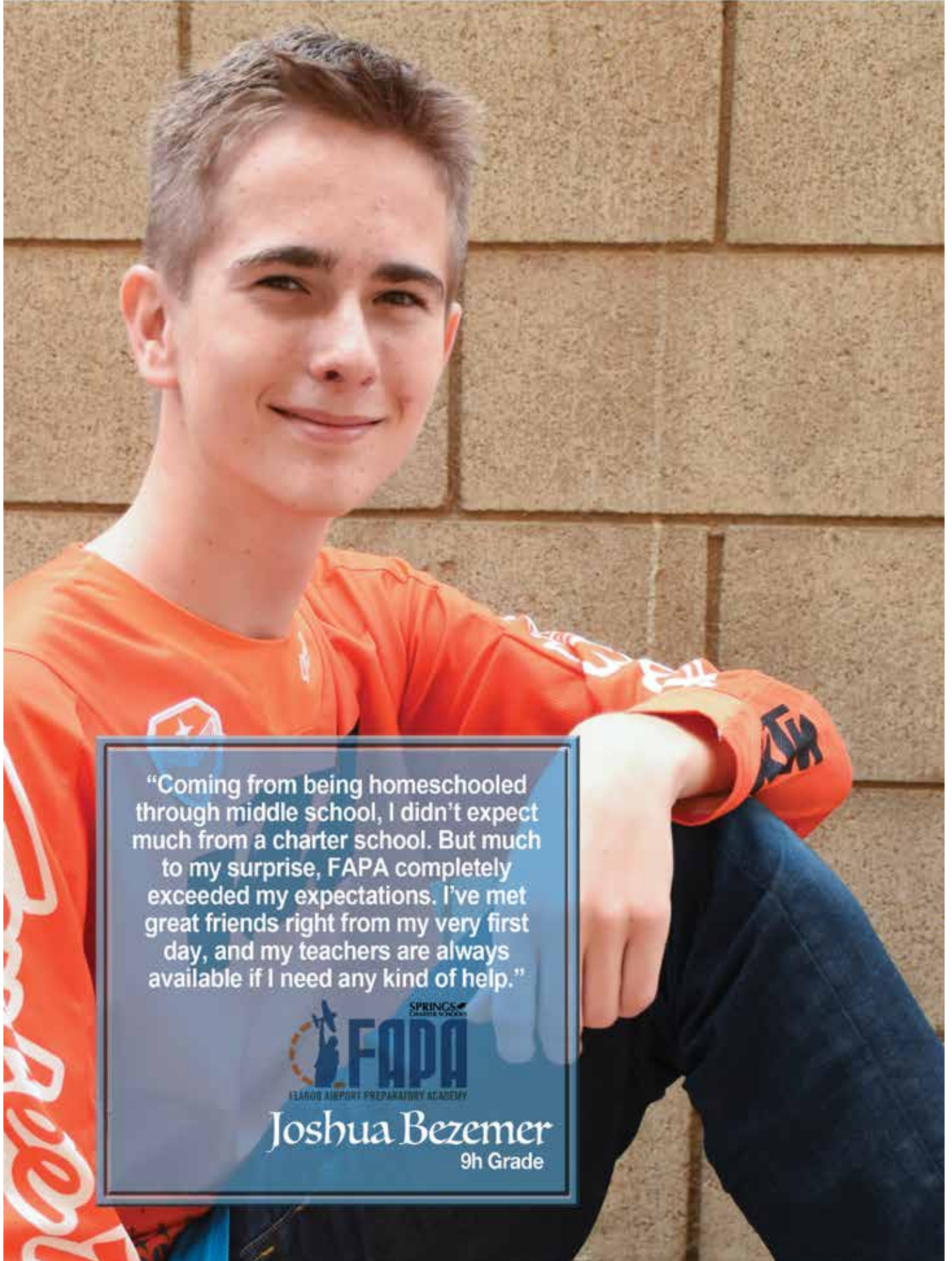
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“Coming from being homeschooled through middle school, I didn’t expect much from a charter school. But much to my surprise, FAPA completely exceeded my expectations. I’ve met great friends right from my very first day, and my teachers are always available if I need any kind of help.”



**Joshua Bezemer**  
9th Grade



# Student Support



## Student Support

### Counseling Staff and Services

At Springs, our counselors are here to help you. Our Guidance Department offers a school counseling program that helps both students and parents with a wide range of academic, social, emotional and developmental support services. Each student is assigned a counselor. If you don't know who your counselor is, call the Pupil Services Department at 951-252-8833.

Chris Lemke  
Director of Guidance Services

Kristin Turner  
Lead School Counselor

Laura Warren  
School Counselor

Christopher Lowe  
School Counselor

Amber Sedino  
School Counselor

Leanne Windmiller  
School Counselor

Shaina Sullivan  
School Counselor

Tanya Gillick  
School Counselor

Victor Yoshida  
School Counselor

Brooke King  
School Counselor

Marquita Mohammed-Ali  
School Counselor

### Appointments with School Counselors

Our School Counselors are available to provide your student with academic support. Sometimes, academic support requires social, emotional or developmental counseling. If your student is in the Homeschool, Venture or Keys programs, a School Counselor has been assigned to work with him/her. If your child is part of our Academy program, a School Counselor is available onsite with regularly scheduled office hours.

We encourage all of our high school students to meet with their School Counselors to develop a four-year schedule that will prepare them for their lives after graduation. Call the Pupil Services Department if you wish to contact a School Counselor, or your student's teachers or Education Specialist.

### Student Confidentiality

We believe that it is important to protect the privacy rights of our students. We are diligent in observing all laws regarding student confidentiality, including those related to student demographic information and records (FERPA), student health and medical information (CMIA), California Child Mandated Reporting and information pertaining to special education (IDEA). If you have any questions or concerns regarding confidentiality issues, please contact our Guidance Department or speak to any member of our staff.

## **FIT BODY BOOT CAMP** Homeschool Fitness Program



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**(951) 230-9632**

LakeElsinoreFBBC@gmail.com

## ***How We Support Student Success***

Our goal at Springs Charter Schools is to help our students do well in school and enjoy their studies. We pride ourselves on our outstanding teachers, who are credentialed and highly qualified. They constantly strive to improve their own skills, attending eight staff development days annually and collaborating with their fellow teachers. They are dedicated to providing your student with a personalized learning experience. We also provide the following support to help your student succeed:

### ***Acceleration Opportunities***

Acceleration through Personalized Learning. We want our students to move through the curriculum at their own pace. Students moving more quickly through the material than average are encouraged to move on to the next grade level's work at any time during the school year.

### ***Math Path***

Math Path is a program designed for all students with the intent to build strong mathematical skills. The curriculum for this program includes daily lesson plans and support materials to guide the parent and student through the curriculum. Personalization is a key component to this program. Students who have struggled with math concepts and may need some reteaching or review will be provided with a plan to help them reach their grade level goals.

### ***Concurrent and Dual Enrollment***

High school juniors or seniors who are able to participate in Concurrent or Dual Enrollment at the local community college may speak to their counselor for more information.

### ***Articulation***

Students taking high school articulated courses will be introduced to college level content by their high school teachers and will be awarded units by the participating college pending a passing score on the final exam.

### ***RTI Process***

The Response to Intervention (RTI) process helps students struggling in school. We can use test results and other assessments to determine if they are having difficulty. The process brings together teachers, parents and instructional support staff into regularly scheduled meetings to come up with effective ways to help struggling students, and to monitor their progress. Should the child continue to struggle, we can hold Tier 2 meetings to further explore ways to help him or her. Tier 2 meetings also involve teachers, parents and support staff, as well as program directors and the students themselves, if appropriate.

### ***Academic Progress Process***

As an independent study charter school, our program works best with students who can work independently. We want our kids to complete all of their school assignments, and to make steady progress working through their grade's curriculum. Any student who completes less than 70% of work assignments is classified as making inadequate progress. Students in this situation are placed on an academic contract, which may require them to receive mandatory tutoring or to attend local student centers or participate in online sessions. We will do all we can to help your child succeed during this process. However, students not showing improvement, or who violate the terms of their contracts, may be asked to pursue their education outside of Springs Charter Schools.

# Freshman and Sophomore Years

## Freshman Year

- Meet with your School Counselor to discuss courses and extracurricular activities needed for the next four years in preparation for college admissions.
- Enroll in a-g approved college preparatory classes.
- Maintain high grades in all classes (As and Bs).
- Join clubs, play sports, and participate in activities in your area of interest.
- Get to know your teachers, counselors, and school staff. This will help you obtain recommendations for college later.
- Select a volunteer organization you'd like to get involved with.
- Apply for summer jobs, internships and volunteer opportunities.

## Sophomore Year

- Begin to look for leadership roles in clubs and activities.
- Continue to take a-g approved courses.
- Aim for As and Bs in all your classes; maintaining a high GPA is a college admissions requirement.
- Take the PSAT exam to help you prepare for the SAT or ACT and keep you on track for college.
- Start thinking about college choices. Review colleges and financial aid on [www.california.colleges.edu](http://www.california.colleges.edu) and [www.CollegeBoard.org](http://www.CollegeBoard.org). Both sites will help you match your interests with colleges and provide helpful information about college financial aid.
- Talk to your school counselor about registering for, and preparing to take, the PSAT (October).
- Register with [www.fastweb.com](http://www.fastweb.com) to find scholarship money.
- Strengthen relationships with teachers, counselors and activity advisors.
- Attend career and college fairs and speak to on-campus college representatives.
- Research summer programs offered at many colleges.
- Meet with your School Counselor to discuss plans for summer and classes for next fall.
- Consider enrolling in community college courses during your Junior and Senior year. High School students benefit from taking community college courses for both high school and undergraduate degree credits. For more information talk with your School Counselor or research concurrent enrollment for high school students on your local community college website.

## Junior Year

### Fall

- Meet with your School Counselor to develop a timeline of important exams and deadlines during your junior year.
- Continue to take a-g college preparatory courses and challenge yourself academically.
- Consider taking community college courses through concurrent enrollment at your local community college. It shows admissions officers that you're ready for a competitive college environment.
- Strive to maintain a 3.0 or higher GPA in all courses.
- Research prospective colleges on college web sites, [www.california.colleges.edu](http://www.california.colleges.edu) and [www.CollegeBoard.org](http://www.CollegeBoard.org).
- Attend career and college fairs and speak to on-campus college representatives.
- Register, prepare for, and take the PSAT.
- Register and begin studying to take the SAT or ACT in spring of your junior year.
- Register with [fastweb.com](http://fastweb.com) to find scholarship money.
- Take leadership roles in clubs, activities and volunteer organizations.
- Begin to consider which teachers, advisors or employers you might use for college recommendations.
- Explore financial aid options on the California Student Aid Commission website and at individual colleges.
- Review FAFSA and CalGrant application processes and timelines with your parents.
- Familiarize yourself with the Common Application process for private college applications. For more information, process and deadlines log on to [commonapp.org](http://commonapp.org).
- Contact your School Counselor to sign up for any AP exams that you plan to take.
- Meet with your School Counselor to discuss senior year courses, college admissions tasks, and timelines.



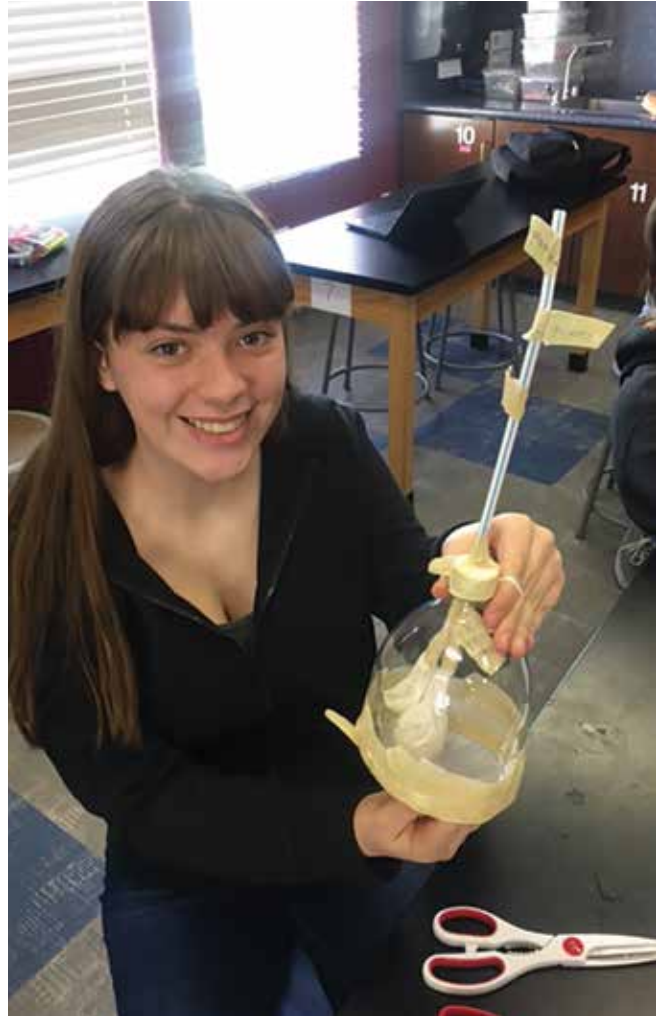
## Junior Year

### Spring

- Visit prospective colleges during spring break.
- Study for and do your best on the Smarter Balanced Summative Assessment. Your CAASPP EAP results will help determine if you are ready for college-level courses.
- Put together your college admissions resume including academic record, extracurricular activities, honors and volunteer work.
- Request applications and brochures from your top colleges.
- Register to take the October or November SAT and/or ACT in your senior year.
- Meet with your School Counselor to determine your senior year schedule and college admissions processes.

### Summer

- Review your prospective college's academic requirements, application deadlines, and scholarship opportunities.
- Visit prospective colleges, in-person is best. Be sure to talk with current students about the school.
- Athletes should register with the NCAA Initial Eligibility Clearinghouse at the end of the academic year.
- Get started on college application essays writing sample drafts.



# Senior Year

## Senior Year

- Complete all final a-g subject requirements.
- In order to be competitive in the application process, challenge yourself by taking a rigorous academic schedule of courses in your senior year.
- Create a specific timeline of college application, scholarship, and financial aid tasks and deadlines.
- Contact your School Counselor to sign up for any AP exams that you plan to take.

## September

- Register for October or November SAT or ACT and SAT subject tests, if needed.
- Finalize list of colleges. Reduce list to 5 schools. Review each college's requirements for admission.
- Organize files; fill out rough drafts for any essays.
- Work with your parents on meeting financial aid deadlines and gathering required financial records.
- Check with prospective colleges for additional scholarship and financial aid forms and requirements.
- Meet with your School Counselor to make sure you have everything you need to apply to colleges

## October

- Create a FAFSA online account and start the application processes for FAFSA and CalGrant financial aid. The application window is October 1 – March 2 for California residents.
- Continue to refine rough draft college admission essays and applications.
- Preview college application online processes. Set up accounts, as needed.
- Request letters of recommendation from teachers, community members, employers, or your school counselor. Ask your School Counselor for a letter of recommendation form. Allow at least two weeks prior to deadline.

## November

- Submit University of California and California State University applications as early in the month as possible.
- Finish all rough draft applications and essays. Have someone proofread.
- Submit college applications prior to each deadline.
- Send high school transcripts as requested by each college. To request your high school transcript email [transcripts@springscs.org](mailto:transcripts@springscs.org). Include the name and address of the college that you would like the transcript to be sent to.

- Send any college course transcripts, as requested by colleges. Request college course transcripts from the community college that you attended.
- Keep your grades up. Colleges are tracking your senior year progress to determine if you are a strong academic candidate.
- Investigate scholarships on the web and at each college that you are applying to (including community colleges): [fastweb.com](http://fastweb.com) and [meritaid.com](http://meritaid.com).

## December

- Send private college applications as requested by each college. Deadlines will vary.
- Apply for scholarships at the colleges that you plan to apply to.
- Log in to your FAFSA account and start filling out the FAFSA and CalGrant applications and GPA Verification form. Visit [www.finaid.org](http://www.finaid.org).

## January

- Stay in contact with your representative at your first choice colleges.
- Watch application, scholarship, and financial aid deadlines.
- Keep sending college applications. It is not too late to apply to many colleges.
- FAFSA and GPA verification may be sent in after January 1. Deadline for California financial aid and CalGrants is March 2. Apply early.

## February

- Check that the college has received financial aid forms, test scores and all other forms.
- Some college acceptance letters may begin to arrive at your home.
- Send thank you notes to anyone who helped you through the process.

## March

- Deadline for submission of FAFSA and CalGrant GPA verification forms to qualify for California State monies. Submission for federal and student loan consideration ongoing.
- Watch for Student Aid Report (SAR) to arrive from FAFSA. Check with college to be certain they receive a copy. Keep the original.
- Apply to community colleges. Take placement tests.



**May**

- Finalize your college selection.
- Sign and return all required paperwork in response to the college acceptance offer.
- Fill out the loan application and other financial aid paperwork for the college.
- Take Subject A exam for UC, if needed.
- Take placement exams for CSU, if needed.
- Fill out dorm forms, if available.

**June**

- Email your request for all final transcripts to be sent to your prospective colleges. Pay close attention to the college's deadlines. Follow up with the college admissions office to ensure that your final, official transcript was received.
- Walk with your fellow graduates in the Springs Charter Schools graduation ceremony.

**Congratulations  
and enjoy  
your summer!**





### **How to request a transcript:**

You may request a transcript by contacting our transcript technician. You may fax your request to 951-252-8809 or email the request to [transcripts@springscs.org](mailto:transcripts@springscs.org). In order to process the request, we will need the student's full name, date of birth and the reason why you need the transcripts (e.g. college application, scholarship, concurrent enrollment).

### **College Transcript Submission**

At Springs, we permit college-level courses to be posted on your high school transcript once the transcript technician has received the official transcript from the college. We post college courses at your request; it is not required that all college courses be posted on your student's high school transcript. It is your responsibility to request that the official transcript be sent to the Guidance Department (attention: Transcripts) as well as to communicate to us in writing which courses should be posted on your student's transcript. You may communicate through the Education Specialist or academy site staff, but it must be done via email or other written format.

### **High School Class Add / Drop Requests**

Each spring, we ask our current students and parents to sign a Student Agreement which indicates the course of study in which your child will be enrolled. In the fall, our high school students complete an addendum that lists their courses for the second semester. Should your child need to add or drop a course, we will process an addendum to be signed by you, your child, and a member of our staff indicating approval of the change. The addendum will then be submitted to our Guidance Department for your School Counselor to approve.

### **Honors Classes, Advanced Placement, College Classes and Dual Enrollment**

Springs Charter Schools have a variety of services, resources and opportunities for our high-achieving students. We offer honors courses. We help our students take AP exams. We allow our high school students to take college courses through concurrent enrollment course options offered through the community college system; qualifying students may enroll through our dual enrollment program. To discuss your options, please make an appointment with your School Counselor.

### **California Scholarship Federation**

CSF honors outstanding high school students for their academic excellence and is recognized by colleges and universities throughout the country. Students may join CSF by simply applying for membership after each

semester's grading period of high school. If a student is a member in CSF for at least four semesters by graduation (only sophomore through junior years with at least one semester their senior year), they are granted the title CSF Life Member. They are awarded a gold seal on their diploma, an official CSF life membership pin and a note on their official transcript that indicates they have achieved Gold Sealbearer distinction.

### **National Honor Society**

The National Honor Society (NHS) was established in 1921 to recognize outstanding high school students. Membership is based on your child's academic performance and demonstrated commitment to the Society's standards of scholarship, leadership, service and character.

The purpose of NHS is:

- To create enthusiasm for scholarship
- To stimulate a desire to render service
- To promote leadership
- To develop character
- To encourage citizenship



### **International Thespian Society**

Springs Thespian Society is an international honor society which brings actors of all ages together through conferences, training, and events. Student officers run meetings and make decisions for the group. Induction in high school brings such benefits as graduation honors and chords to wear, a subscription to the acting magazine DRAMATICS, scholarship opportunities, access to conferences and lifetime membership after school.

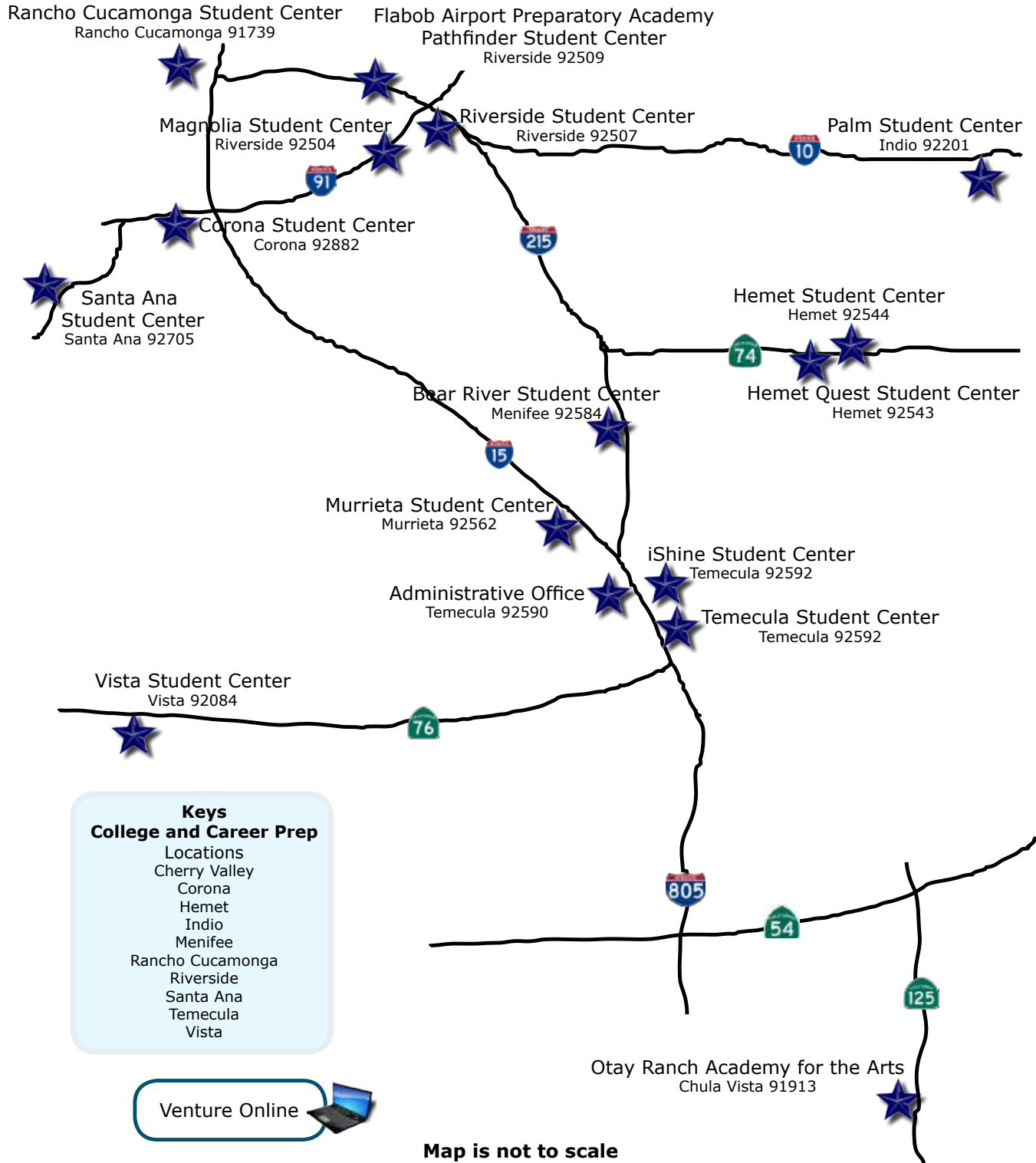
Society members meet at Springs centers in the Riverside area, but participation is open to all students regardless of where they live. If a student cannot make the drive, he/she is welcome to join via Google Hangouts. More info at: [www.springscharterschools.org/Theatre](http://www.springscharterschools.org/Theatre).

## Congratulations Class of 2018!



# Springs

CHARTER SCHOOLS







# Our Programs

## ***Bear River Student Center***

**Da Vinci Academy (TK-8)** at the Bear River Student Center provides an emphasis on the arts and sciences; the focus is on an enriching and well-rounded education that addresses students' talents, passions, and interests. Our vision is to encourage the curiosity that is inherent in every student. Within a safe learning environment, students build character and interpersonal skills through group and individual projects. A partnership is developed between the student, the teacher, and the parents to build a foundation for student success. There are opportunities for creative thinking through scientific and artistic projects infused throughout the curriculum.

We offer computer programming for all students K-8, including keyboarding skills; program coding classes; musical theater; and Raspberry Pi Creations, which will incorporate robotics, astrophysics, and website building and coding.



Our students are celebrating the 100th day of School.





Science is everywhere in the fall! Mrs. Keegan's class was excited to use pumpkins for some scientific investigations!



5th Grade State Project - Dominic showing off his state project of North Carolina.



Mrs. Gooding's students celebrated Earth Day by planting flowers in the garden.



## Corona Student Center

**Mosaic Academy (TK-8)** is a rigorous hybrid program that combines classroom instruction and home-study. In partnership with the classroom teacher, parents teach their students on home-study days to provide personalized learning. Mosaic Academy focuses on teaching the fundamentals of math and writing, as well as offers electives such as theater and First Lego League. The program is personalized to encourage each student to engage in their personal strengths, gifts, talents, and interests. Our mission is to empower parents to work collaboratively with educators, creating a unique partnership that encourages students to take the initiative in their learning. Although we focus on the core subjects, emphasizing the importance of strong language arts and math foundations, we also ignite each child's passion for learning through a multi-faceted approach to teaching and acquiring knowledge. By personalizing our approach through the collaborative nature of our program, we find that success is in unlocking each student's potential, creating lifelong learners who are committed and involved members of their community.

The **TK-8 Learning Center** offers a variety of fun and engaging workshops for Homeschool and Venture students. Course offerings include enrichment classes in the arts as well as classes teaching core academic subjects, and fully supported I CAN Math classes.



In Musical Theater's (5th-8th) Set Design Tells a Story activity, students were asked to choose a set design from a musical. They replicated the set as a diorama, using stage direction to place characters and props before a backdrop.



Our K-8th graders dove right in at the Aquarium of the Pacific in Long Beach. This fun, hands-on and educational experience allowed our families to explore a variety of different animal exhibits and numerous up-close encounters with marine life. Students also learned the importance of water, where it comes from, the major uses, and ways to conserve it in our daily lives.



Amy's Farm was a wonderful learning opportunity for our TK-2 grade kiddos. We were able to milk cows, pet small farm animals, brush a horse, and check out the organic garden.



We had a "DOOWOP" time in November as we celebrated the 50th Day of School by dressing in 1950's attire for spirit "class" points!



## ***Flabob Airport Preparatory Academy (FAPA)***

The **Global Transitions Program (6-12)** offers a program that specializes in transportation, technology, travel and culture, and the science that connects us all. Our project-focused, inquiry learning model school offers a unique small-school environment where everybody knows every student's name. Hands on projects, core mastery and positive interpersonal skills are the focus. If you want a truly different middle and high school experience, discover Flabob Airport Preparatory Academy where deeper real-world connections, collaborations with adults and peers, and time to pursue passion-driven interests are emphasized. Our program ensures that every student is prepared for both college and the world of work through rigorous, supported courses, school-organized internships and concurrent college enrollment. Students graduate with a resume of experiences and skills, a UC-ready transcript, college units and friends that will last a lifetime.



Middle schoolers participate in hands-on learning and collaboration projects.



Career Technical Education (CTE) courses allow for real world learning experiences.



Our counselor teaches our students social skills.





In February, FAPA senior, Tim Carlson received the ranking of Eagle Scout. As his Eagle Scout project, Tim restored a Folland 141 Gnat airplane for March Air Field Museum. Tim will attend San Bernardino Valley College next year, studying Aircraft Maintenance. His goal is to join the Airforce as an Officer after he finishes his degree.



FAPA staff and students went to the March Air Field Museum for our spring field trip in April. In addition to receiving a tour of the museum, we were able to see the restoration hangar. Seniors Tim Carlson and Cole McDonald led one of our tour groups and acted as docents. They both volunteer for the museum as part of their Internship with FAPA.

## *Hemet Quest Student Center*

**Quest Academy (TK-8)** provides a safe learning environment for all students. Utilizing a personalized learning model with challenging academic experiences, we provide an environment where students can choose to become life-long scholars, to display honorable character, and to act as agents of positive change within their community and our global society. We 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. Staff and students pride themselves in their encouraging and welcoming environment. The Hemet Quest Academy has a commitment to rigor, excellence, emotional and physical safety, and a culture of praise.



Art teacher, Linda Collins, and local artist Barbara Rivera show students and families how to create their own masterpiece modeled after Mexican Artist Freida Kahlo's work at our first Paint and Snack.





Students enjoying the sensory cycles before leaving for the day! 5th graders enjoying a team building project making spaghetti towers.



Students at Hemet Quest celebrate Dr. Seuss' birthday by dressing up as their favorite character.



In December, we transformed our outdoor lunch area into a Polar Express scene for families to enjoy watching their students sing holiday songs.



Crazy Hair student wins big at the Bake Walk at Fall Festival



## ***Hemet Student Center***

**Renaissance Real World High School Academy** offers a personalized model of instruction that includes classroom instruction, independent study, internships, CTE Pathways, career and college prep courses, as well as dual and concurrent enrollment at Mt. San Jacinto Community College. Students participate in a hands-on, rigorous program that focuses on an enriching and well-rounded education. Our program meets the needs of our students by encouraging the inclusion of students' talents, passions, and interests into daily lessons. Students are supported through individualized assignments, tutoring, and goal-setting.

The **TK-8 Learning Center** offers a variety of fun and engaging workshops for Homeschool and Venture students. Course offerings include enrichment classes in the arts as well as classes teaching core academic subjects, and the full supported I CAN Math class.



Our students enjoyed a chilly day atop the San Jacinto Mountains on the Palm Springs Aerial Tramway. Our 7th-12th students experienced the heights of over 8,000 feet, the elements, snow and degrees in the high 30's. The 1.5-mile Rabbit Peak Trail Hike proved to be beautiful, full of nature, with breathtaking views, and was a novice trail all ages enjoyed.





Mrs. Orona has created a scientific world for all students to experience and learn from at biology, chemistry and physics levels. Mrs. Orona plans to have several hands on experiments and chemical labs for her students to creatively indulge into and use in their daily part of life science and technology.



Our high school staff is making a concerted effort to align CTE standards with Common Core standards that will further guide students through their course assignments and assessments. It is our goal to ensure that our students are gaining the knowledge and skills needed to transition into the real world.



RSCS girls volleyball team has been given a fantastic opportunity to compete in CIF. Coach Sierra along with her determined athletes embraced the heat of the summer and faced practice challenges head-on, rising above it all.

## **Homeschool**

The Springs **Homeschool** program believes that parents are the primary educators of their children, and our mission is to support and encourage you in the challenging task of educating them. Parents and their student collaborate with an Education Specialist (ES) to create a personalized learning plan to ensure that each child has an enriching educational experience. We also offer parent support through our parent preparation course and optional parent certification programs. Students are assigned instructional funds to be used to purchase curriculum, educational materials, attend field trips, access vendor classes or attend our own Learning Center classes. We provide each student with a Chromebook for the school year at no cost and parents have access to our Lending Center where they can check out a variety of free student materials.

Students enrolled in grades 9-12 are able to attend classes as part-time students at select Springs Student Centers and High School Learning Center locations, as space allows. To ensure career and college readiness, high school students have the opportunity to participate in CTE courses and internships. In addition, our high school students may participate in National Honor Society, California Scholarship Federation, Prom, Grad Nite and a memorable graduation ceremony. Events are offered throughout the year to further enrich your child's educational experience including: Math and Writing Extravaganzas, National Spelling Bee, History Day, Science Fair, and so much more.

The **Curriculum Viewing Center and Lending Center** are both available to all Springs Homeschool families. We offer a wide variety of materials and curriculum items for many subject areas. The Curriculum Viewing Center showcases each item that is available through Bookmart and in the Lending Center. Samples of each item are available to help you choose what curriculum is best for your individual student. We are all about parent choice! Orders can be placed during your visit, or from your personal computer. All items can be viewed and ordered from the Bookmart website. Orders can be sent to your home, or picked up at our location. This resource for Homeschool students is located in Temecula and worth the trip! We look forward to seeing you soon.



In January, thirty-five Springs Charter Schools Homeschool students, along with family members, attended the SeaWorld Sleepover Turtle Reef offered through Springs. There were educational activities where students learned about sharks, sea turtles, and other sea life that share the ocean.





In support of Breast Cancer Awareness month and to support one of our employees fighting cancer, the team dressed in pink for our “Pink Out” ES Meeting.



Springs held its 3rd annual Reading Extravaganza for Homeschool students grades TK-8 at the Temecula events center. Sixty-five students and many parents participated in the event, which is designed to promote reading.



Students spent an April morning expressing kindness to one another and reaching out to the community by joining hands for the “Hands Across Campus” global event. The children wore red shirts that said “We spread kindness like confetti”.

## *iShine Student Center*

**iShine Mosaic** is a high-performing, project-based program that emphasizes personalized learning, integration of the arts and innovative instructional strategies in a state-of-the-art learning environment. Students learn from masterful mentors in labs that are multi-sensory, provocative, inspirational, student centered and fun! They make music, dance, draw, build, compute, paint, construct and innovate as they practice both critical and creative thinking.

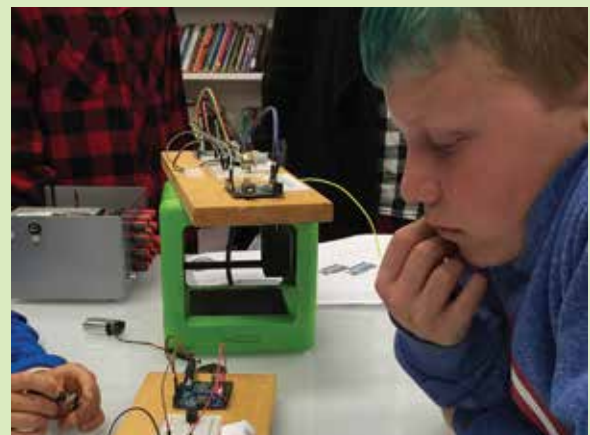
The **K-8 Homeschool Learning Center** offers a variety of classes and workshops for Homeschool students. Class offerings will include project-based learning and I Can Math.



Students set goals and chart their course.



Celebrating at iShine: A Costume Parade.



Investigation, Inquiry, Inspiration: The Wonder of Science.





October was so full of new experiences, adventures, and learning. Our students have been challenged to expand their knowledge and use their imaginations to create something new.



Our community held our monthly “Dining with the Stars” event at a local ice rink. We laced up our skates and became “iShine on Ice.” There were all ranges of experience and abilities, providing adventure and just plain fun. We smiled and laughed and had a great night together.



At iShine, we care about those in need. We celebrated the holiday season by partnering with Project Touch to help provide food, clothing, and shelter to the homeless in our local area. Our school collected so many donations of non-perishable foods, bedding, and toiletry items that it took two trucks to transport the goods.

## ***KEYS College and Career Prep***

**Keys College and Career Prep (9-12)** students work independently to prepare for college and careers in a friendly and caring environment. The Keys teachers help the students discover their inner strengths and solve problems independently.

The Keys College and Career Prep program requires each student to take a personal responsibility for his/her learning. Our high standards require students to make regular progress and have a strong work ethic. Keys students are taught to organize their materials and assignments and are accountable to turn in their own work. Keys students work hard and know that it is through their own efforts and the support of caring teachers that they can be successful in their high school years. The rigorous courses in the Keys program prepare our students for college life and are a-g approved. In the Keys program we offer a variety of support to ensure our high school students are successful. Keys students may take up to two classes at one of the Springs Student Centers or high school Learning Center locations, space permitting, and are encouraged to participate in CTE courses and Internships. They make take two field trips a year in areas that correspond to their high school courses. Keys students are also encouraged to do dual/concurrent college classes and earn credits towards their college education. In addition, they may participate in National Honor Society, California Scholarship Federation, Prom, Grad Nite and a memorable graduation ceremony. Students may come to their Keys location and work in the Keys Study Zone several days a week and, in most areas, scheduled Math Labs are available. Keys locations include Cherry Valley, Corona, Hemet, Indio, Menifee, Rancho Cucamonga, Riverside, Santa Ana, Temecula, and Vista.

**Arrow High School** is an independent study credit recovery program, created to help students who are serious about catching up credits so they may graduate on time. Students take two core classes at a time and one elective and concentrate on getting through these courses as quick as possible. As the students see that they can be successful in their classes, it gives them confidence that they may make progress to graduating on time. Students meet their teacher once a week at a Keys Study Zone location to check in and evaluate progress. They are taught how to organize their time and set goals. They may be asked to come to the site 3 days a week to learn the program and expectations so that they can be the most successful. As they gain confidence and skills, they can progress to more independent work. Arrow students are encouraged to take concurrent college classes and earn credits towards their college education, as well as complete graduation requirements. They are also encouraged to complete CTE pathways and earn certification in a variety of areas. In addition, they may participate in Prom, Grad Nite and a memorable graduation ceremony.



Whether individually or with groups, studying can be enjoyable.





We believe in you!



You have the power to choose with integrated Curriculum!



What are your dreams? Let us help you get there!



Congratulations Class of 2018!

## ***Learning Centers K-12***

**TK-8 Learning Centers** offer a variety of classes and workshops for Springs' Homeschool and Venture students. Course offerings include enrichment classes such as visual and performing arts, P.E., and computer programming, while other classes cover academic content such as science, writing, and the fully supported I Can Math class. All classes are designed around hands-on learning, group activities and meaningful classroom experiences. Students may attend one 90-minute workshop or several and choose up to four workshops per day. Our TK-8 Learning Centers are located in Vista, Otay Ranch, Santa Ana, Corona, Temecula, Hemet, Riverside and Rancho Cucamonga. The workshops are not only fun and engaging, but they offer a safe environment for Homeschool students to experience the classroom setting and create lasting friendships!

**High School Learning Centers (9-12)** offer fully supported high school courses taught by credentialed teachers on site two days per week for Homeschool, Venture, and Keys students. Our High School Learning Centers in Murrieta, Riverside, Rancho Cucamonga, and Santa Ana offer many of the following courses: Biology, Chemistry, Physics, Math 1, Math 2, Math 3, Pre-Calculus, and Spanish 1, 2 & 3. These courses are hands-on and collaborative, and include all curriculum and materials for each course.



The Rancho Cucamonga Learning Center 3rd & 4th grade I CAN Math class, taught by Mrs. Eaton, got creative designing and building Tiny Houses! The inside of the house is complete with 20 furnishings designed by the students. This project-based learning activity required students to use their imaginations and problem-solving skills in addition to applying what they learned about area, perimeter, and geometry.





The Otay Ranch Learning Center Acting & Improv classes performed their play, *Things Could Always Be Worse!* This small but mighty learning center continues to engage students and delight parents!



The students at the Santa Ana Learning Center have had the privilege of seeing their art in different public places. Students can upload their artwork for public view, or viewed only by family and friends - parents choose the setting.



The students in the BizWorld class, taught by Lauren Sommers, are learning the basics of entrepreneurship, business and finance, and marketing in a fun, hands-on way! Jewelry is always a hot industry, and in the Corona LC class bracelets seem to have taken the place of diamonds as a girl's best friend.

## ***Magnolia Student Center***

**Magnolia Academy (TK-8)** offers a liberal arts program that combines four days of classroom instruction and partners with parents who teach their students one day a week on home study days. Students participate in physical education, art and music in addition to the core academic classes. Our program affords our students personalized learning in an enriching educational environment.

**Renaissance Real World High School Academy (9-12)** offers a personalized university-style real world experience that includes lectures, tutoring, and collaboration in an independent study environment. Students are on campus for three days, with home study work, internships and career and college prep courses. Students participate in a rigorous program that focuses on an enriching and well-rounded education that addresses students' needs and interests. Our program works well with students that dual enroll in community college in their junior or senior year.



In Fall 2017, our TK-6th-grade students have moved into our new facility! Our beautiful new building welcomed Magnolia's youngest students and parents.

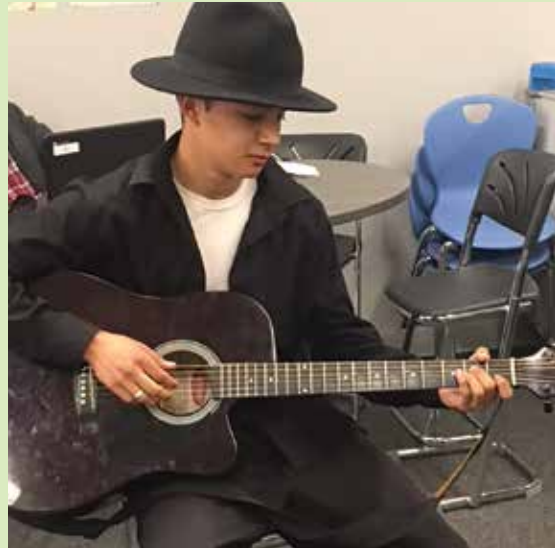


TK-6th Grade Winter Performance – With over 400 parents, friends and family in the audience, our students gave a wonderful performance of songs of the season.





Students at Magnolia showed off their school spirit to make good choices during Red Ribbon Week.



Our 11th graders finished reading *The Great Gatsby* book. To prove mastery, students dressed as characters and explained their characteristics, along with explaining artifacts from the 1920s period.



To study the medieval period, our 6th graders sharpened their technique of fencing.



We were represented in the Riverside Art Float in May. Our 4th-6th graders painted giant balls that will be launched on the lake at Fairmont Park as part of the Art Alliance Community Outreach program.

## ***Murrieta Student Center***

Holding to the Montessori methodology of teaching, **Casa Montessori** and **Middle School Montessori** Academies offer a personalized model that includes classroom instruction and home study. In partnership with the classroom teacher, parents teach their students one to two days per week on home study days. Classroom instruction focuses on reading, math and hands-on projects.

**Da Vinci Academy** provides an emphasis on the creative arts. Its focus is on an enriching and well-rounded education that addresses students' talents, passions and interests. The DaVinci Academy incorporates the *Seven Principles of Genius* used by the master throughout his life to discover and innovate: Curiosity, Demonstration, Sensation, Smoke, Art/Science, The Body, Connection.

**Classical Homeschool Academy** offers a personalized K-8 model of instruction that combines classroom instruction and home study. In partnership with the classroom teacher, parents teach their students two days per week on home study days. The curriculum and scope and sequence are taken directly from various classical education resources including "A Well Trained Mind" by Susan Wise Bauer and Thomas Jefferson education.

**9-12 Classes:** The Homeschool and Keys College and Career Prep programs offer students grades 9-12 part-time enrollment in core and elective classes.



A field trip to the aquarium gives our students an opportunity to learn about life cycles of the creatures that live in our oceans.



Our teachers provide many ways for students to express their creative side through art, acting and music.



We Celebrate Dr. Seuss each year - just one of the many people who have made a positive impact on our world.





Our students learn about historic periods by engaging in interactive activities with real life scenarios relevant to the time period being taught.



AstroCamp teaches students in a unique outdoor science school providing an exciting outdoor educational experience.



Field trips are educational and can be a lot of fun!



In November, Michaela from Montessori Middle School spoke at the Murrieta City Council about clubs and electives at the student center, such as drama, P.E., ASB, art, and drama. She also talked about how much our students love our Peaceful Playground and the success of our peer tutoring program.

## *Otay Ranch Academy for the Arts*

**Otay Ranch Academy for the Arts (TK-8)** provides skills-based instruction and arts-integration. Students have the opportunity to explore art-making and to use art as a language to express their thoughts and ideas. Through critical thinking, inquiry, creativity, and appreciation of the arts, students are able to connect to themselves, each other, and the beauty of the world. Math, Language Arts, Social Studies and Science are taught through music, movement, theater, visual arts and literature. In addition, various art and project-focused classes are taught each day and built into the daily schedule. Classroom instruction is provided at the center four days a week with one “Studio Day” of teacher-designed home study. Student work is highlighted throughout the school year in a variety of venues such as whole school community meetings, open houses, formal and informal performances and presentations, signature events, and semester-end Exhibitions of Learning.

The **TK-8 Learning Center** offers a variety of fun and engaging workshops for Homeschool students. Course offerings include enrichment classes in the arts as well as classes teaching core academic subjects.



Mrs. Fetterhoff's first grade students experience job responsibilities and rewards while simulating a town in their classroom. The students make the inventory that they sell in their shops, and they take turns being consumers and business owners.



Our 3rd grade class builds ski lifts as part of the TPS math unit on multiplication and fractions.



The Golden Music Studio is one of the best places on campus.





ORAA Kindergarten Class celebrated Dr. Seuss' Birthday in style with a visit from The Cat in the Hat and their activities included Dr. Seuss books, a Dr. Seuss parade with handmade floats, green eggs and ham, and fun activities celebrating all things Dr. Seuss.

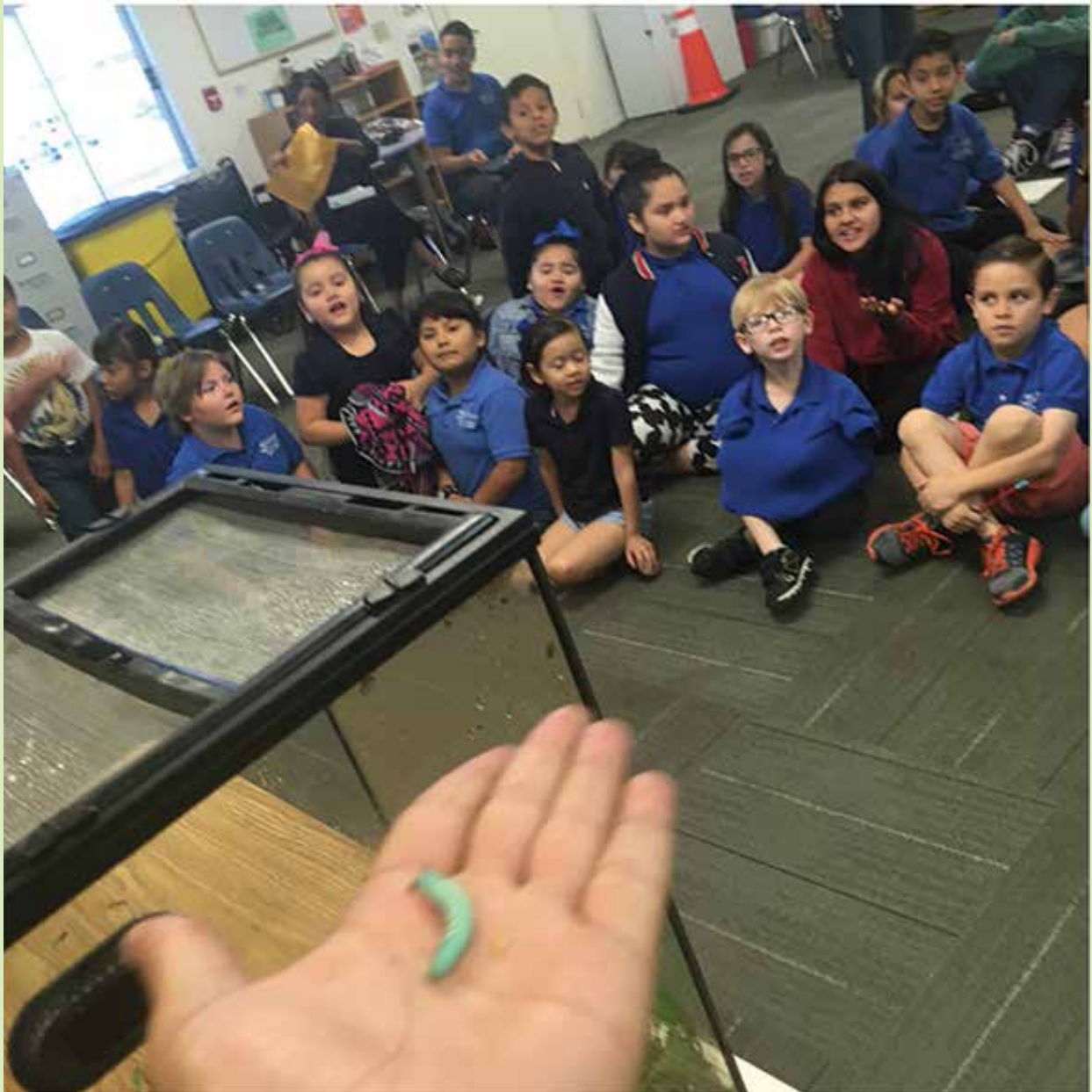


"I have a dream" art from a lesson on MLK, Studio Day project on designing an energy efficient house, and Studio Day project on wind power.



## ***Palm Student Center***

**Palm Academy (TK-8)** serves students with five days of classroom instruction using centers, projects, technology and hands-on experiences. A dedicated teaching staff with an extensive knowledge of nurturing the whole child is the hallmark of our program. At Palm Academy, we believe in real-world applications. Our school environment incorporates opportunities for critical thinking and problem solving through experiential learning. Parents and community members are an integral part of this community of learners. Along with a balanced core curriculum, students in grades TK-5 focus on the infusion of community service principles, while grades 6-8 focus on leadership development.



Our middle school students learned how organisms interact with their environment and how ecosystems change over time. They created an ecosystem, recorded changes, and filled a terrarium with such items as rocks, ivy, flowers, Venus flytraps, snails, a hornworm, a caterpillar, and crickets.





## ***Pathfinder Student Center***

The **High School Learning Center (9-12)** at Pathfinder Student Center offers fully supported high school courses taught by credentialed teachers on site two days per week for Homeschool, Venture, and Keys students. Our high school learning center in Riverside offers the following courses: Biology, Chemistry, Physics, Math 1, Math 2, Math 3 and Pre-Calculus, and Spanish 1, 2 & 3. These courses are hands-on and collaborative, and include all curriculum and materials for each course.

**CTE Classes:** Career Technical Education classes are offered to our students enrolled in grades 9-12 in the Academy, Homeschool, Venture and Keys College and Career Prep programs. Students work with their school counselor for more specific information and enrollment options.



To celebrate their hard work, CTE students gathered at the Pathfinder Student Center during #getREALCom. This annual student conference includes workshops hosted by CITE Staff and community college reps, intending to put into practice aspects of the real world in a fun and informative way.





Pathfinder offers a CTE pathway in Systems Diagnostics, Service, and Repair with a focus on aeronautical transportation.



In the Spring of 2017, students in the CTE Design, Visual, and Media Arts Pathway visited the Riverside Art Museum, where they had a tour of the photography exhibition *Trabajamos*, by David Bacon.



SkillsUSA is a partnership of students, teachers and industry professionals working together to ensure that America has a skilled workforce. CTE was proud to have ten students compete in the SkillsUSA Regional competition this year!

## ***Rancho Cucamonga Personalized Learning Center***

Rancho Cucamonga Personalized Learning Center offers dynamic programs for K-12 students including Discovery Col-LAB-orative for K-8 students and U-Lab for 9-12. All students receive a Chromebook as part of the hybrid model ensuring easy access to online courses, programs and resources. All of our students and their parents are part of the learning center community and have many opportunities to engage in multi-age campus activities and parent networking.

**Discovery Col-LAB-orative** for K-8 students is a hybrid learning program providing structured classroom activities three days a week along with two home study days. This program provides a cross-grade-level thematic curriculum with an emphasis on personalized I CAN! Mastery and student discovery. Personalized home study days are designed by the lab Education Specialist in collaboration with parents and students.

You-driven University style learning is available in **U-Lab**, an independent study program offering a flexible learning environment for students in grades 9-12. U-Lab is designed for students to pick and choose their own academic path by “mixing and matching” learning methods. Choices include university style courses taught by a “live” teacher, online virtual courses, small-group workshop seminar courses, student and parent designed courses or traditional independent study. U-Lab students may expand their interests with access to internships and CTE courses. U-Lab students are on campus 2-3 days per week including monthly meetings with their ES and parents for lesson plan meetings.



Students who participate in our school’s 100-mile club were able to work on their miles in a hike at Mount Roubidoux. The 100-mile club is a group of young individuals that want to make fitness a part of their everyday life.





Color Run at Rancho!



Rancho Cucamonga Learning Center's Bizworld Class was thrilled to hold their end-of-the-year Sales Bazaar. Students go through the entire business process from design to manufacturing to create their products. It was fun selling them to students and parents!



The Springs intramural soccer tournament was held in May at our Rancho Cucamonga location.



## ***Riverside Student Center***

Our **Mosaic Academy (K-8)** is a rigorous hybrid program that combines classroom instruction with home study days each week. Mosaic Academy focuses on teaching the fundamentals of math, reading and writing, while also offering electives such as theater, art, computer coding and First Lego League. Personalization encourages each student to engage in their own strengths, gifts, talents, and interests. Mosaic Academy embraces and promotes the gifts and talents of each student to nurture the social and emotional development of the individual child. Teachers and parents collaborate to provide personalized learning, rigorous expectations, and challenge all students to achieve their personal best.

The **TK-8 Learning Center** offers a variety of fun and engaging workshops for Homeschool and Venture students. Course offerings include enrichment classes in the arts as well as classes teaching core academic subjects, and the full supported I CAN Math class.



Mosaic students traveled to Cal Poly Pomona University's farm and agricultural center to learn about the agricultural industry. Students had the chance to touch the farm animals, take a tractor ride and take home a pumpkin.



We celebrated Red Ribbon Week and students pledged to remain drug-free, and had a 'Red Out' dress up day as well as a neon day where "Our Future is BRIGHT With Drugs Out of Sight".



Riverside Student Center's Elementary team brought home the trophy!





Jacob shared about traveling with his family, his involvement in sports, and how homeschooling with Springs is ideal for him and his family at the April meeting of the Riverside County Board of Education meeting.



We kicked off the new year by celebrating CHOICE, OPPORTUNITY, and EMPOWERMENT. Throughout this week of celebration, our students learned the National School Choice Dance. Every student, teacher, and staff member participated in this student assembly.



The fourth grade class went on an adventure into Jurassic Park as part of our Ecosystem unit. They completed a close reading passage and answered text dependent questions. Once in the park, students worked in their jeep teams to complete 6 different ecosystem tasks.

## ***Santa Ana Student Center***

**Quest Academy (TK-8)** program provides a safe learning environment for all students. Utilizing a personalized learning model with challenging academic experiences, we provide an environment where students can choose to become life-long scholars, to display honorable character, and to act as agents of positive change within their community and our global society. We 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.

The **TK-8 Learning Center** offers a variety of fun and engaging workshops for Homeschool and Venture students. Course offerings include enrichment classes in the arts as well as classes teaching core academic subjects, and the full supported I CAN Math class.

The **High School Learning Center (9-12)** offers fully supported high school courses taught by credentialed teachers on site two days per week for Homeschool, Venture, and Keys students. Our high school learning center in Santa Ana offers the following courses: Biology, Chemistry, Physics, Math 1, Math 2, Math 3, and Pre-Calculus. These courses are hands-on and collaborative, and include all curriculum and materials for each course.



5th-7th graders became scientists and astronauts all in one day! From dissecting a cow's eye, to learning about the human and animal eye, to exploring the journey of the Endeavour, our students had a blast!



Quest Academy has a "Big and Little Buddies" program where our upper-grade class is paired with students in a lower grade class. Ms. Look's class always looks forward to seeing their Big Buddies.





The Board Game Club is open to students who want to spend some relaxing time playing a game and enjoying the company of fellow students.



Our Campus Beautification Club is on a mission to beautify the Santa Ana Student Center! They get their hands dirty while socializing and having fun!



The Acting & Improv students participated in a fun Improv exercise called "Freeze Frame." Students were given a scenario and when the teacher called out "Freeze Frame" students had to freeze and overemphasize an emotion just like a Norman Rockwell painting.

## ***Temecula Student Center***

The **Da Vinci Academy (K-8)** provides students with an emphasis on creative arts integration into the core curriculum. We focus on an enriching and well-rounded education that addresses students' talents, passions, and interests. Personalized learning is infused in the classroom curriculum - students are challenged to meet their individual learning goals and benefit from learning through multiple modalities.

The **Renaissance Real World High School Academy (9-12)** offers a personalized model of instruction that includes classroom instruction, independent study, internships, and career and college prep courses. Students participate in a rigorous program that focuses on a well-rounded education that addresses students' talents, passions, and interests. Students are supported through individualized assignments, tutoring, and goal setting.

**CTE Classes:** Career Technical Education classes are offered to our students enrolled in grades 9-12 in the Academy, Homeschool, Venture and Keys College and Career Prep programs. Students work with their school counselor for more specific information and enrollment options.



Oh, The Places You'll Go! 6th, 7th, and 8th grade students got a great guided tour of University of California, Riverside. It was a fun day learning about the college, and some of our students had great questions for our guides.





We encourage expression and innovation. 8th Grader Calel Villareal has worked with our younger students to design puppets. Our younger elementary students drew the designs, and Calel brought them to life! He has crafted over 200 puppets



Our students had fun and created lasting memories at the schoolwide Red Carpet Masquerade Prom for juniors and seniors in April at the Eagle Glen Golf Club in Corona.



Ms. Minnesang's students experimented to determine the effect of the drop height on the size of an impact crater as they explored energy transfer.



1st and 2nd grade students built models to answer the question, "How are canyons made?"

## Venture Online

**Venture Online K-12:** This K-12 program caters to the needs of 21st century students allowing them to complete their education anytime, anywhere, with the full support of single-subject credentialed teachers. Venture Online provides a comprehensive program that recognizes individual learning styles as one of the keys to student success and provides opportunities for personalized learning. The goal of Venture Online is to make it possible for students to achieve success while pursuing their dreams. We believe that learning should be a personalized, positive experience that opens doors for future success. Our comprehensive program provides a school that can be done anywhere, anytime and at your child's pace.

Venture Online students may enroll in two courses at any of our Learning Center locations and are able to utilize approved vendors for course instruction in areas of special interest. Also complementing our program are CTE courses, credit for life experience in the area of student interest and achievement, access to attend field trips, and collaboration within the community, such as dual/concurrent enrollment in community college courses.



Chloe is an 8th grader from Venture Online and is in the competitive sport horseback riding and hopes to be an Olympic gold medalist one day.





Caleb participates in the KTM Junior Supercross Challenge and still keeps up with school at Venture.



Throughout the 2017 Dance Competition Season, Katrina has been able to compete in a total of 9 dance competitions: 8 Regionals and 1 Nationals.



Trenton earned his Eagle Rank and celebrated his accomplishment at his Eagle Court of Honor in August 2017. For his eagle project, he worked with the San Bernardino County Sheriff's Department, Search & Rescue Division, on a GPS location project to be used for evacuation during fires or other natural disasters.



Micaela and Silvana, are taking their Milestone 2 test in the midst of California Redwoods in Sonoma County.

## ***Vista Student Center***

The **La Fuente Dual Immersion Academy (TK-8)** program gives students the gift of fluency in a second language. We provide our young learners with a rich bilingual experience at a time when their minds are developmentally best able to acquire a second language. Our students learn content through both their native language and the target language. Simultaneous translation is never used. By the end of 8th grade, all students who have been continuously participating in the program since kindergarten are proficient in English, proficient in the target language, and at or above grade-level academic benchmarks.

**Academia La Fuente - Escuela Bilingüe en Español e Inglés TK-8:** Este programa bilingüe otorga a los estudiantes el talento de la fluidez en un segundo idioma. Nuestra escuela proporciona una rica experiencia bilingüe a los jóvenes alumnos, en el preciso momento en que están en la etapa ideal del desarrollo mental para adquirir un segundo idioma. Nuestros alumnos aprenden el contenido tanto a través de su lengua materna como de la lengua que están aprendiendo. El sistema de traducción simultánea no se utiliza nunca. Al final del 8 grado, todos los estudiantes que han participado continuamente desde la jardinería, son diestros en Inglés, en el nuevo idioma, y están al nivel o por encima de su correspondiente grado según el estándar académico.

**Mosaic Academy (TK-8)** is a rigorous hybrid program that combines classroom instruction and home study days each week. In partnership with the classroom teacher, parents teach their students on home study days to provide personalized learning. The program is personalized to encourage each student to engage in their personal strengths, gifts, talents, and interests. Our mission is to empower parents to work collaboratively with educators, creating a unique partnership that encourages students to take the initiative in their learning. Although we focus on the core subjects, emphasizing the importance of strong language arts and math foundations, we also ignite each child's passion for learning through a multi-faceted approach to teaching and acquiring knowledge. By personalizing our approach through the collaborative nature of our program, we find that success is in unlocking each student's potential, creating lifelong learners who are committed and involved members of their community.

The **TK-8 Learning Center** offers a variety of fun and engaging workshops for Homeschool and Venture students. Course offerings include enrichment classes in the arts as well as classes teaching core academic subjects.



We welcome you with a smile every day at La Fuente.





Getting comfy during online learning time.



A great place to make friends.



Kindergarten fun every day!



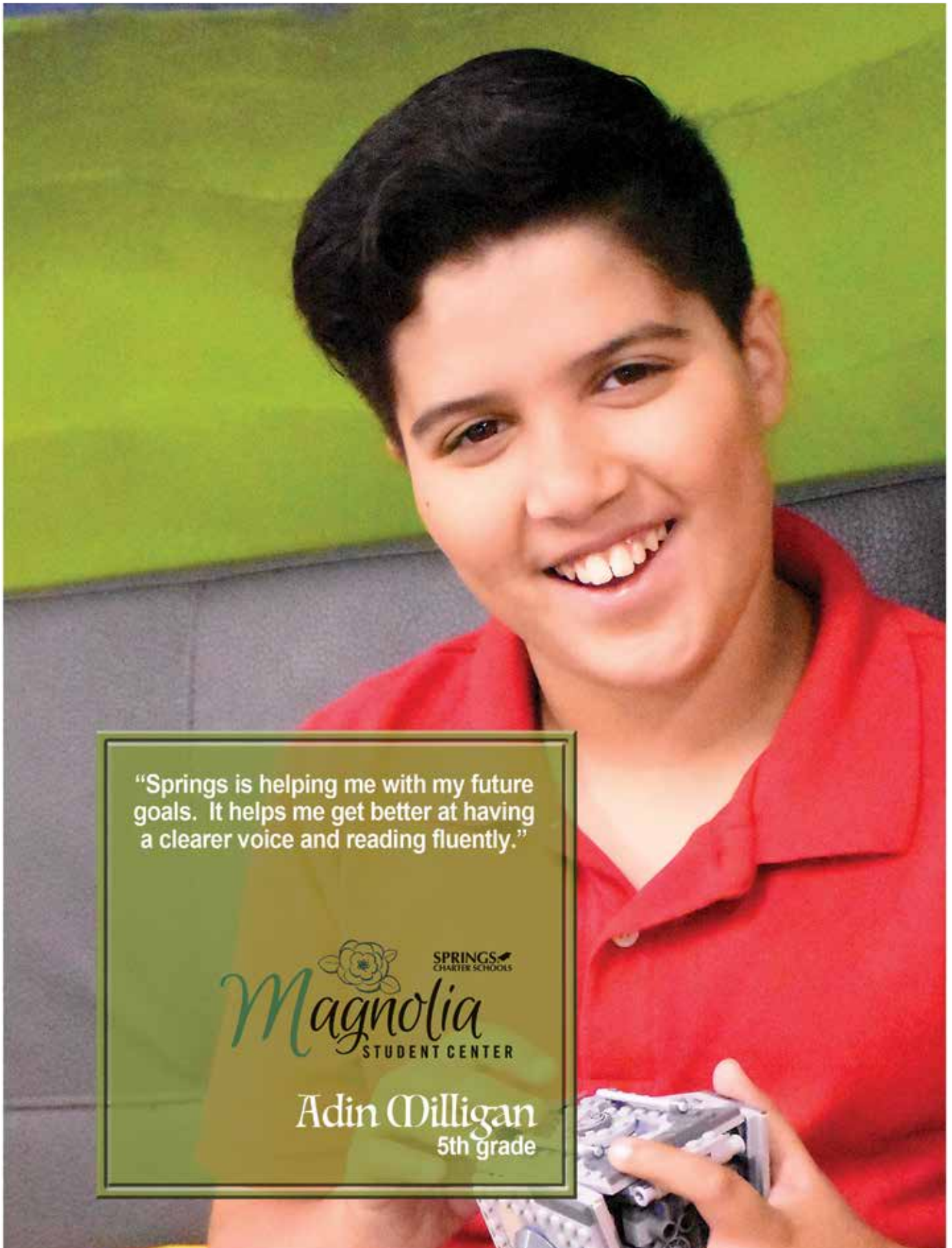
Our students enjoy working together on projects.



Learning is more fun with a friend.



Our teachers make learning easy.



“Springs is helping me with my future goals. It helps me get better at having a clearer voice and reading fluently.”

  
**Magnolia**  
STUDENT CENTER

SPRINGS  
CHARTER SCHOOLS

**Adin Dilligan**  
5th grade



# Empower Your Child

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Founded by credentialed educators, Mind Discovery Center is a certificated Structure of Intellect (SOI) Learning Center.

For more information please visit us at  
[MindDiscoveryCenter.com](http://MindDiscoveryCenter.com)



*Our son was two grades behind in reading. Since coming to Mind Discovery Center we have seen tremendous improvement. He has gained so much confidence. He will actually raise his hand in class to read out loud now.*

- Rebecca

*The passion for helping children and their families is palpable at Mind Discovery Center. Strongly recommend!*

- Stephanie



**MIND DISCOVERY**  
CENTER







“My hobby is to help my teacher clean up at the end of school. All the staff are nice and the students are kind, helpful and friendly.”



Rihanna Nguyen  
2nd grade



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SUNDAY	10:00AM – 6:00PM

Hours subject to change without notice

For more information contact  
Ben Barrett  
(951) 279-7465  
[ben@coronainline.com](mailto:ben@coronainline.com)



[www.coronainline.com](http://www.coronainline.com)



“Springs is the best because I get to have a nice teacher and I respect my teacher and I feel safe. No one is mean and I will never ever leave this school ever.” *Kristopher*



**Kristopher Villalon**  
7th Grade





# Health Services

## Health Services

### **Wellness Policy**

It is a requirement for participation in National School Lunch Program that districts must institute a Local School Wellness Policy, and within that policy must be addressed nutritional guidelines for all foods provided to students at sites. That includes school meals, foods sold at sites, and foods provided to a group of students as part of celebrations or class activities during the school day. While the Smart Snacks guidelines for competitive foods were originally designed for foods sold on school campuses outside of the school meal program, the expectation of the US Department of Agriculture and the California Department of Education is that schools should apply the same rigorous guidelines in their Wellness Policy to address any foods provided on-site during the school day. For this purpose, the school day is defined as 12:00 a.m. until 30 minutes after dismissal.

### **Fever and Sick Policy**

Should your child exhibit signs and symptoms of illness that include any of the following: fever ( $>100^{\circ}\text{F}$ ), vomiting, diarrhea, unexplained skin rash or general malaise, please do not bring your child to school. If your child exhibits any of these symptoms at school, we will attempt to contact you to have the child picked up from school. They will not be permitted to return until they are free of fever, diarrhea and/or vomiting.

In the event of an emergency, or if we are unable to make contact with the student's parents/guardians or other emergency contacts, school staff will call 911. Please make sure that your emergency contacts are kept up-to-date.

### **Medications on Campus**

The State of California has strict laws regarding the way medication can be dispensed at school.

### **Here are the guidelines:**

1. Medication must be given to the school office by the parent or guardian. Students are not allowed to transport medication to and from school.
2. Prescription medication which needs to be taken at school must be accompanied by a completed Medical Authorization Record.
3. Non-prescriptive medication such as Essential Oils or Tylenol must also have a completed Medical Authorization Record.
4. All medicine must be in the container in which it was purchased.



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5. All medicine must be kept in the school office and will be dispensed by school staff. Only the amount to be given at school should be sent. Please keep all other doses at home.
6. If there is a change in the prescription, a new Medical Authorization Record must be completed.
7. Parents are responsible to ensure that all student medications onsite are kept current and up-to-date. Expired medication will be disposed of by the school nurse or other trained staff.

**Student Medical Needs**

To ensure that your child’s medical needs are addressed, please provide all pertinent health information for your student’s medical needs during the online parent registration and enrollment process. If a new medical need arises after enrollment, please bring it to the attention of the Site Facilitator and he/she will help you update the information properly to ensure the appropriate steps can be taken to accommodate your child’s health needs. We do have CPR/First Aid/AED and Epi-pen trained staff available at the sites, but in the event of an emergency, 911 will be called.


**Vision and Hearing Screenings**

Our Springs staff includes a Licensed Credentialed School Nurse who is certified to conduct vision and hearing screenings. The nurse is scheduled in each of our regions throughout the school year to provide these services. If you

would like your child to receive a vision and or hearing screen, please contact the school site staff. Or you may schedule an appointment with Pupil Services Department conducted at our Temecula Administrative Office.

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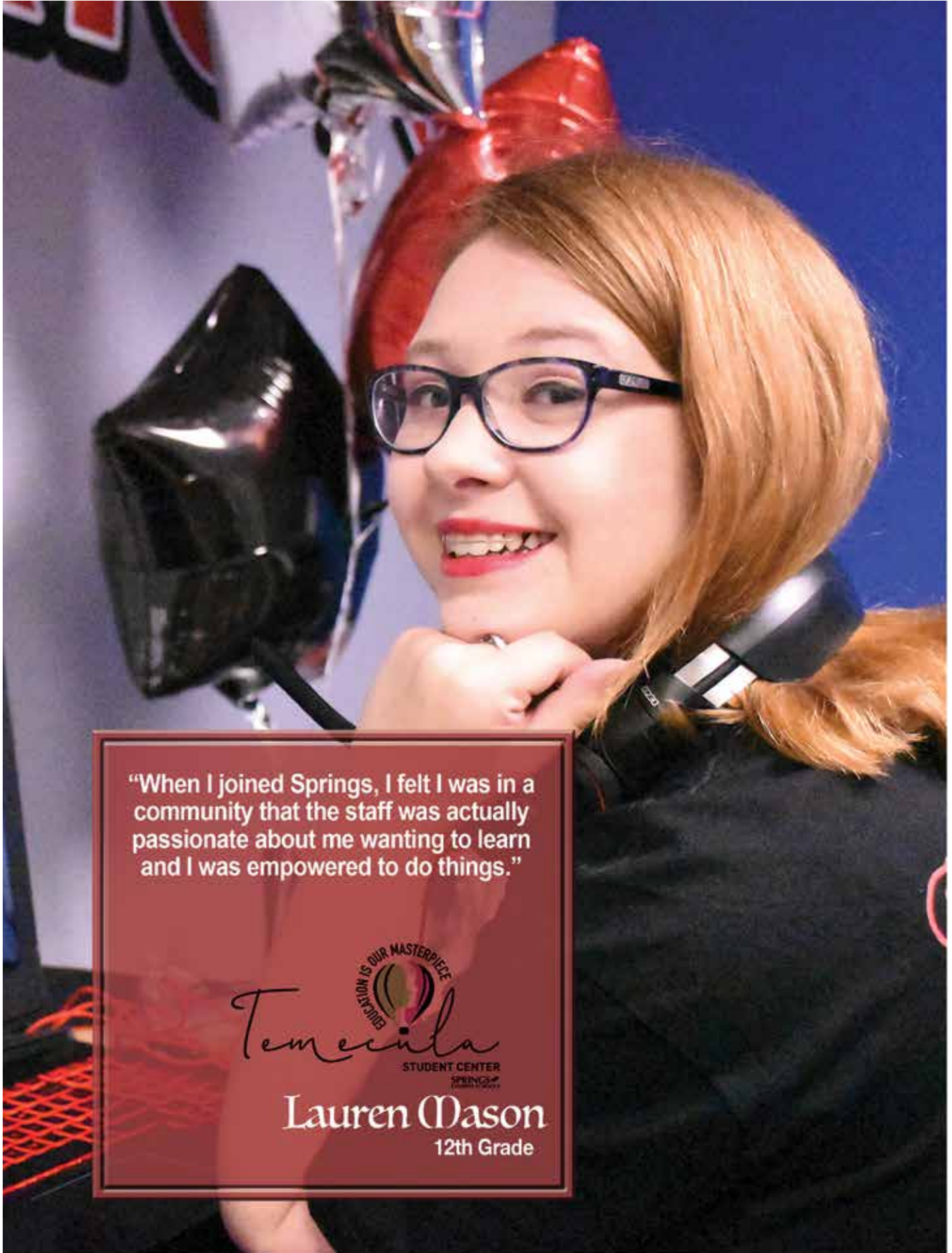
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**Lauren Mason**  
12th Grade



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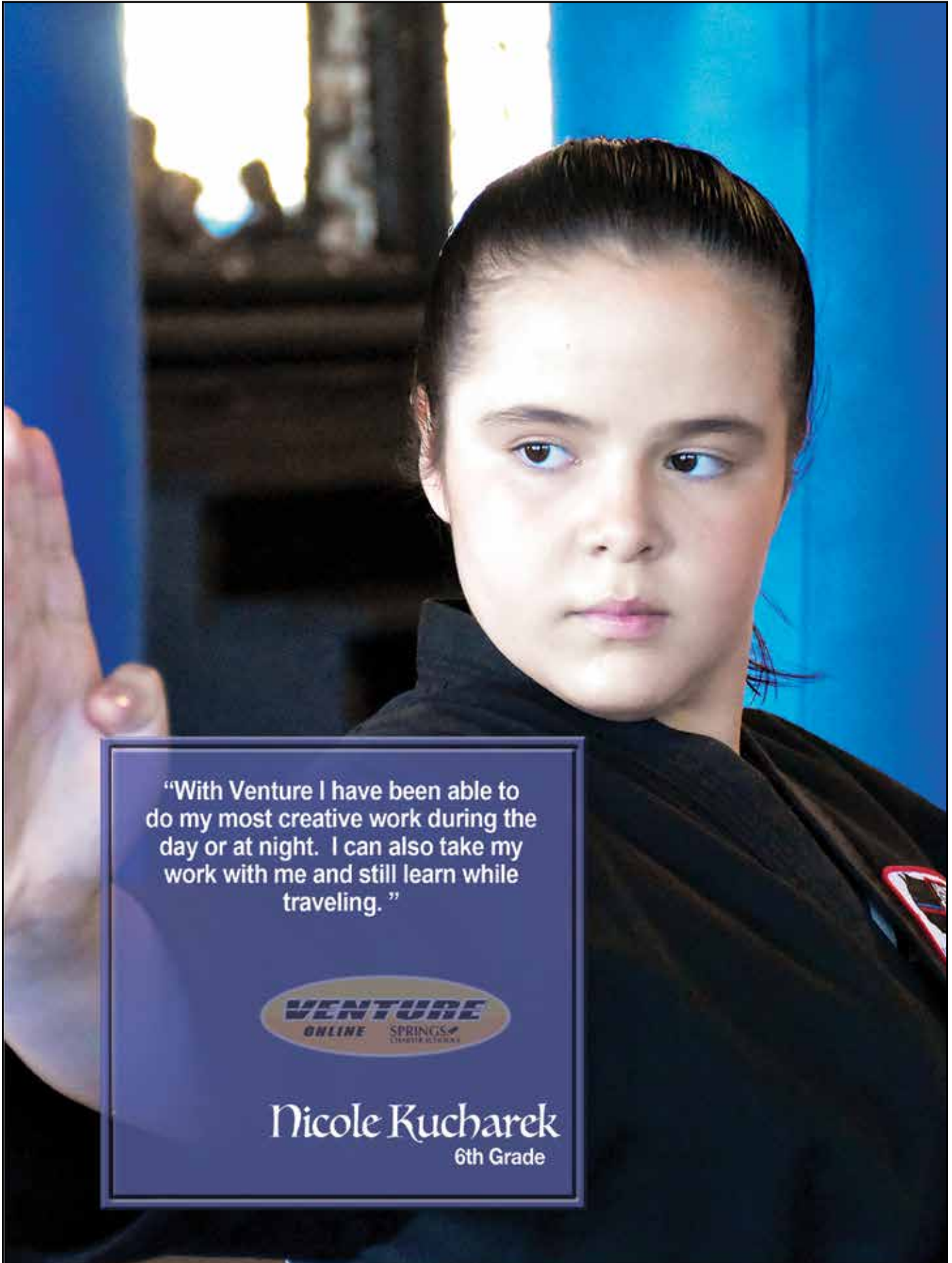
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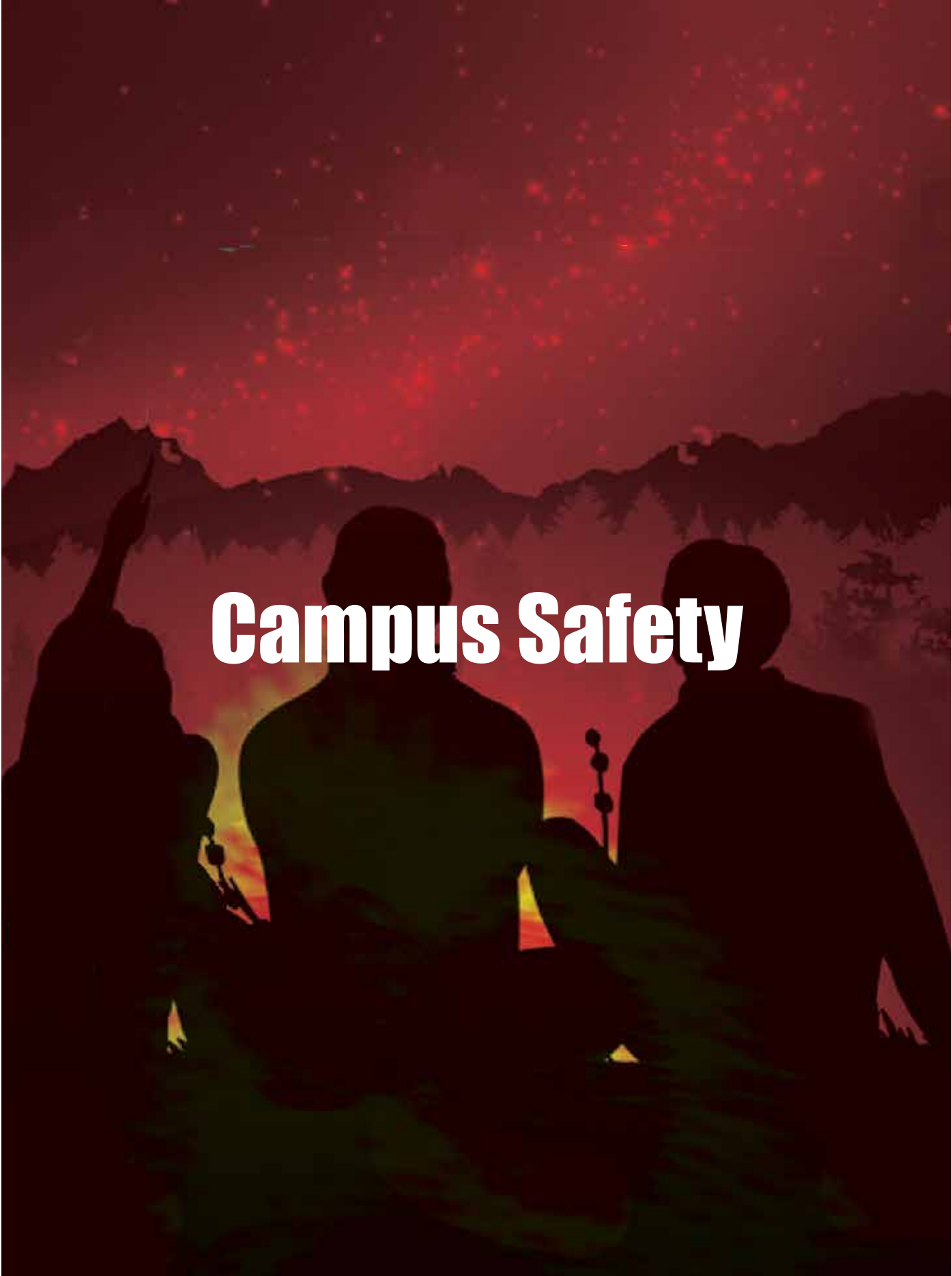


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**Nicole Kucharek**  
6th Grade





# Campus Safety

## Campus Safety

### **School Safety / General Safety**

Safety is a top priority at Springs Charter Schools. Our staff members work together and are committed to ensuring a safe learning environment for your students. If you witness an unsafe behavior or condition, please report it immediately.

Options for reporting are:

- Directly report to site staff
- Call or email the Safety and Risk Management Office
- Anonymously report through the WeTip Hotline

Help us recognize safety issues and keep our campuses safe! Our Safety and Risk Management Team works together with our staff to maintain a safe campus environment for our students, staff and visitors.

**CharterSAFE** provides SafeSchools online training for our staff and volunteers. They offer over 150 training videos customized for a school setting and are written by the nation's leading experts in school safety. Our staff complete training specific to their roles on our campuses and receive certificates of completion for every training they are assigned. These trainings are monitored by our Safety and Risk Management Office. Also provided is the SafeSchools SDS online management system that we use school wide.

### **Disaster Preparedness**

Should a major disaster occur during school hours, all students will be kept at school under staff supervision. All Springs employees are mandated by law (Government Code 3100) to be Disaster Service Workers and assist the schools, as needed, and until relieved of duty. Students will only be released to authorized emergency contacts on file with the school site. Photo ID's will be required to pick up students. We will use our mass communication notification system when available to contact parents regarding emergency information.

We continually seek to provide updated disaster preparedness training with our staff. This training includes but is not limited to:

- FEMA (Federal Emergency Management Agency) online training certifications
- NIMS (National Incident Management System), ICS-Incident Command System

- REMS (Readiness and Emergency Management for Schools) Training
- American Red Cross Disaster Preparedness Academy and Monthly Meetings
- CERT (Community Emergency Response Training) and Teen CERT

Our classrooms and offices are equipped with the following supplies, which we continually work to update and improve:

- Lockdown Buckets (food, water and emergency supplies for 24 hours)
- Evacuation Backpack (contains Site Emergency Action Plan and other supplies)
- Student 3-Day Disaster Kits (collected from our students, for our students)
- First Aid and Trauma Kits
- Triage Kit
- Emergency First Aid Guidelines for California Schools
- Fire Extinguishers

We have AED machines placed at each of our academies and our administration office.

Many of our staff receives additional safety-related trainings throughout the year. Some examples are:

### **Schoolwide**

- American Red Cross Disaster Preparedness Academy, annually
- American Red Cross DPRRA (Disaster Preparedness and Recovery Alliance), monthly meetings
- Shooting Trauma Training through Townson Productions
- CERT Training
- FEMA Online Certification
- REMS Training (Readiness and Emergency Management for Schools)

### **Academies and Learning Centers**

- Safety Meetings: five annually, with every site represented
- Written Emergency Plans in every classroom and office
- Lockdown, Fire, Evacuation and Earthquake Drills, practiced regularly
- Annual Participation in the Great CA Shake Out Earthquake Drill
- Lockdown Buckets and Evacuation Backpacks are placed in every classroom and office



- MSDS/SDS Sheets

#### **Administration Offices**

- Safe School Plan
- Crisis Response Plan
- Injury, Illness Prevention Plan
- Hazard Communication Plan
- Safety Suggestions

#### **Student Injuries at School**

Every effort is made to keep our students safe while on our campuses. However, a student can still be injured during school activities. All student injuries must be reported to school staff as soon as possible for first aid and documentation purposes. Please talk to your students about the importance of reporting all injuries to the school staff. The parent/guardian will be provided our Student Accident Insurance forms if additional medical treatment is sought. It will be your responsibility to submit medical bills and receipts directly to the insurer.

Student Accident Insurance is secondary to the student's health insurance (or primary in the absence of health insurance). Student Accident Insurance DOES NOT cover illnesses such as asthma or seizure episodes. Therefore we encourage you to purchase and maintain sufficient medical insurance for your student/s, in the unlikely event that medical treatment is needed for an illness.

In the event of a medical emergency at school, staff will call 911. Every effort will be made to contact the student's parent/guardian and emergency contacts provided to the school. Please keep this information updated with your school site.

#### **Safety Meetings and Plans**

The Safety and Risk Management Office works together to form a school wide safety team that meets 4 to 6 times a year. Every site has representatives that attend the meetings to contribute solutions to our schools safety needs. In addition, we meet with our other programs 2 to 3 times a year to address their individual needs. We also offer a weekly online Google Hangout for our team to collaborate on immediate safety needs at the sites. Your input is necessary and valued concerning student safety, so please talk to your site staff or ES about any safety concerns or ideas that you may have. This team attends a variety of additional safety training offered through San Diego, Orange, Riverside, San Bernardino and Los Angeles County Offices of Education.

The Safety and Risk Management Office works alongside the Academy and Learning Center staff to ensure the following safety plans are updated annually at the site and administrative level. Staff review and train on these plans annually.

- Comprehensive School Safety Plans
- Emergency Operations Plans
- Crisis Response Plans

#### **Standard Response Protocols**

Springs Charter Schools utilizes the Standard Response Protocols or SRP from the "i love u guys" Foundation. The SRP is based not on individual scenarios but on the response to any given situation. A critical ingredient in the safe school recipe is the classroom response to an incident at school. Earthquakes, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration. The SRP is based on these four actions:

LOCKOUT, LOCKDOWN, EVACUATE, SHELTER - In the event of an emergency, the action and appropriate direction will be called on the PA.

LOCKOUT - "Secure the Perimeter"

LOCKDOWN - "Locks, Lights, Out of Sight"

EVACUATE - "To the Announced Location"

SHELTER - "For a Hazard Using a Safety Strategy"

Please take a moment to review these actions.

Students and staff will be trained and the school will drill these actions over the course of the school year.

#### **Reunification of Students**

A predetermined, practiced reunification method ensures the reunification process will not further complicate what is probably already a chaotic, anxiety-filled scene. In fact, putting an orderly reunification plan into action will help defuse the emotion building at the site. No school is immune to emergencies like fires, floods, earthquakes, power outages, bomb threats, and acts of violence. This is just a short list of events that can initiate a release and reunification for a school site. Every academy and learning center location has a reunification plan for onsite and offsite reunification protocol. In addition, the school sites and administration offices participate annually in the Great CA Shakeout Drill. We encourage our families to utilize this website for earthquake preparedness and participate with their families at home and work.

*ALICE* (Alert, Lockdown, Inform, Counter, Evacuate) training helps prepare individuals to handle the threat of an active shooter. *ALICE* teaches individuals to participate in their own survival, while leading others to safety. Though no one can guarantee success in this type of situation, this new set of skills will greatly increase the odds of survival should anyone face this form of disaster.

Our Safety and Risk Management staff are certified *ALICE* Instructors. We work with the school locations to provide training for violent intruder, active shooter situations that could occur on our campuses. Endorsed by Law Enforcement, *ALICE* is utilized across the country and is in line with recommendations from the Department of Homeland Security (DHS), Federal Emergency Management Agency (FEMA), Federal Bureau of Investigation (FBI), and U.S. Department of Education along with many state agencies across the U.S.

### **WeTip**

Our school partners with WeTip and offers an anonymous hotline to students and their families. WeTip's hotline is a way for people to get involved in establishing a safer community. Students are often afraid to report crime information because they fear reprisal from the person they are reporting. WeTip gives students and their families an opportunity to

give information without fear. When you call the WeTip hotline, the first words that you will hear from the operator will be, "This is the WeTip Crimeline, please do not give your name." The operator will then ask a series of questions, designed by law enforcement, to obtain the maximum amount of information about the reported crime. WeTip information is immediately conveyed to the appropriate police, fire, sheriff's agencies and school security liaison. The caller always remains absolutely anonymous (not just confidential). Anything concerning student safety can and should be reported. Examples include but are not limited to:

- Bullying/Cyberbullying
- Threats/Weapons/Violence
- Drugs and Alcohol Activity
- Sexual Assault
- Graffiti and Vandalism
- Theft
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# Parent Involvement

## **Parent Involvement**

### **Parents as Partners**

We are proud to include parents as our educational partners. Our school is built upon our parents taking primary responsibility for their children's learning. We know this is a big job. We provide opportunities for parents to support their children in a variety of ways including, but not limited to: open houses, field trips, parent certification training, conferences, PTSSO, parent/guardian volunteers, S.P.R.E.E. events, and collaborative creation of personalized learning plans. When parents/guardians come to school to participate in various volunteer capacities, they must sign in at the office. Please ask for a volunteer form and return it to the school office or your child's teacher.

### **Parent Concerns Process**

At Springs Charter Schools we take your concerns seriously. In order for us to address concerns in a timely fashion, we request you follow our school process. Informal concerns should be expressed within a timely manner in order for corrective actions to take place. Concerns regarding academics and campus situations should be directed to the student's teacher, Education Specialist and, or the academy principal or Homeschool director. Parents may also file a written complaint on the school's Incident/Complaint form located at the office on each of our campuses. Complaints regarding school personnel (teachers, staff, students, parents, programs) may be directed to the academy principal or Homeschool director. Concerns regarding school administrators or administrative programs may be directed to the appropriate department at the Temecula Administrative office (Education Department, Human Resources, Pupil Services, Student Records, Executive). Title IX and Gender Equality complaints can be filed using the school's Uniform Complaint process. More information is available on our website or by contacting the Human Resources Department at 951-252-8877.

### **Classroom Observation Guidelines**

- Make an appointment to observe a classroom.
- Please sign in at the front desk when you arrive.
- Please do not bring children during your classroom observation.
- Observations may be up to 30 minutes.
- Please sit quietly in the back, out of the way of the teacher and other students. Please do not sit with your child or step in to assist your child or other children during class time unless you are there as a teacher's aide and you've been asked to do so.
- We ask that you do not work on a computer. Also,

please do not write notes on things that pertain to other children as the confidentiality of all other students must be considered.

- Please relax and enjoy your visit. If you have questions, please make an appointment with the teacher at another time. The teacher probably won't say much to you during class because time won't permit and adults talking may distract the children working.
- Please know that if your concern is your child possibly not adjusting well to a new school or classroom – it is more likely that your child will adjust more quickly if you are not there.
- If you would like to spend more time in a classroom, other than a short time observing, please see the front office for paperwork on volunteer requirements such as TB testing and fingerprinting.
- Please take any questions you may have to the front office. If available, the Principal will be happy to talk with you.

### **Visitor and Guest Defined**

A Visitor is defined as an individual who, with school district authorization, attends a student performance, special event, festival, open house, back-to-school event, sports event, athletic competition, etc. A visitor may either be accompanied or unaccompanied by school district staff. Designated school district administrative personnel are to make this determination.

A Guest is defined as an individual who, with school district approval, assists students, schools, and teachers on a non-regular basis or who individually observes a classroom or activity. A guest may also assist with educational programs or with special events on an occasional or infrequent basis (special events, e.g., Guest Readers Programs, class parties).

### **Volunteer Policy**

A Volunteer is any person serving the needs of the program on a regular basis at least one time per month or more.

The process to become a Springs Charter School volunteer starts at your local student center or the administrative offices. You will be given a volunteer packet to read and complete. Springs also requires proof of a current negative TB test or chest x-ray (within last 12 months). Volunteering is a privilege and a service that teachers and staff truly appreciate. All volunteers must, however, have a helpful task to perform under the direct or indirect supervision of a



district employee. Volunteer ID badges should be worn at all times a person is volunteering. Volunteer may not begin volunteering until they receive an email or phone call stating that the volunteer has cleared DOJ/FBI and TB test has been submitted. Once all paperwork is completed, return to the Site Facilitator or Site Director or mail to the Administrative Office:

Springs Charter Schools  
27740 Jefferson Avenue  
Temecula, CA 92590

If you have any questions or concerns, contact our Human Resources Department at 951-252-8877.

### **Homeschool Parent Events**

We are very proud of our continuing efforts to support parents as educators. We offer our Homeschool parents additional support during their first few months of Homeschool through our Parent Prep support plan. We also offer a dynamic Parent Certification Course

where parents have the opportunity to network with other Homeschool parents and learn about best practices for successful homeschooling. We provide year-round interactive workshops and networking opportunities starting with our annual Ignite! Conference. Ignite is a free, one day summer conference for Homeschool parents. We also offer math and reading workshops and our regional S.P.R.E.E days for parents and students. Find more details on our website by scrolling over the "Get Involved – For Parents" section.

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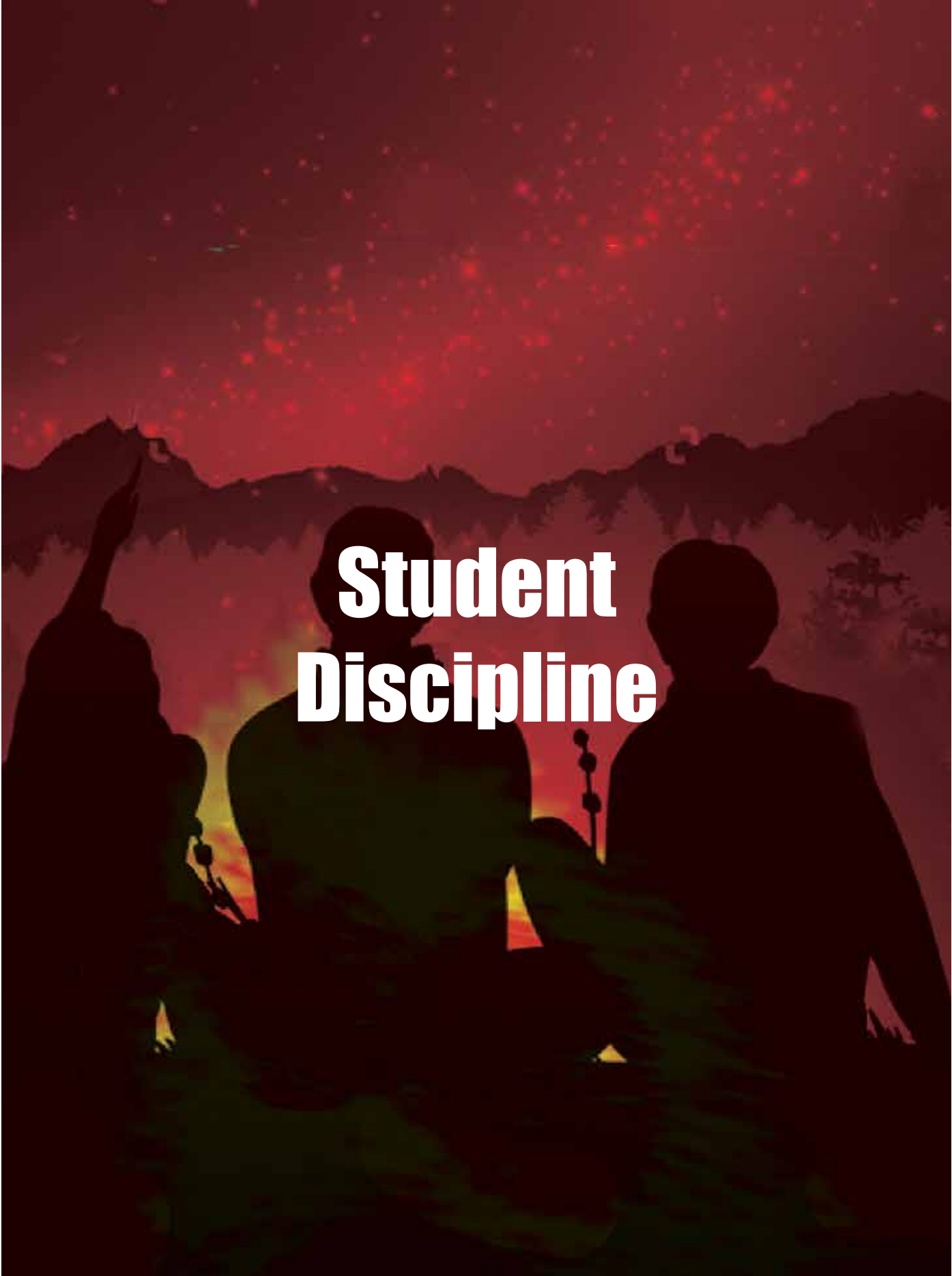


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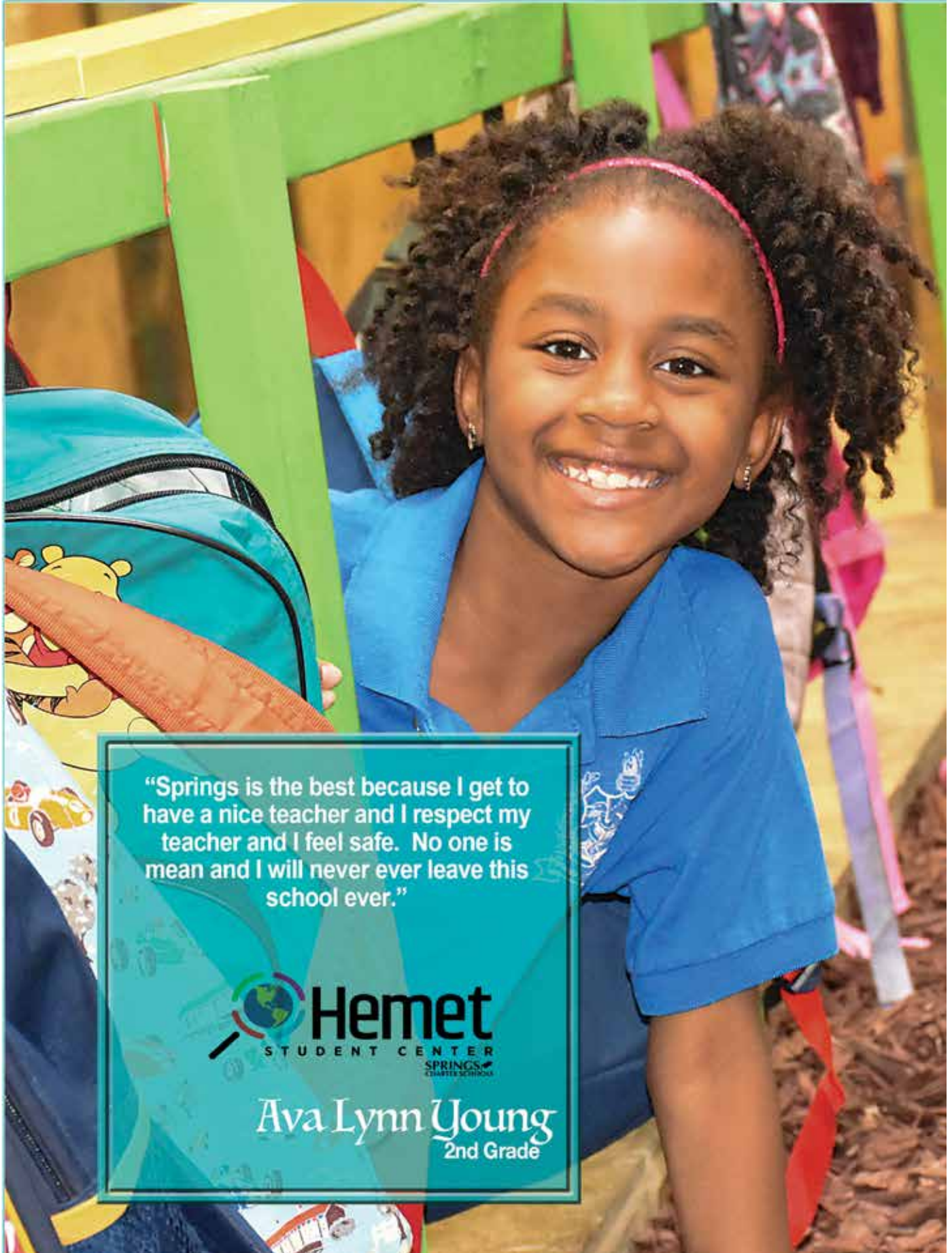
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# Student Discipline



“Springs is the best because I get to have a nice teacher and I respect my teacher and I feel safe. No one is mean and I will never ever leave this school ever.”



**Ava Lynn Young**  
2nd Grade



## ***Student Discipline***

At Springs Charter Schools, we believe that students have unique needs and that expectations should be positive and must be taught. Just as academic skills are taught on an individual basis, we believe that students must be taught how to be successful within the school community. Within the Springs' community, all members are expected to teach, model, and display mastery of respectful, responsible, and safe behaviors.

Our focus for all students is I CAN! be Respectful, I CAN! be Responsible and I CAN! be Safe.

Student expectations are clearly communicated to all students and apply to the following settings 1) within the classroom setting, 2) while on school grounds, 3) during home study days, at school sponsored enrichment activities, and lunch periods, whether the student is on or off the school campus, and 4) during, going to, or coming from a school sponsored activity.

### ***Classroom Expectations***

At Springs Charter Schools our classrooms are designed to support our personalized learning instructional model. Each teacher designs a classroom environment that is unique to the educational needs of the students. Teachers set student expectations for their classroom that ensures a safe and orderly environment that supports teaching and reinforces positive student interactions and behavior. Students that do not respond to classroom expectations through a variety of intervention strategies, or whose behavior is disruptive to the learning environment, may be removed from the classroom with a referral to the office.

### ***Office Referrals / Home Contacts***

In some cases, student behaviors do not get corrected, or are so severe that they do not allow for a safe and purposeful learning environment. By referring a student to the office, the teacher is seeking additional resources to assist in the correction of the behavior. At this point parents and school administration join the teacher in attempts to meet the behavioral needs of the student.

### ***Incident / Complaint Process***

Springs Charter Schools' rely on all members of the community to work together to ensure a safe school setting for all students and adults. School administration and staff take all student and parent concerns seriously. Parents who would like to report an incident that occurred on campus or during school

hours, or would like to file a complaint may fill out the Incident / Complaint Form. Forms may be picked up at the front office on any campus. Administrative staff will address the complaint through the appropriate Springs process and notify each student's parent/guardian of the outcome of their findings.

Due to federal and state confidentiality laws, unless otherwise determined by law, staff may only report specific information to the parent/guardian in regards to their student.

### ***Appeal Process***

Parents/guardians that do not agree with the findings of the administrative staff may appeal the decision to either the campus principal or Temecula office administration.

### ***Harassment, Bullying, Cyber Bullying, and Sexual Misconduct***

In order to ensure the safety and well being of all students and persons within the Springs' community administrative staff take all allegations seriously. Investigative proceedings are conducted in compliance with state and federal law and school policy. Students that are found to have engaged in any form of misconduct will be subject to the school's discipline policy.

### ***Harassment***

Students are occasionally the victim of harassing behaviors. While common in the school setting, such behaviors are not acceptable and will not be tolerated at any function of our school community. Harassment is defined as the act of annoying or bothering others in a constant or repeated manner.

### ***Bullying***

At Springs Charter Schools, we want each of our students to be safe, respected, and enjoy a positive environment at school. We are proactive in preventing this unlawful behavior, including providing preventative education for our students and staff, offering a quick response to reports of bullying and harassment, making available school counseling to any students involved and initiating appropriate school investigative and disciplinary actions as state law directs.

We define bullying as any severe or pervasive physical or verbal act or conduct that is directed toward one or more pupils and causes a reasonable pupil to fear harm for themselves or their property, to have a substantially detrimental effect on his or her

physical or mental health, or to cause substantial interference with their academic performance.

### **Cyberbullying**

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

We ask our parents to help us to prevent cyberbullying. If you observe this behavior and believe it constitutes a crime, please report it to the police immediately. Be aware of what your child is doing online during non-school hours, and establish appropriate rules about your child's use of technology. For more information about how to prevent and respond to cyberbullying, please go to [www.stopbullying.gov](http://www.stopbullying.gov).

### **Sexual Misconduct**

Springs Charter Schools takes all sexual misconduct incidents and complaints seriously. Sexual misconduct is defined as any conduct that is sexual in nature including sexual harassment, sexual assault, dating violence, sexual exploitation and human trafficking, stalking, intimidation, and child sexual abuse.

### **Consequences and Interventions**

At Springs Charter Schools, we believe that consequences and interventions to violations of student expectations are most effective when they are progressive, and are made in response to some sort of student behavior incidence, whether it is ongoing defiance or criminal activity. Not only are these situations complex, but understanding that consequences and interventions may represent "teachable moments" is fundamental to a positive approach to discipline. Progressive consequences seek accountability and behavioral change. Except for single acts of a grave nature or multiple offenses, suspension or expulsion is used only when other means of correction have failed to bring about proper conduct or the student's presence causes a continuing danger to self or others.

### **Levels of Discipline**

When students are disruptive or act inappropriately, school administrative staff shall determine the level of consequence and interventions needed to assist the student in bringing about expected conduct. Levels of response to student misconduct include the following:

#### **Level 1: Classroom Managed Responses**

These consequences and interventions aim to teach correct behavior so students may learn and demonstrate safe, respectful, and responsible behavior. Teachers and school staff will try a variety of teaching and classroom management strategies, as appropriate.

#### **Level 2: Administrative Responses**

Consequences and interventions used in response to an office referral aim to correct student misconduct by stressing the seriousness of the behaviors while keeping the student in school. Interventions often involve support staff and aim to engage the student's support system to ensure successful learning, consistency, and changes in conditions that contribute to the student's inappropriate or disruptive behaviors.

#### **Level 3: Administrative Removal Responses**

Consequences and interventions at this level involve short-term removal of a student from the school environment due to the severity of the behaviors or because Level 1 and Level 2 responses have failed to bring about proper conduct.

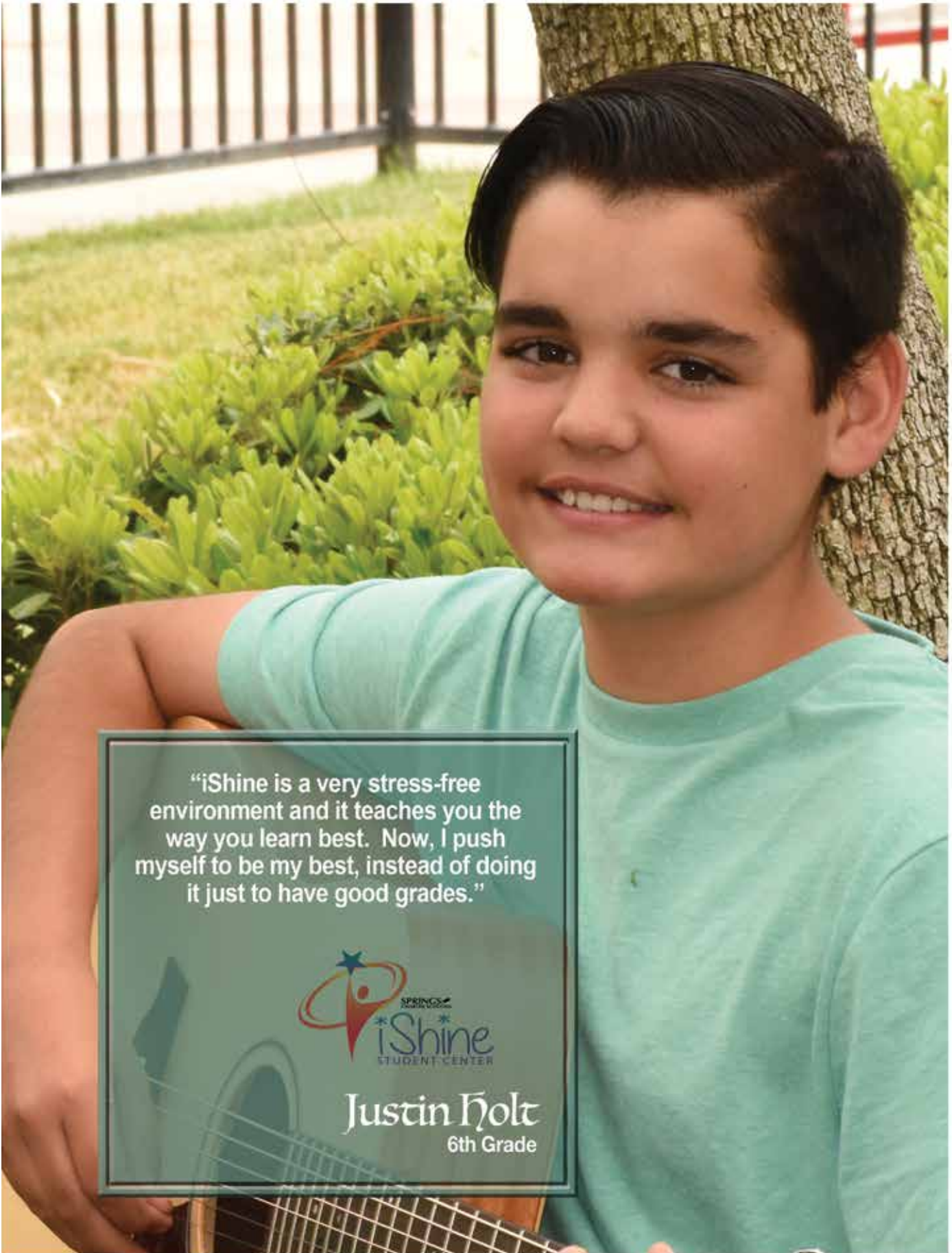
#### **Level 4: Administrative Removal Responses**

Level 4 responses involve the removal of the student from the school environment due to the severity of the behavior or because Level 1, 2, or 3 consequences and interventions have failed to bring about proper conduct. Level 4 consequences may result in the student being recommended for expulsion from the school.

#### **Level 5: Mandatory Recommendation for School Expulsion**

Level 5 responses require school administrative staff to refer the student for expulsion from the school for acts that are specified in law.





“iShine is a very stress-free environment and it teaches you the way you learn best. Now, I push myself to be my best, instead of doing it just to have good grades.”



**Justin Holt**  
6th Grade

### **Parent Notification of Disciplinary Action**

At all levels of disciplinary action the student's parent/guardian will be notified of the inappropriate behavior and consequences and/or interventions that will be implemented.

### **Student Expected Behavior**

#### **I Can Be Respectful**

- Respect others contributions, opinions, and efforts
- Be positive and encouraging to others
- Be motivated to do my personal best
- Be friendly and include others
- Allow others to learn
- Help others who need it
- Recycle - keep my school clean
- Celebrate with other's success, be a good sport
- Work without distracting others

#### **I Can Be Responsible**

- Report school vandalism to staff
- Be self directed by asking for help when needed
- Ask for clarification when I don't understand a directive or assignment
- Use appropriate language
- Complete all assigned work
- Follow directions
- Dress, speak, and act appropriately
- Make good decisions
- Refrain from cheating and plagiarism

#### **I Can Be Safe**

- Be observant and promote safety
- Know and practice the school's rules
- Keep my hands and feet to myself
- Eat and drink in designated areas
- Report danger to school staff
- Put away equipment and wipe up spills
- Respect school property
- Stay within designated areas
- Follow school rules when using the internet and other technology

### **Student Misconduct**

Springs Charter Schools has procedures in place to address student expectations and misconduct. Listed below is the definition of some of the areas of student misconduct. In addition to the areas listed below, campus administration and staff may develop campus specific student expectations. Student and parents will be informed in writing of all student expected behaviors, whether schoolwide, campus specific, or within the classroom setting.

#### **Academic Honesty / Lying**

- Violation of Springs' Academic Honesty Policy.
- Violation of Student Code of Conduct.
- Intentional lying to get self or another person(s) in trouble.

#### **Alcohol, Intoxicants, Controlled Substances**

- Possession or under the influence of alcohol or an intoxicant of any kind.
- Used, sold, or furnished an alcoholic beverage or an intoxicant of any kind.
- Possessed, offered, arranged, or negotiated to sell any drug paraphernalia, possessed or under the influence of a controlled substance.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Used or administered a controlled substance.
- Unlawfully offered, arranged, or negotiated to sell and delivered a "look alike" represented as a controlled substance, alcoholic beverage or other intoxicant.
- Sold a controlled substance.

#### **Blackmail / Coercion**

- Committing extortion, coercion or blackmail defined as obtaining money or other object of value from an unwilling person, or forcing an individual to act through the use of force or threat of force.
- Bodily harm to others.
- Throwing any object that can cause bodily injury or property damage which is not included as part of a teacher-approved curriculum or school sponsored activity.
- Bullying / Cyberbullying / Retaliation.
- Intentional physical or verbal act or conduct including communications made in writing or by means of an electronic act that has an effect described in law.
- Severe or pervasive physical or verbal act(s) or conduct including communications made in writing or by means of an electronic act that has an effect described by law.



- Engaged in, or attempted to engage in, hazing as defined in law.
- Violation of Springs' Cyberbullying Policy.
- Violation of Springs' Technology Use Policy.

#### **Cell Phone Use**

- Violation of Springs' Cell Phone Policy (including all telecommunication devices such as, but not limited to: smart phones, computers, cameras, iPads and other tablet devices).

#### **Disrespectful Behavior / Hate Crimes**

- Failure to demonstrate consideration or engaging in rude/disrespectful behavior towards peers.
- Failure to demonstrate consideration or engaging in rude/disrespectful behavior towards adults.
- Creating a list that targets specific individuals to be physically or psychologically harmed.
- Disrespectful behavior based on ethnicity, national origin, gender, religion, or disability.
- Intentional language, behavior or activities based on ethnicity, national origin, gender, religion, or disability.

#### **Disruption**

- Engaged in behavior causing an interruption during class or other school activity.
- Repeated and chronic behavior that creates an environment preventing teaching and learning.
- False activation of a fire alarm.
- Caused a major disruption to the atmosphere of order and safety in the school, such as a riot.
- Causing or participating in a disturbance on school grounds, at a school function or school activity.
- Engaging in any other conduct that disrupts the school environment or educational process.
- Unauthorized loitering on school grounds before, during, or after school.
- Engaged in gambling.

#### **General Misconduct / Consumption of Food / Detention / Dress Code**

- Inappropriate display of affection.
- Public display of affection.
- Possession of matches or lighters(s).
- Engaging in arson.
- Engaging in theft.
- Damaging or vandalizing property owned by the school, other students, school employees, volunteers, or visitors.
- Engaging in misconduct on buses during school activities/events.

- Consumption of food in the classroom or buildings at times other than specified by campus staff.
- Failure to serve detention on the established day or agreed upon time.
- Violation of Springs' Dress Code Guidelines.

#### **Harassment**

- Annoying behavior or negative gestures toward other students. Repeated annoying behavior or negative gestures toward other students despite directions to stop by staff.
- Intentionally engaged in harassment, threats or intimidation directed against school staff or student.
- Causing disorder and creating a hostile school setting.
- Harassed/ threatened/ intimidated a student victim/witness in a school disciplinary investigation and/or proceeding.

#### **Insubordination**

- Failing to comply with lawful directives from school personnel or school policies, rules and regulations.

#### **Internet Use Policy**

- Violation of Springs' Internet Use Policy.

#### **Leaving School Grounds / Event / Loitering**

- Failure to move from location to location in a reasonable amount of time or without purpose.
- Remaining in an area that is unsupervised or off limits to students.
- Leaving school grounds or a school-supervised activity or event without permission of a school official with the authority to grant such permission.

#### **Non-cooperative Behavior**

- Trespassing.
- Unauthorized attendance at school activities.
- Failure to follow directions, share, respond to staff requests, or allow others to participate in an authorized activity.
- Failure to follow directions leading to potential disruption or harm to self or others.
- Failure to follow directions that directly leads to disruption or the harm of self or others.

## Our Music Education Philosophy

We believe each child is a very unique individual capable of creating and finding joy in music. We strive to develop each students' diverse musical interests, while nurturing their education with a classically based curriculum that includes excellent technique and theory. Our goal is to make music accessible, fun, and easy to learn for all, as well as convenient and affordable.

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 Ukulele Flute Voice Strings  
 Band instruments

\*\*Add \$35 new student registration

### Group Instruction

**Ages 6+**  
**\$300 Full Semester 45min/week**  
**\$220 Partial Semester 45min/week**  
**\$175 Summer 45min/week**  
**\$80 Month Sessions 45min/week**

Guitar Ukulele Strings  
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### Private Preschool Piano

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[info@temeculamusicteacher.com](mailto:info@temeculamusicteacher.com)



### Musikgarten

Ages 2-3 and ages 4-5  
 \$145 Summer Session 35-45 min/week  
 \$240 Full Semester 35-45 min/week  
 \$180 Partial Semester 35-45min/week  
 \*\*\*2-3 y/o requires parent attendance

### String Babies

Ages 4-5 in small groups of 3-4  
 \$170 Summer Session 45min/week  
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 \$220 Partial Semester 45min/week  
 \*\*\*\$50 add if instrument rental needed

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Ages 4-6, Ages 7-10, and Ages 11-14  
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### Music Theory and Games

Ages 4-5 and Ages 6-7  
 \$150 Summer Session 55min/week  
 \$260 Full Semester 55 min/week  
 \$185 Partial Semester 55 min/week

### Composition and Recording

Ages 8-10, Ages 11-13, and Ages 14-18  
 \$170 Summer Session 55min/week  
 \$280 Full Semester 55 min/week  
 \$205 Partial Semester 55 min/week  
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### Camps

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### **Physical Aggression**

- Physical aggression without injury.
- Mutual fight.
- Attack on student, attempting to cause physical injury.
- Attack on student, causing physical injury.
- Aides or abets in the infliction or attempted infliction of physical injury.
- Caused or attempted to cause or participated in an act of hate violence.
- Willfully used force or violence upon the person of another.
- Caused serious injury to another person.
- Unintentional, incidental physical contact with school personnel.
- Unintentional striking of a staff member who is intervening in a fight or other disruptive activity.
- Intentional assault or battery upon any school employee.

### **Possession of Unauthorized Items**

- Unauthorized sale or distribution of goods.
- Use of over-the-counter or prescription medicine in a manner other than prescribed by a physician.

### **Property Misuse / Damage**

- Littering.
- Possessing, creating or displaying graffiti of any kind.
- Minor or accidental damage.
- Attempted to cause damage to property.
- Caused damage to property.
- Breaking and entering on school property.
- Set fire or intentionally caused damage to school property.

### **Sexual Misconduct**

- Committed Sexual Harassment.
- Engaging in inappropriate physical or sexual contact or conduct that may be disruptive to other students or to the educational environment.
- Engaging in any offensive conduct of a sexual nature, whether verbal or physical. This may include requests for sexual favors or other intimidating sexual conduct.
- Transmitting through use of technology any content that is sexual in nature.
- Viewing or displaying obscene or sexually explicit content.
- Intentional physical or verbal act or conduct that is of a sexual nature or considered obscene by a reasonable person,
- Sexual harassment
- Severe or pervasive physical or verbal act(s) or conduct of a sexual nature that has an effect described in law.

- Committed a sexual battery.
- Committed or attempted to commit a sexual assault.

### **Social Media**

- Violation of Springs' Social Media Policy.

### **Stealing / Possessing Stolen Property.**

- Stole school or private property.
- Knowingly possessing/possessed stolen property.
- Attempted to commit robbery or extortion.

### **Student Code of Conduct**

- Violation of Springs' Student Code of Conduct Policy.

### **Tardiness**

- Failure to report to school or class by the established time.

### **Technology Use**

- Violation of school's Social Media Guidelines.
- Violation of the school's Cyberbullying Policy.
- Violation of school rules regarding use of personal technology not resulting in harm.
- Violation of school's Acceptable Use.
- Agreement for using school technology not resulting in harm.
- Violation of school's Acceptable Use Agreement for using school technology resulting in harm.
- Use of electronic devices for which it is determined that such use directly causes physical or emotional harm to another person.

### **Tobacco or other Products**

- Possession of tobacco or any products containing tobacco or nicotine, including possession of nicotine delivery systems (e.g., vaporizers, hookah pens).
- Use of tobacco or any products containing tobacco or nicotine.
- Sale or distribution of tobacco or other products containing nicotine.

### **Verbal Abuse / Written Aggression**

- Yelling or using aggressive language towards another student.
- Minor name calling or teasing, whether written or verbal, towards other students.
- Repeated name calling or teasing, whether written or verbal, towards other students despite directions to stop from staff.
- Use of profanity or vulgarity not directed at others.
- Habitual use of profanity or vulgarity.
- Threatened to cause an act of hate violence.
- Made terroristic threats against school officials or school property or both.

- Engaging in verbal abuse, including but not limited to, name-calling, ethnic or racial slurs, or derogatory statements addressed publicly or privately to others that school officials have reasonable cause to believe will disrupt the school program, incite violence, or interfere with the learning environment of others.
- Threatened to cause physical injury.

### **Weapons / Contraband**

- Possessed an imitation firearm, a knife or other dangerous object, or sold or otherwise furnished any knife or other dangerous object.
- Brandished a knife at another person.
- Possessed an explosive as defined in federal law.
- Possessed, sold, or otherwise furnished a firearm.
- Possession or sale of illegal goods, contraband.

## **Suspension and 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, included 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.

### **Suspension Procedures**

Suspensions shall be initiated according to the following procedures:

1. Conference: Suspension shall be preceded, if possible, by a conference by the administrative staff, student and parent/guardian. The student will be informed of the reason for disciplinary action and the evidence against him or her. The student will be given the opportunity to present his or her version and evidence in his or her defense.
2. Notice to Parents/Guardians: Every reasonable effort will be made to contact the parent by phone or in person about the suspension. They will be notified in writing about the suspension and the date the student may return to the school site.
3. Suspension Time Limits/Recommendation for Expulsion: Suspensions, when not including a recommendation for expulsion, shall not exceed five consecutive school days per suspension.

### **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 30 school days after the Superintendent or designee determines that the pupil has committed an expellable offense.

In the event that the Administrative Panel hears the case, the hearing will follow a formal process and a determination for expulsion will be made.

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

### **Right to Appeal**

The student or the parent/guardian is entitled to file an appeal of the decision of the Administrative Panel for expulsion to the charter school's Governing Board. The appeal must be filled within 30 calendar days following the decision of the Administrative Panel to expel the student.





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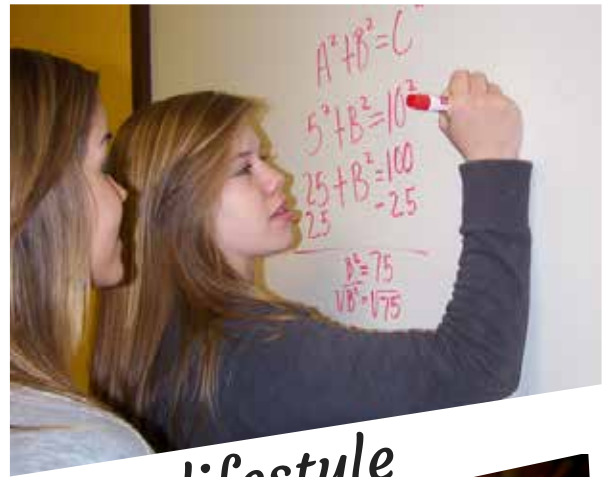
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