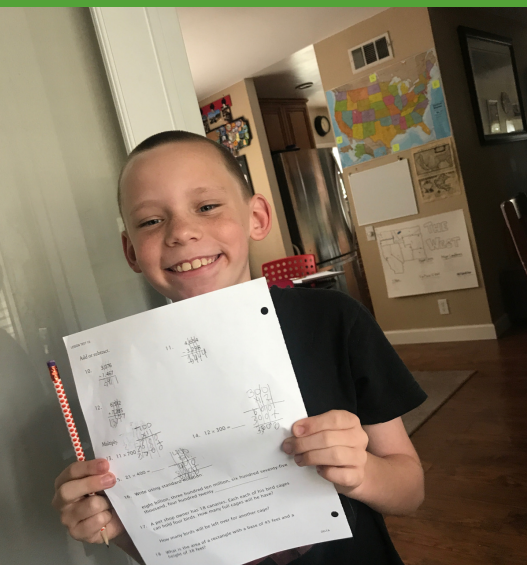




HARBOR SPRINGS CHARTER SCHOOL

— 2019 —

WASC Mid-Cycle Report





HARBOR SPRINGS CHARTER SCHOOL
MID-CYCLE PROGRESS REPORT

27740 Jefferson Avenue
Temecula, CA 92590
March 4-5, 2019

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Western Association of Schools and Colleges**

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I: Student/Community Profile Data

- *An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.*
- *An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.*
- ➔ *Note: Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)*

Mission

Our mission is to empower students by fostering their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student.

The Springs Charter Schools network 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.

We value

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

History

Springs Charter Schools ("SCS") is a successful network of non-classroom and classroom based, rigorous, personalized-learning charter schools serving students in California. As the flagship school, River Springs Charter School, sponsored by the Riverside County Board of Education, is the largest individual charter school in California, due to tremendous parent support, excellent programs, and best business practices.

As the personalized learning movement grew, Homeschooling families in other counties requested local learning centers that would provide additional resources such as enrichment classes, tutoring, testing centers, and specialized services, we began to look for sponsorship beyond Riverside County. Harbor Springs Charter School, authorized by Julian Union Elementary School District (in San Diego County), was established in 2013. Empire Springs Charter School, authorized by Helendale Unified School District (in San Bernardino County), was established in 2013. Citrus Springs Charter School, authorized by Orange County Department of Education, was established in 2016. Vista Springs Charter School, authorized by the State Board of Education, was established in 2018. Finally, Pacific Springs Charter School, authorized by San Diego County Office of Education, was established in 2018. We continue to take pride in helping each student through his or her own personalized educational journey.

School Community

HSCS serves TK-12th grade students residing in San Diego County and the three contiguous counties. Of the over 700 students served by HSCS, the majority reside in San Diego County (89%) with additional populations of students residing in Riverside County (9%) and Orange County (2%).

San Diego County has the second largest population in California with over three million residents and has experienced a population growth of 7.8% over the since 2010. According to 2017 census data, the reported ethnic majority is predominantly split between white (45%) and Hispanic/Latino (34%). The median household income is \$70,588. Countywide, 37.4% of residents over the age of twenty-five hold a bachelor's degree or higher.

Governance Structure

The governance structure of Springs Charter Schools consists of four separate governing boards for River Springs, Empire Springs, Harbor Springs, and Citrus Springs respectively. Each school is its own 501(c)(3) organization with its own distinct and separate Board of Directors. The Harbor Springs Board does also oversee Vista and Pacific Springs Charter Schools, each with separate meetings to address local topics.

The school is governed by the HSCS, Inc. Board of Directors, which includes five (5) to seven (7) voting members. Board members are members of one of the following two groups: parents or community members. The Board of Directors shall exercise final authority on all matters concerning the school. The Board of Directors' major roles and responsibilities include approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, approving the selection of the Superintendent, and ensuring that all provisions of Charter School legislation will be followed. The Superintendent will have the authority and responsibility of managing the day-to-day operations of the school including the selection of all personnel.

Springs, Inc.

The success of the charter school depends on high quality leadership on the governing board and key staff members. It is often difficult to find knowledgeable, qualified board members to serve on charter school boards, considering the Board's responsibility to ensure the success of the school. In order to address this issue, Springs Charter Schools Inc. acts as the "sole statutory member" of HSCS, Inc. and ESCS, Inc., which means it is responsible for the recruitment and appointment of the individuals who serve on those Boards of Directors. Springs Charter Schools, Inc., is a California nonprofit public benefit corporation with tax exempt 501(c)(3) status, whose charitable purpose is to promote the definition of student achievement and support and promote professional development for public school teachers. This structure allows the school board to focus on their important responsibilities to oversee the operations of the school, including approving curriculum and instruction, budget and finances, and policy and procedures.

All governance of the school is provided at the local level by the school's Board of Directors; Springs Charter Schools, Inc. has no purview over school policies, the daily operations of the charter schools (e.g., personnel, procedures, curriculum, or budget, etc.). As noted above, Springs Charter Schools, Inc. has very limited duties and responsibilities as specified in the school board's bylaws (Article VI, Section 3), specifically:

- 1) Filling vacancies on the HSCS, Inc. Board of Directors
- 2) Removal of the HSCS, Inc. Directors in the instance such is necessary
- 3) In case of closure of all charter school, voting on the disposition of the corporation's assets

- 4) Approving the terms of merger of HSCS with any other nonprofit, should such merger be necessary or appropriate
- 5) Elect to dissolve the HSCS corporation, in the instance the school must wind-down operations

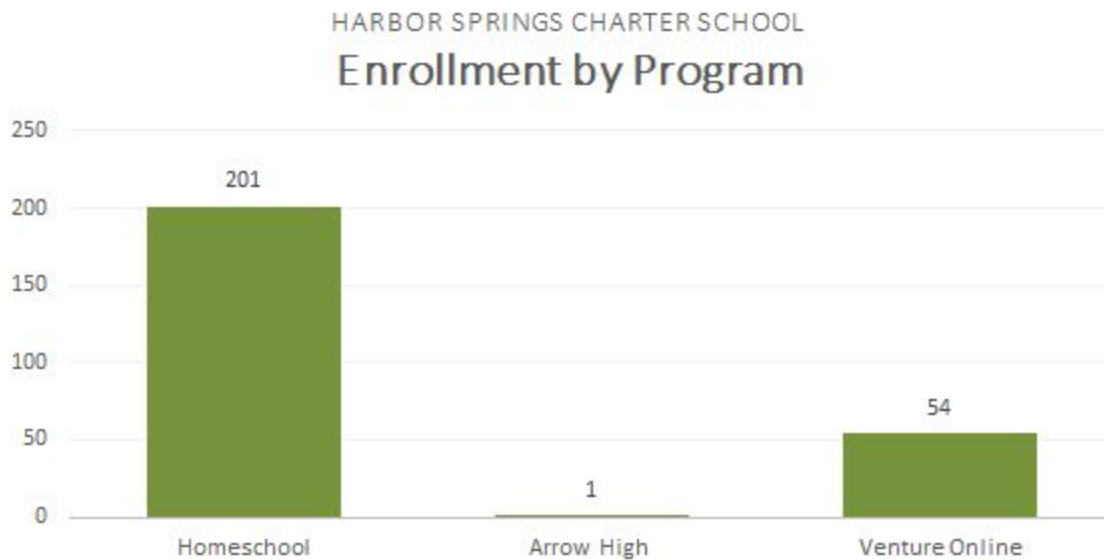
Student Enrollment

Overall Enrollment

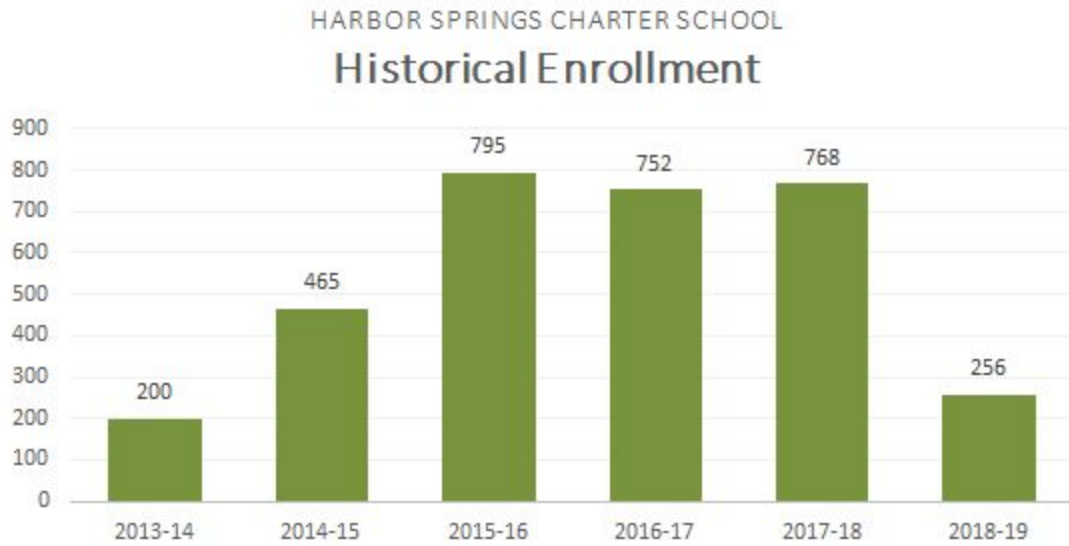
The school has shown steady enrollment growth each school year. Enrollment data is presented below by grade level, by program, and historically.

HSCS	
Grade	2018-19
TK	3
K	24
1	23
2	16
3	25
4	18
5	30
6	32
7	17
8	27
9	14
10	8
11	9
12	10
Total	256

Data Source: OASIS Daily Enrollment Totals for Schools (as of 10/3/2018)



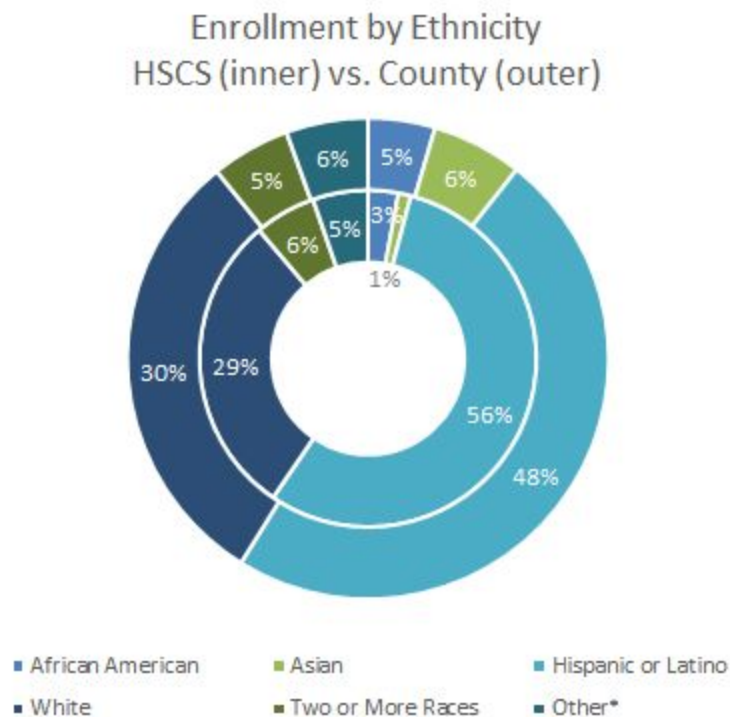
Data Source: OASIS Daily Enrollment Totals for Schools (as of Census Day)



Data Source: OASIS Daily Enrollment Totals for Schools (as of Census Day)

Enrollment by Ethnicity

The data below indicates enrollment by primary ethnicity. County comparisons are included.



Data Source: 2017-18 Enrollment by Ethnicity (Data Quest)

**Ethnicities that make up less than 5% of enrollment in both the school and county have been combined in the "other" category.*

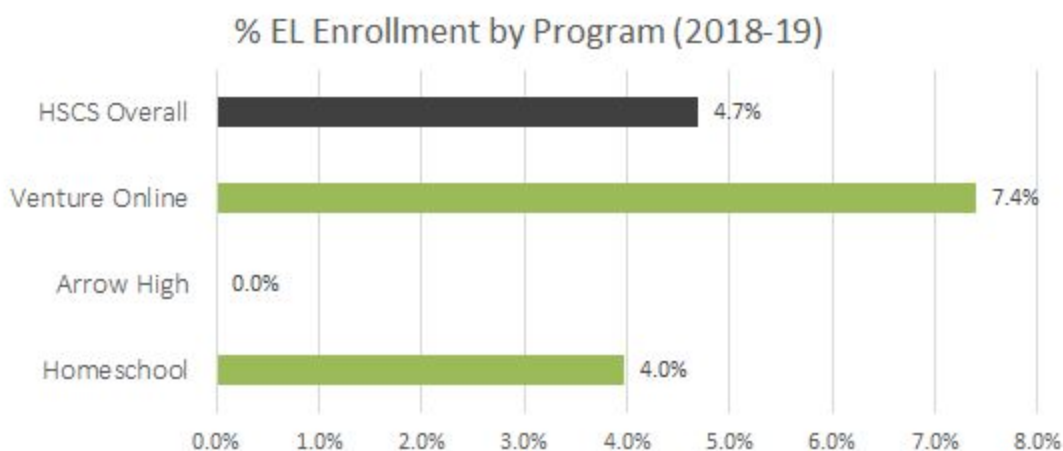
English Learners

The school currently serves 12 English Learners (EL). This is a dramatic change from previous years, when the school had a higher enrollment with a much higher percentage of English Learners. This is largely due to the fact that HSCS's two academy programs (in south San Diego and Vista) were transitioned to new charters at the start of the school year.

In the 2017-18 school year, 3 students tested as initially fluent in English (IFEP) based on their ELPAC scores, and 2 students were reclassified as fluent in English (RFEP). The charts below show the number of ELs per program. 2017-18 was an abnormally low year for RFEP due to the transition from CELDT to ELPAC. The charter did not have any EL annual scores last year.

Longitudinal English Learner Count						
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19*
# EL	14.5%	18.5%	19.5%	17.6%	15.8%	4.7%

Source: Data Quest (*2018-19 from OASIS)



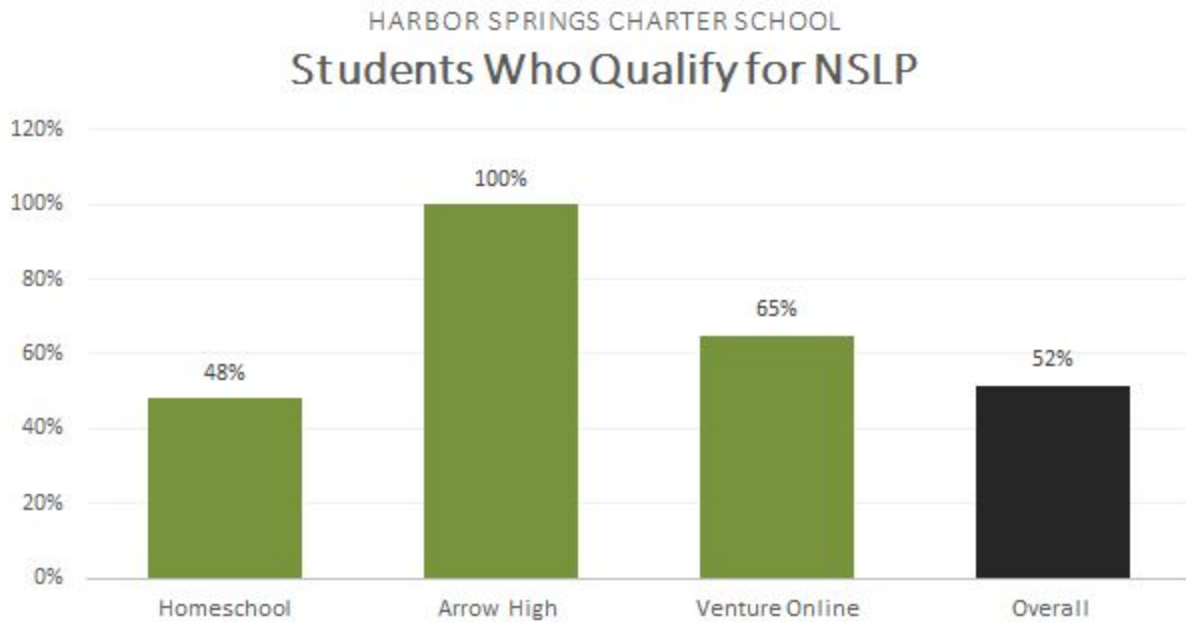
Data Source: OASIS Civil Rights Enrollment Report (as of 10/3/2018)

EL Support and Instruction

All staff who work with EL students are CLAD or BCLAD certified. The Director of Assessment and two English Learner Coordinators (one for academies and one for homeschool) review student achievement data, provide staff development, and work collaboratively with the Instructional Support Department and teachers to use ELPAC scores, along with other measures to develop lesson plans and curriculum, for EL intensive instruction that is aligned to state standards. Teachers work directly with EL students to create personalized learning goals based on each student's ELPAC data, along with other academic indicators and student interests.

Parent and community participation in all EL programs is facilitated through twice yearly DELAC meetings. The school's ELD Master Plan is revised annually by the ELD Committee and includes information about identification, assessment, Reclassification, ELD, and support for English Learners. In addition, all EL students are monitored through the Response to Intervention (RTI) process.

Federal Meal Program Participation



Data Source: OASIS Civil Rights Enrollment Report (as of 10/3/2018)

Harbor Springs does not participate in meal programs at this time, but the school is in the planning phases to comply with AB 1871 by the commencement of the 2019-20 school year at the Cherry Valley Homeschool Co-op facility.

Overview of Educational Programs

Many Springs Charter Schools parents choose a homeschool environment for their students, while others choose two to five days of a “blended” model, which integrates personalized learning classroom instruction with supported home-study. The following is a description of the schools’ various programs.

Homeschool

In Homeschool, parents and their children work closely with a California credentialed Education Specialist (ES) to choose the right combination of learning programs personalized for each student. We believe that parents are the primary educators of their children, and our mission is to support and encourage families in the challenging task of educating their children. Parents will meet with their ES during regularly scheduled meetings to set student goals, create unique lesson plans, and track each student’s progress. Each student is assigned instructional funds to be used to purchase curriculum, educational materials, field trips and services from approved vendors. Homeschool students in grades TK-8 are able to use a portion of their instructional funds to take enrichment classes at one of the Springs Learning Centers. Students enrolled in grades 9-12 are able to attend a-g approved core classes as a part time student at any of the Renaissance Real World Academy (RRWA) locations or high school learning centers. Homeschool programs and events are offered throughout the year.

TK-8 Homeschool Enrichment classes are optional thematic electives, available at the Cherry Valley Homeschool Co-op facility. The building is located at 10257 Beaumont Ave, Cherry Valley, CA 92223.

Keys College and Career Prep/Arrow High School

Keys is an independent study program that serves students enrolled in grades 9-12. Keys students are assigned to an Education Specialist (ES) who will be responsible for selecting and ordering curriculum, as well as meeting with the student at least once a week to assign school work and review assignments. Students are encouraged to participate in Internships, CTE courses, and other applicable programs.

Student meetings may take place in the home, or at a mutually agreed upon location. Those in the area of Beaumont/Cherry Valley meet at the Cherry Valley Study Zone: 10257 Beaumont Ave, Cherry Valley, CA 92223

Venture Online

Venture Online is a virtual program and caters to the evolving needs of the 21st century student. Boxed set curriculum, access to the school’s course management system, and a chromebook are provided for each student. Students and parents meet virtually online with teachers at least weekly. The program focuses on the belief that students are individuals with unique learning styles, which is key to achieving academic success. With the unique ability to take your education on the road and follow your passion, Venture students can plan their day in a variety of ways in order to meet their school requirements. Venture Students (K-12) are able to take up to 2 classes at any Springs Learning Center.

K-8 I CAN! Overview

The school has a clearly defined, synthesized list of academic standards (Key Skills/ICANs) for each core content area in grades K-12. For K-8, Key Skills (called “I CAN” standards) checklists and report cards were created to simplify progress tracking. These I CANs were developed by department members using the Common Core State Standards and align with the student learner outcomes.

Springs Charter Schools are parent choice schools where staff and parents collaborate to create an individualized learning plan for each student. Plans may be at, above, or below grade level for each subject depending on student need. All students are challenged and held to high expectations regarding achieving academic standards and student learner outcomes. K-8 Homeschool families are provided with the Key Skills and I CANs that correlate to their grade level or course. At each subsequent learning plan meeting, students, parents, and ESs collaborate to assess student progress and design a learning plan that targets specific areas of student learning and aligns with the school’s student learner outcomes. The expected level of rigor is communicated to the parents and students through assessment, review of work, reflection, modification, and pacing.

Considering student population, shifts in pedagogy, and trends in education helps ensure that all students meet rigorous and relevant requirements. I CANs are used as a reference to guide the process. An online course management system has been developed to support students at home as well as those in academies. Readiness ability is determined through pre-assessment and student interest surveys to see what subject matter sparks students’ interests. If a student is performing above grade level, their program is accelerated or enrichment is provided by the school, depending upon their abilities and interests. Online tools are used to pre-assess students and customize learning to the level that each student needs. Math online tools may include ST Math, Ten Marks, and ALEKS. Online literacy tools included RAZ kids, Discovery Education, Reading A-Z, Brain Pop, Lexia, and Reading Plus.

Students are given an I CAN checklist with these standards, and they keep track of their own mastery through a variety of resources, including our course management system, Canvas. Common assessments created by each academic department are used by the student to self-assess his/her mastery of Key Skills. Once the student determines that he/she is ready for it, the Mastery Quiz for the I CAN standard is administered through Illuminate to track student mastery.

High School Overview

High school students in all Springs Charter Schools have access to rigorous, standards-based curriculum as well as a wide range of opportunities to explore real world applications, including UC Regents approved a-g courses that meet University of California and California State University freshman admissions requirements, concurrent enrollment opportunities, internships, and Career and Technical Education (CTE) pathways.

Keys and Homeschool programs provide opportunities for career exploration and pre-technical training. Students are encouraged to participate in our internship program, which matches student interests with career opportunities. Real world or “authentic” opportunities involve job shadowing, work experiences, and apprenticeships. The school hosts field trips that take learning outside of the classroom and invite students to investigate the world around them. High school students are also encouraged to enroll in undergraduate and CTE courses at local community colleges through the concurrent enrollment process.

The school offers resources to support students in preparing for post-graduation goals, including school website resources, classroom presentations, school counselor workshops, and conferences for parents and students. The Counseling & Support section of the website provides information and resources in regards to college events, scholarships, college fairs, testing, AP exams, and academic planning. All staff are provided with a copy of the annual Springs Charter Schools High School Handbook, which provides resources and school procedures for advising high school students. School counselors are available to meet students and families on a regular basis. Guidance Department staff reviews all student schedules twice a year and tracks student progress through yearly review of each student’s individual academic plan.

The high school program is supported by highly qualified, credentialed single-subject specialists. This includes an ELA specialist, math specialist, science specialist, foreign language specialist, social studies specialist, and visual arts specialist. These single-subject specialists support students in many ways. The specialists acclimate the students to the tools used in each course. In addition, specialists have weekly contact with the students via online discussions. Specialists also conduct monthly online seminars where they conduct instruction, share information pertinent to student success, and answer specific student questions. Specialists create and grade six Key Assignments per year (three per semester), per course. Key Assignments address skills critical to student mastery of content and ensure consistency for course content. Specialists give students specific feedback on each of the assignments submitted.

The school is successful in preparing students for vocational, community college, state college, and university transitions after high school.

High School Profile

High School Graduation Requirements are board-adopted by each Springs Charter School. Graduation requirements are posted in the annual update of the staff SCS High School Handbook and posted on the school’s public website for student, parent, and staff reference ([click here to view Policy 5018.1](#)). Graduation requirements are aligned to the CDE regulations and UC/CSU minimum eligibility expectations.

Four-Year Academic Planning

The school counselors play an integral part of helping students develop their four-year academic plans. All students are assigned a school counselor. Counselors are assigned based on the student’s

program/region. A total of 10.5 counselors support and serve Springs students.

All high school students are advised to meet with a school counselor for yearly transcript and academic reviews of their advisement plan. It is preferred that parents, students, and teachers be present at the yearly review; however, it is not required. The advisement functions of the counselor are detailed below.

Counseling Advisement Functions:

- Develop general four year academic plans for all SCS programs (based on program master schedule) with student interest and CCI in mind
- Develop individualized four year academic plans for all high school students and select core courses
- Provide staff development and training to all high school staff, teachers, and directors
- Collaborate with all program directors/principals on course advisement issues and scheduling
- Provide advisement for ongoing development of the student's four year academic plan
- Complete and approve High school course enrollment and individual schedule changes in OASIS

Student academic advisement is calculated using an advisement worksheet. Counselor-developed advisement sheets are intended to be reviewed yearly with the student for ongoing academic evaluation and planning; thus ensuring progress towards graduation requirements and post-graduation goals. The advisement sheet is designed for transcript analysis upon enrollment as well as for use in providing clear communication and expectations between staff, parents, and students.

Up to date A-G course lists can be found here: [Harbor Springs Course List](#)

College & Career Readiness

Springs Charter Schools offer multiple programs and resources to support college and career readiness. In recent years, high school policies and procedures were revised to update high school graduation requirements and increase the expectation of course rigor. The course enrollment process has been formalized to ensure that students build a robust high school transcript, giving them access to and preparation for a variety of post-graduation opportunities. In addition, CTE and internship courses have added new staff positions have been created to support the Career and Internship Technical Education (CITE) program.

Graduates are considered college and/or career-ready when they have met one of the College and Career Indicators (CCI) according to the State of California Dashboard.

This indicator measures readiness by:

- Career Technical Education Pathway Completion
- Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics
- Advanced Placement Exams
- International Baccalaureate Exams
- College Credit Course
- a-g Completion
- State Seal of Biliteracy
- Military Science/Leadership

After a thorough Springs network-wide review of all available data, evidence was found that at least 38%

of 2017-18 graduates have met the College & Career Indicator as “prepared.” Each measure was examined individually, so it is possible that some students met preparedness through multiple measures. The total is reflective of the number of students who were “prepared” in comparison to all SCS graduates.

	% 2017-18 SCS Graduates meeting each measure of CCI preparedness
SBAC score 3+ in both ELA & math	22%
2+ college courses	2%
2+ AP exams passed	
CTE pathway + 1 college course	
CTE pathway + SBAC 2 & 3+	1%
CTE pathway + A-G	2%
A-G + SBAC 2 & 3+	11%
A-G + 1 college course	1%
A-G + 1 AP exam	
% Overall CCI “Prepared”	38%

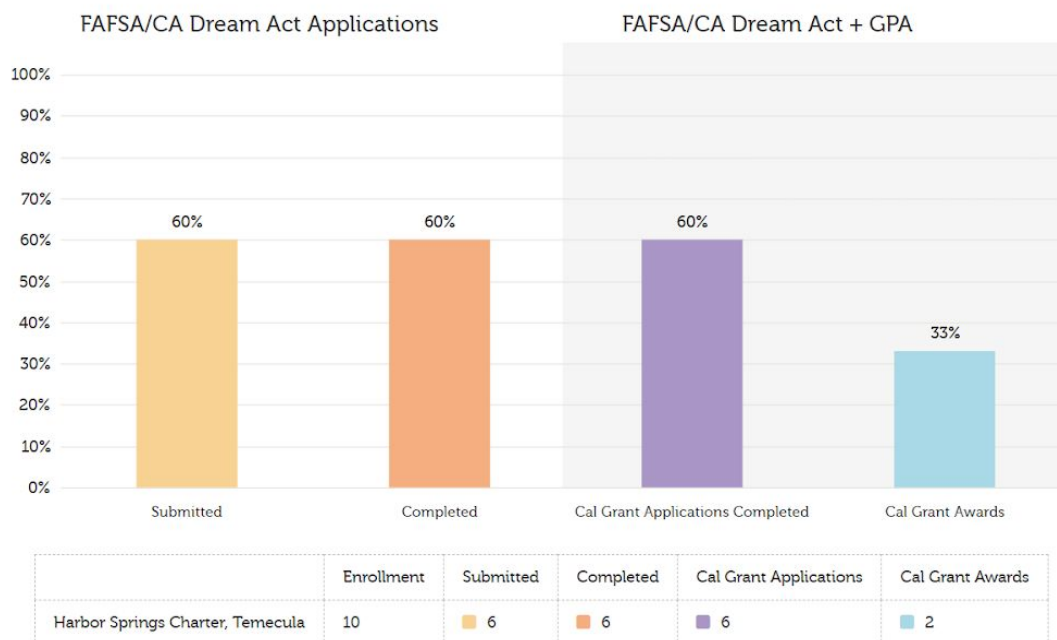
While Harbor Springs does not have enough high school students to receive a color assignment on the Dashboard, the calculated data does show that 36.4% are prepared. Like all students in the Springs network, they are offered all of the same high school opportunities.

Graduation Rate

Harbor Springs again does not have a color assignment on the Dashboard due to a low number of seniors, but the graduation rate is listed as 54.5%. With so few students, the graduation rate tends to fluctuate greatly from year to year because a single student makes up for so much of the percentage. Our internal calculations show that any student who begins with Harbor Springs at the beginning of grade 9 graduate within 4 years 100% of the time.

FAFSA Completion

The data included in the chart below reflects the number of submitted and completed FAFSA applications among first-time filing applicants not older than 18 who will have received their high school diploma by the start of the school year to which they are applying for aid.



Internship Participants

The table below shows the number of students who completed at least one internship course (grade 9-12) within the given school year.

Springs Charter Schools has a robust Internship/Work Experience Education (WEE) program. It consist of unpaid Internships and paid Work Experience Education or jobs. The program is available to our entire high school student population. The numbers reflect all students that enroll for the year indicated. This enrollment includes students that were placed in long term internships in their CTE Pathways or short term internship for exploration, students with paying jobs and student who participated but may not have completed the entire course.

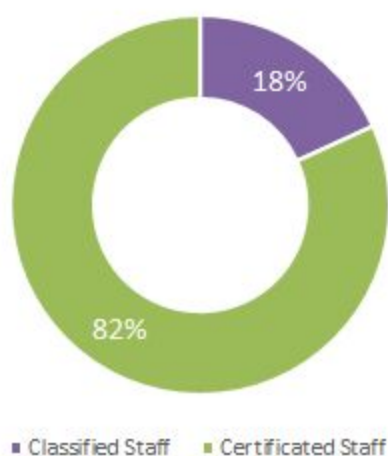
Harbor Springs Charter School	2017	2018	2019 (term one)
12th Grade	6	3	0
11th Grade	2	1	0
Total	8	4	0

Staff Profile

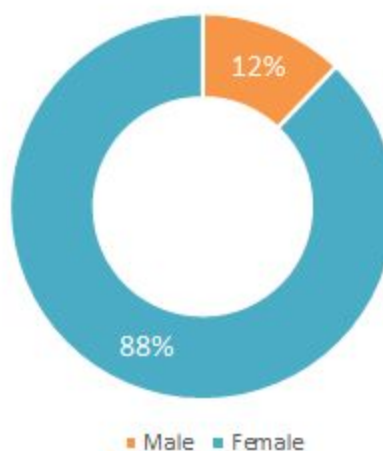
The school employs a variety of highly trained staff. The Human Resources Department manages many services including hiring, benefits, credentialing, safety, staff conflict resolution, as well as staff development planning, implementation, and tracking.

Harbor Springs employs 66 staff members, who may be part- of full-time, not including substitutes or temps.

HARBOR SPRINGS CHARTER
Certificated vs. Classified Staff



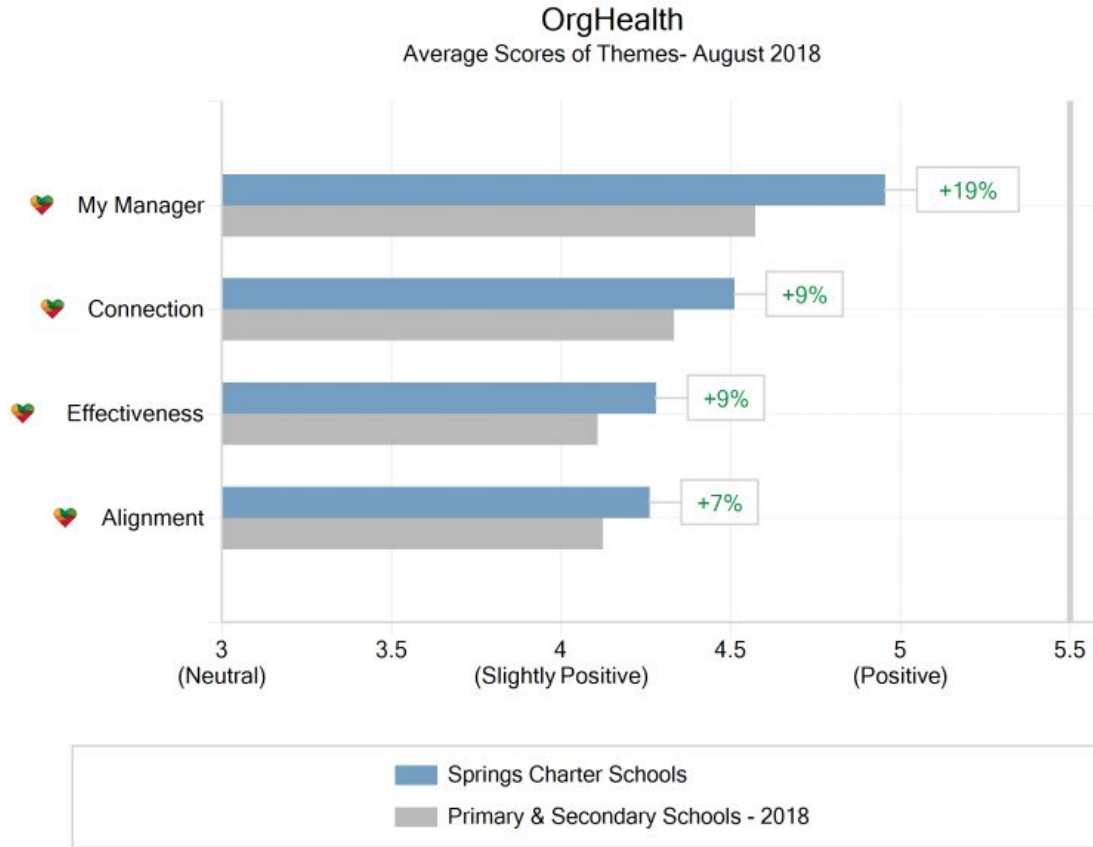
HARBOR SPRINGS CHARTER
Staff by Gender



Staff Satisfaction Survey

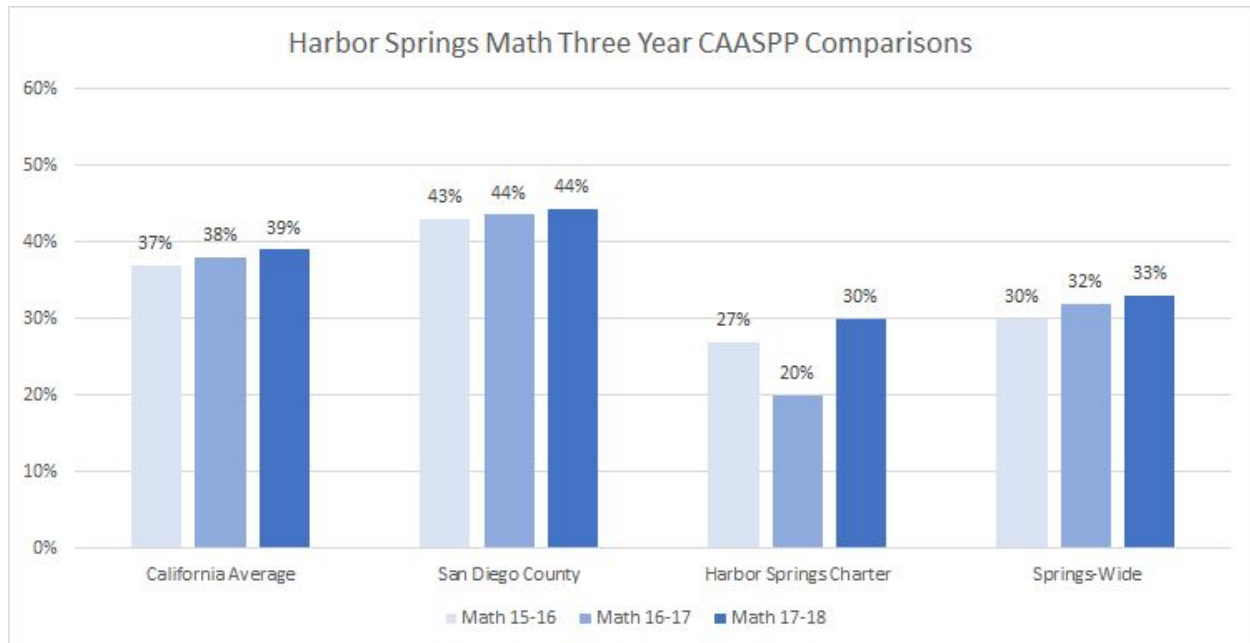
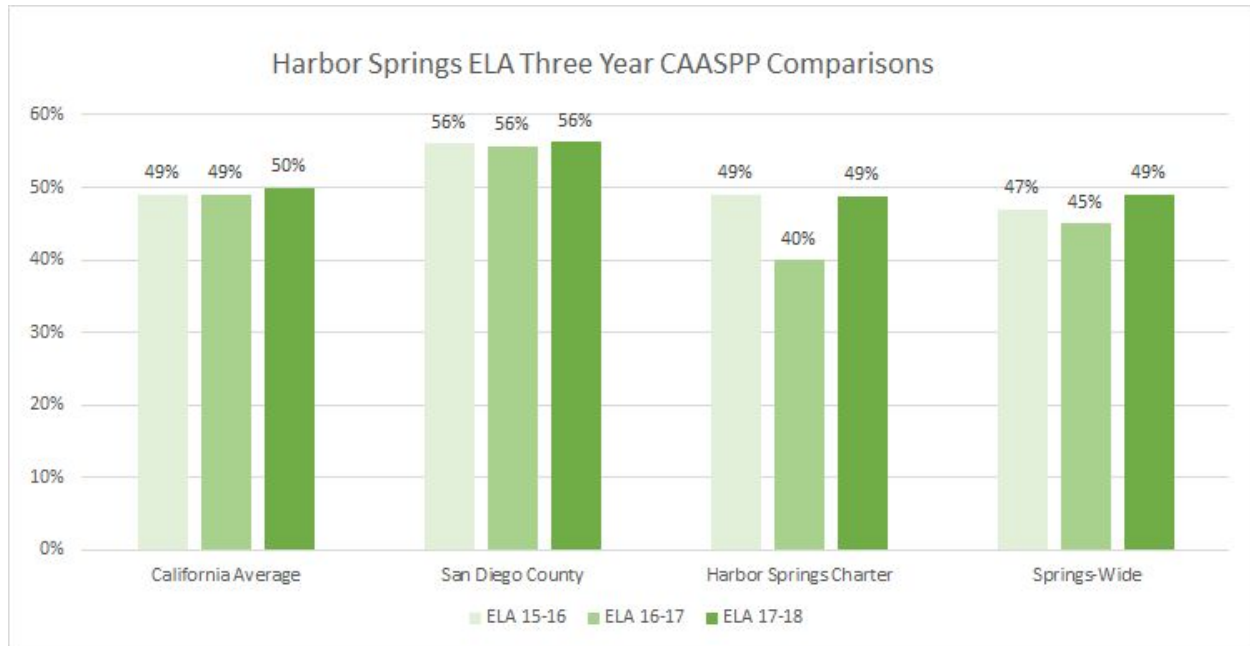
The Human Resources Department conducts an annual Employee Satisfaction Survey. In 2017 the Springs network began to contract with a third party surveyor. The Org Health survey assesses organizational alignment, effective execution, meaningful connection with employees, and management skills. Network-wide 2018 survey results include a comparison to other primary and secondary schools survey responses.

Overall ratings are shown below. Each department/site leader was also given a 19 page report of their specific group's responses to address concerns and growth opportunities.

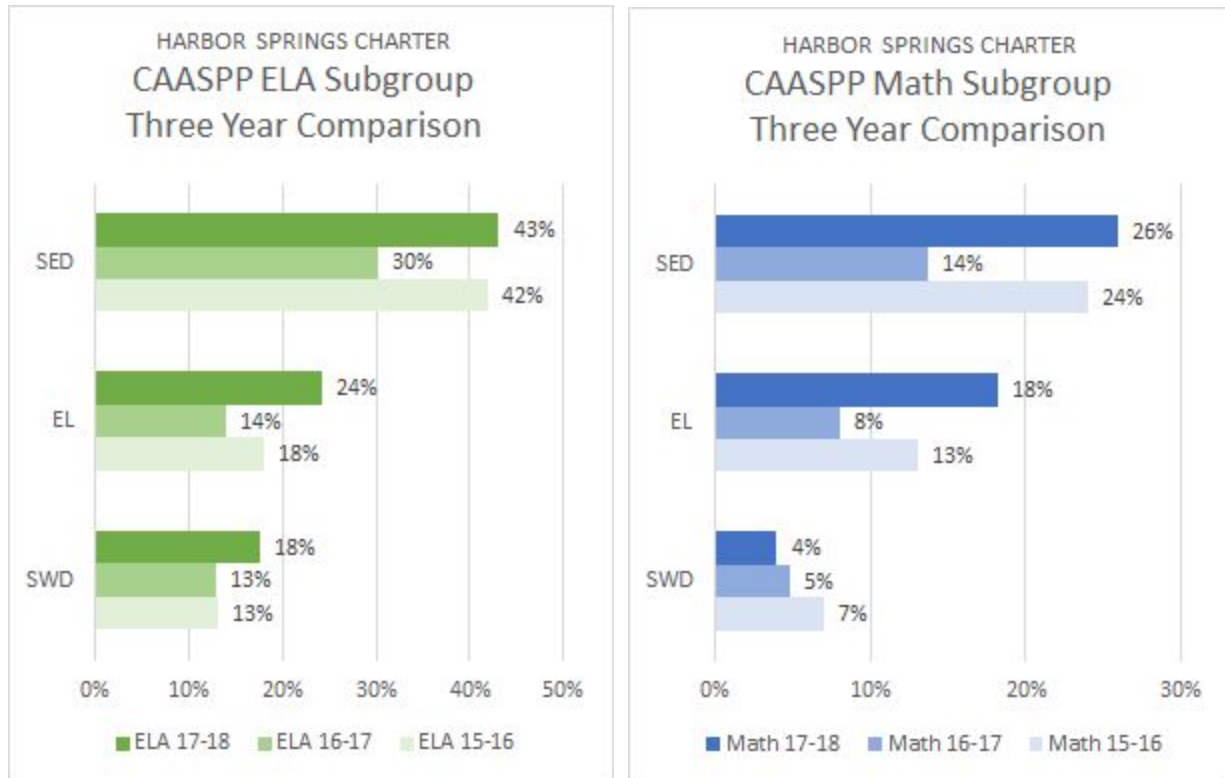


Student Achievement Data

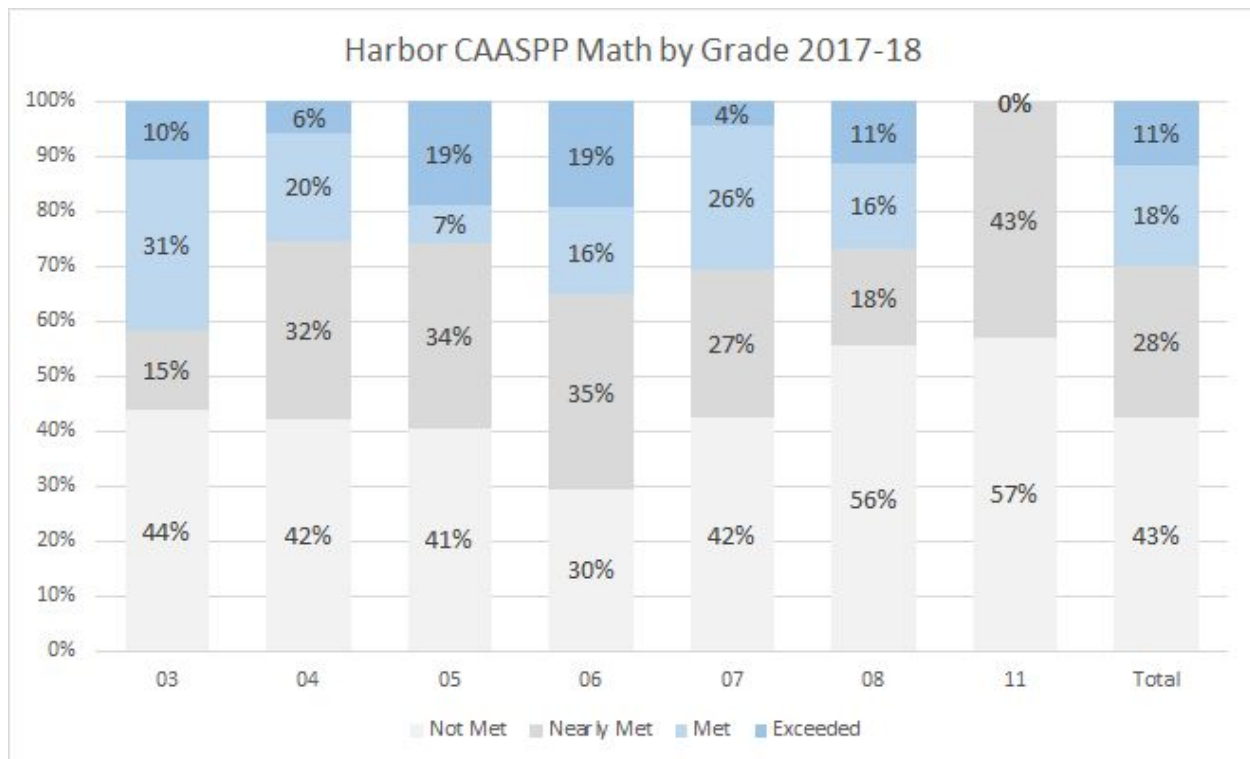
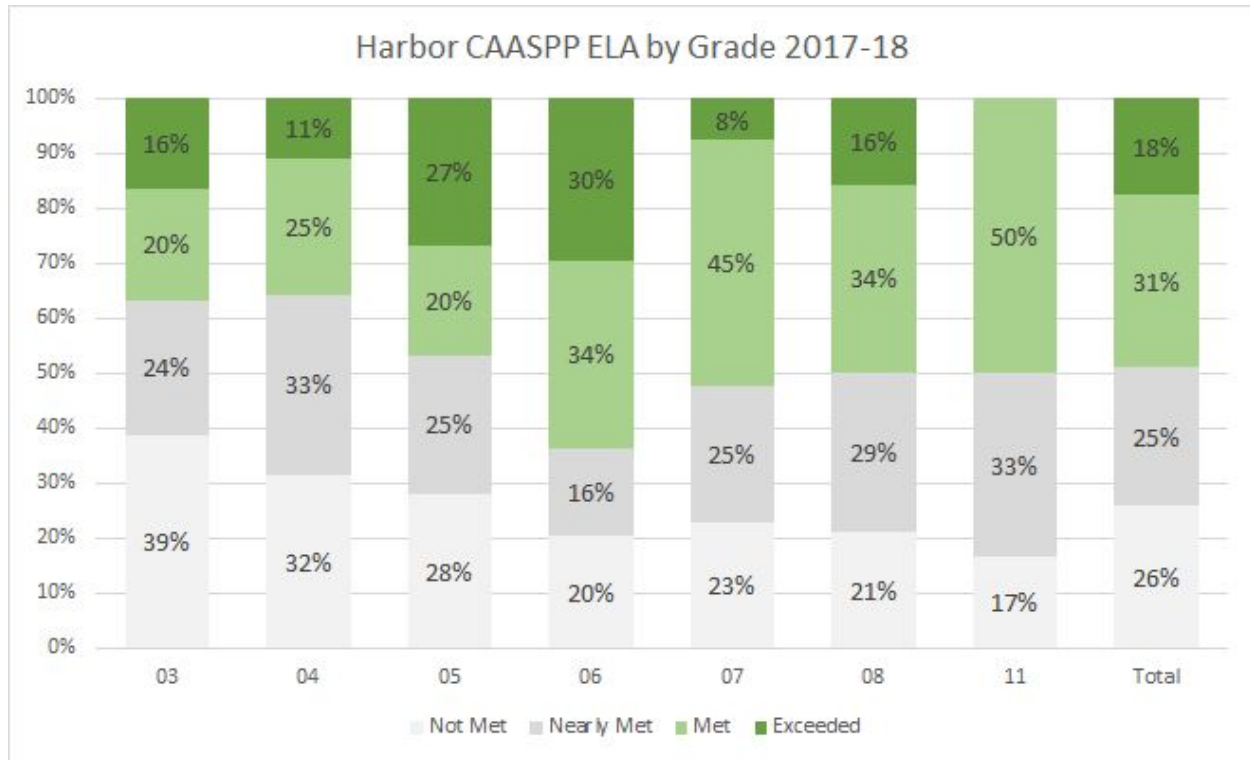
Harbor Springs Charter grew nine percentage points in overall met or exceeded rates for CAASPP English Language Arts from 2017 to 2018, and ten percentage points in math. Over three years, Harbor Springs regained significant achievement lost the previous year. The charter continues to examine ways to increase student achievement in English Language Arts and math.



At a subgroup level, Harbor Springs exhibits positive growth for all high-risk subgroups in both math and English Language Arts, with the exception of the Students with Disabilities subgroup, which only slightly decreased. Harbor Springs will continue to monitor these student subgroups specifically in order to ensure that these students have the highest possible chance for success. The school continues to monitor and provide data driven instruction and supports for these student subgroups.



At a grade level, Harbor Springs sees its greatest success in grades 6 and 7 for ELA, and grades 3 and 6 in math. Grade 11 math will continue to be monitored to help improve academic outcomes.



Student Support Services

Springs Charter Schools employs a wide variety of professional staff who provide student support services to students, families, and staff. Student support services are data driven and focus on all aspects of student achievement within the non-classroom based educational setting.

Special Education Services

The purpose of the Special Education Department is to identify and provide services to students who meet federal and state criteria as a student with a disability. Staff is committed to providing a caring community that empowers students to become active members of the school and community, based on their individual strengths and abilities. Parent involvement is considered essential in meeting the diverse academic, emotional, and social needs of each student. Special Education staff seeks to integrate general and special education services with staff working together to promote successful and positive futures for all students. In order to maintain consistent services for all Springs Charter Schools students, Special Education services for River, Empire, and Harbor Springs are supported by the Riverside County SELPA.

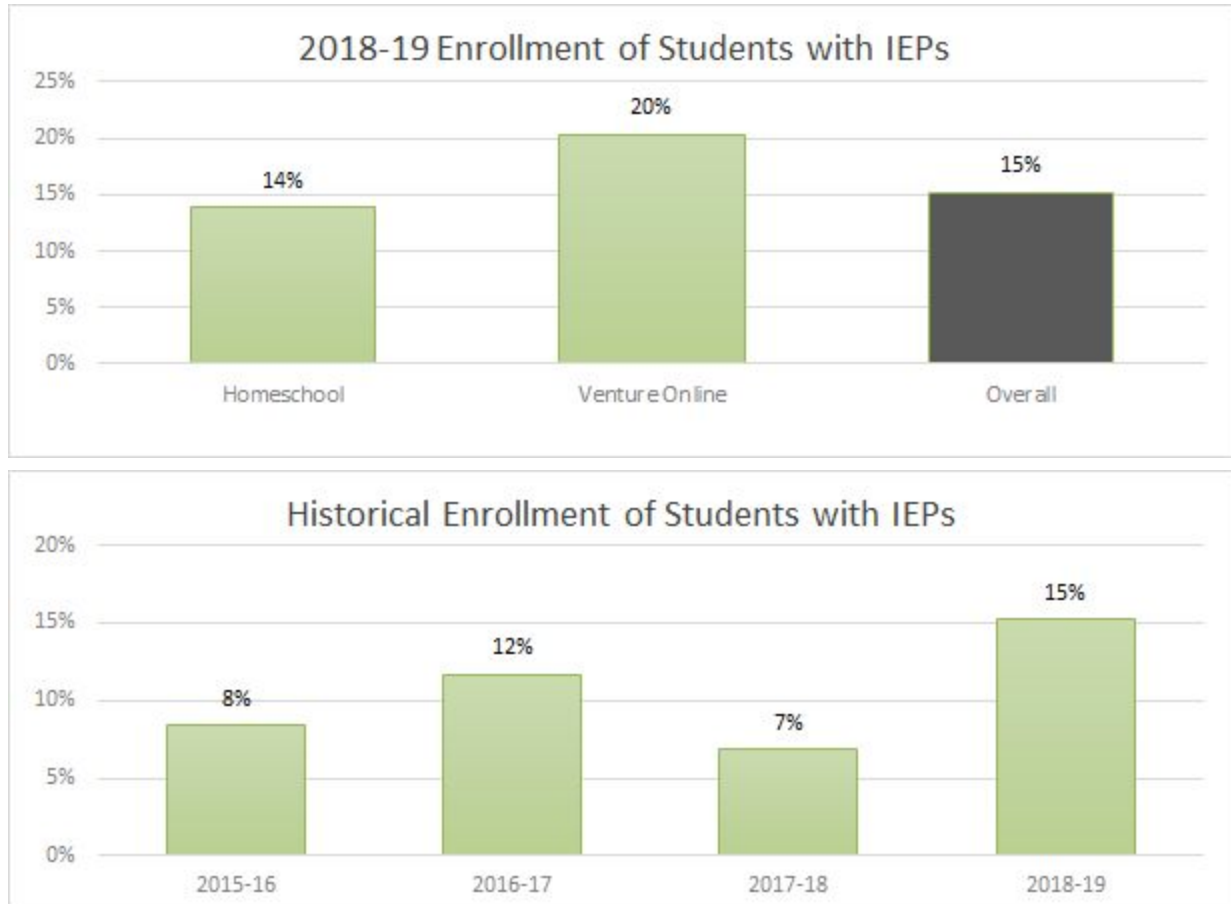
The school provides a full continuum of programs in the least restrictive environment for students identified as requiring Special Education and related services including specialized academic instruction (SAI), speech and language therapy, occupational therapy, etc. Students qualify under the criteria set forth by both the federal and the California statutes.

The Special Education Department is currently managed by one Senior Director of Special Education and overseen by the Assistant Superintendent of Pupil Services. Departmental Leadership includes one lead school psychologist, one lead speech-language pathologist/program coordinator, and three program specialists. The network employs 37 full-time SAI case managers and two full-time SLP speech case managers. Additional service providers include five full-time school psychologists and two school psychologist interns, one occupational therapist, one certified occupational therapist assistant, four SLP assistants, and one school nurse, supported by two health technicians. Administrative support staff for the department include one administrative assistant, three compliance technicians, and one file clerk. Fifteen instructional aides also support case managers in academies and local Springs resource centers.

The department is currently focused on providing staff development in all areas related to instruction, curriculum, and objective measurement of student achievement as well as increased student-teacher and teacher-parent communication.

Students are referred for Special Education services primarily through the RTI process. However, in compliance with current laws, parents and other community members may refer directly to the department any student suspected of having a disability that is impacting that student's learning. All three schools participate in the Riverside County SELPA activities related to Child Find.

During the past three years, the school has experienced an increase in its special education population, which now constitutes approximately 15% of total student enrollment, network-wide. The most common disability classifications for SCS students are: speech language impairment (SLI), other health impairment (OHI), specific learning disability (SLD), and autism (AUT). Other disabilities include: intellectual disability (ID), hard of hearing (HH), deaf, visual impairment (VI), emotional disturbance (ED), orthopedic impairment (OI), deaf-blindness (DB), multiple disability (MD), and traumatic brain injury (TBI).



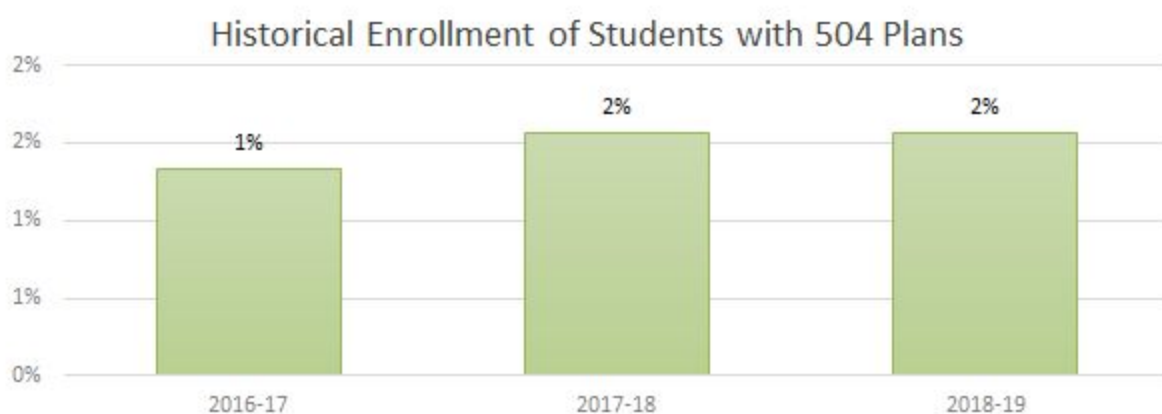
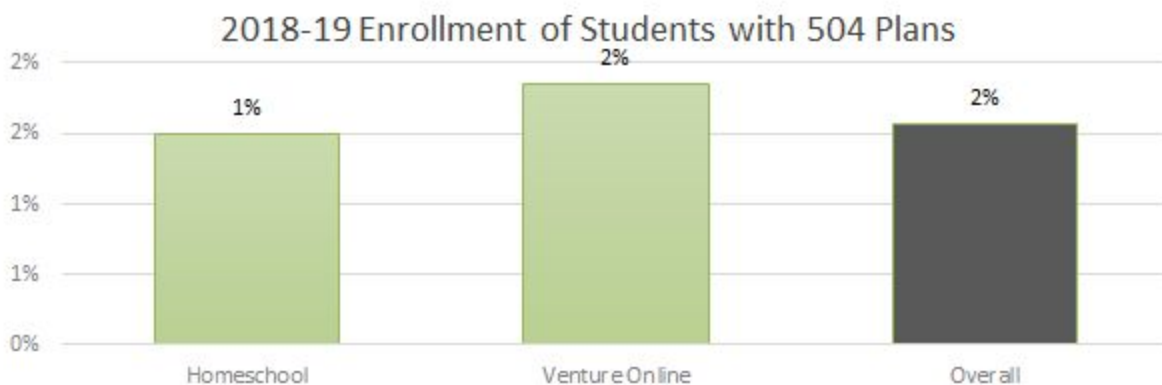
Guidance and Counseling Services

School counselors provide academic, social, emotional, and behavioral support for all students. Each student is assigned to a school counselor. The network employs a director of Guidance, 11 credentialed school counselors, two guidance technicians, and one transcript technician to serve all three schools. An additional counselor is employed in the Intake Department to assist new families with the new student enrollment process, program selection, and high school course advisement.

The Guidance Department also facilitates concurrent and dual enrollment with community colleges, work and entertainment permits, and 504 Plans.

Section 504 Plans

The schools have a designated 504 Coordinator, who ensures federal and state compliance as well as ongoing staff training. Over the past three years, the percentage of students with active 504 plans has been fairly consistent with over-all student enrollment growth.



Response to Intervention (RTI)

SCS uses evidence and research based curricular, instructional, environmental, and student performance strategies to address the needs of all learners. All students are considered at the Tier 1 level of support using personalized learning. Project Based Learning (PBL), Universal Design Learning (UDL), and other approaches are used to develop a personalized learning path for every student. Students not responding to Tier 1 are identified using “at risk” indicators within the Multi-Tiered Systems of Support (MTSS).

Springs established a systemic RTI process utilizing entire systems of initiatives, supports, and resources. RTI and program PLCs provide a collaborative process to systematically address the needs of all learners, using data-based decision making to increase intensity of interventions and provide support for all learners, including gifted and higher achievers.

The data-based decision making process allows staff to identify students based on test results and other formal and informal assessments. Regularly scheduled staff meetings (called Data Days) are held to collaborate, discuss and document goals, and evaluate interventions and results of progress for all students. Individual Tier 2 meetings are held for students who need more targeted and intensive academic and or behavior Intervention. Tier 2 meetings involve the parent, program director, the student’s teacher of record or ES, the student (if appropriate), and support staff specialists, as needed. The school has a staff RTI Handbook and provides ongoing staff development. Each site has a RTI/MTSS Coordinator to ensure systemic implementation of our MTSS process. Professional Development trainings are focused on implementation of the MTSS process with fidelity.

RTI Identification

Students are identified after careful analysis of state testing results, i-Ready Diagnostic, OARS Milestones, other assessment measures, and criteria indicating a student is “at risk.” MTSS is a proactive approach: intervene early, measure growth to ensure effectiveness for all learners. Tiers are fluid; students can move between the tiers throughout the year. Students move up tiers when assessments indicate they are not responding to the intervention level. Students move down tiers as they respond to the intervention and close achievement gaps. The schools are able to address many student skill gaps through personalized learning (Tier 1).

RTI Academic data

As of fall 2018, 20% of students were identified for Tier II and 14% were identified for Tier III.

RTI Coordinators are instructed to monitor students who are not responding to Tier 1 interventions as evidenced by multiple measures that include the following:

- i-Ready
- Students <1 below grade level
- OARS Milestone 3 scoring in strategic
- Dibels
- San Diego Quick
- State Test Results

Other risk factor that may indicate a need for intervention:

- Multiple areas of concern – including low academic performance in math, ELA, and/or behavior concerns
- Student has deficiencies in adequate progress or attendance (documented in OASIS)
- Student has a previous or “exited” IEP
- High School student is “at risk” of not graduating or has very low grades and/or units earned (transcript review)
- Teacher concerns based on student work and professional observation
- Parent concerns about student low performance
- Students whose parent(s) have not received a high school diploma or are identified for the free or reduced lunch program
- English Learners who have not scored at the proficient level on CELDT and state assessment in ELA for two years
- Students on a 504 for academic concerns
- Other risk factors including; environmental change, traumatic event, and other outside factors affecting student achievement

Exit Criteria for students involved in Tier 2/3 intervention support:

- Student met goal(s) and is responding to the intervention plan with evidence of progress using assessment measures
- Student moved to Tier 3 and qualified for an IEP

Student Health Services

The Springs network employs a full-time School Nurse, as well as a Licensed Vocational Nurse and additional Health Technician. Along with a complete Health Handbook, there are also staff trainings and designated persons at each site who work as Health Clerks. Also, Springs Charter Schools offers schoolwide student vision and hearing screening.

Site Medication Administration & Emergency Medical Response

The school maintains Emergency Medical Training protocols. The training highlights medical response in the occurrence of student diabetes, anaphylaxis, asthma, concussion, medication administration, and seizure episodes. A comprehensive training was offered to applicable staff several times throughout the school year. At minimum, each site had three trained staff on campus: the principal, site facilitator, and one additional employee who volunteered to be trained. Larger sites elected to train up to ten staff members in order to better respond to the needs of their students.

On-site student medication administration is overseen by the school nurse and managed daily by the site facilitators. Medication administration Board policies and procedures are in line with CDE recommendations in California Code of Regulations Title V, Article 4.1. Staff procedure forms have been adapted from the San Diego County Office of Education.

California Physical Fitness Test (PFT)

Springs Charter Schools assesses students in grades five, seven, and nine using the California Physical Fitness Test (PFT). Each student in these grade levels is tested to determine whether the student scored within the Healthy Fitness Zone (HFZ) for each assessment area. Data charts below show the HFZ rates of the school, by grade level.

2017-18 California Physical Fitness Report Overall - Summary of Results Harbor Springs Charter

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Physical Fitness Area	Total Tested* in Grade 5	Number Grade 5 Students in HFZ*	% Grade 5 Students in HFZ	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Health Risk	Total Tested* in Grade 7	Number Grade 7 Students in HFZ*	% Grade 7 Students in HFZ	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Health Risk	Total Tested* in Grade 9	Number Grade 9 Students in HFZ*	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Health Risk
Aerobic Capacity	59	42	71.2	20.3	8.5	67	28	41.8	22.4	35.8	6	**	**	**	**
Body Composition	59	40	67.8	20.3	11.9	67	40	59.7	22.4	17.9	6	**	**	**	**
Abdominal Strength	59	40	67.8	32.2	N/A	67	46	68.7	31.3	N/A	6	**	**	**	N/A
Trunk Extension Strength	59	59	100.0	0.0	N/A	67	62	92.5	7.5	N/A	6	**	**	**	N/A
Upper Body Strength	59	43	72.9	27.1	N/A	67	50	74.6	25.4	N/A	6	**	**	**	N/A
Flexibility	59	56	94.9	5.1	N/A	67	65	97.0	3.0	N/A	6	**	**	**	N/A

Student Discipline

The charter has a thorough student discipline policy and adheres to positive behavior supports for all students TK-12.

The following CA Dashboard indicator calculations show the 2018 data.



Yellow

1.8% suspended at least once

Increased 1.2%

Number of Students: 886

For subgroups, Harbor Springs has:

- English Learners in the blue category
- Students with Disabilities and 2+ Races in the green category
- Hispanic, Socio-Economically Disadvantaged, and White in the yellow category
- Homeless in the orange category

SURVEY RESULTS

Each year, the charter develops and distributes a large survey in order to gain stakeholder feedback for the future planning. To align the LCAP, WASC, and CA Dashboard Local Indicators, the charter asks questions related to all three planning documents.

The survey is given online and in-person at an open Board meeting. The results are compiled, analyzed, and used to revise plans, as needed. Below are the survey results from the most recent Stakeholder Survey in March/April 2018.

2018 LCAP Survey Findings			
	% stakeholders who say we are “exceeding expectations” or “doing well” *	Highest rated resources for being “used and useful”	Lowest Rated resource; voted “used but not helpful”
Common Core Transition	81%	Moving Beyond the Page** CAASPP Test Prep** 6+1 Writing Traits**	Illuminate All About Reading
College & Career Readiness	79%	Internships** Community College Enrollment** Golden State merit Diploma**	N/A
Student Safety	82%	Safe School Buildings	N/A
Engaging Students	83%	Chromebooks Online SBAC Resources Reading A-Z Online ELA Programs	Integrated High School Courses
Student Support	84%	Personalized Learning Math Path Homeless Youth Services** Foster Youth Services**	N/A
Personalized Learning	90%	Personalized Learning Plan Vendor Course Instruction Learning Center Classes	N/A
<p><i>*Stakeholders who responded “I don’t know” and “not applicable for my student” are not included in percentages</i> <i>N/A = All resources in this category received at least an 80% “helpful” rating.</i> <i>** Resource received a 100% “helpful” rating.</i></p>			

II: Significant Changes and Developments

- *Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.*
- *Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.*

Due to the recent *Shasta* Decision, Harbor Springs has become a charter serving homeschooled and independent study students only. The two centers, Vista Student Center and Otay Ranch Student Center, now are chartered on their own as Vista Springs Charter School (authorized by the SBE) and Pacific Springs Charter School (authorized by SDCOE). Therefore, the enrollment in Harbor Springs has decreased to 256. Vista Springs and Pacific Springs completed the accreditation process separately this winter.

Since the inception of CAASPP, the school has experienced flat (0%) growth of students who meet/exceed CAASPP standards in ELA and a decrease of 3 percentage points in mathematics.

The school has experienced a decrease (17.6% to 4.7%) in identified English Language Learner students over the past three years. As a reminder, this charter now only serves Homeschool children and the two programs with the majority of English Learners are in different charters.

The school has revised the English Learner Master Plan to further address the needs of the EL student population. The charter has also re-structured administrative staffing to ensure that the Director of Assessment oversees the EL program with the support of Director of Data and Innovation. Like schools across the state, the charter has transitioned from the CELDT to the ELPAC for EL initial and annual assessments. The charter has also updated the redesignation process to align with the new requirements.

In the past three years, the percentage of enrolled students who have an IEP has grown from 12% in 2016-17 to 15% in 2018-19.

Since the WASC Focus on Learning visit, the Special Education Department has been restructured by hiring coordinators to oversee specific programs within the charter. Program administrators, special education case managers, and service providers have received extensive training on special education procedures, safeguards, and best practices when working with students with disabilities.

The Academic Instructional Monitors and Mentors (AIMM) Team have also been restructured to ensure better accountability and oversight. The AIMM process pairs a mentor from our administrative team with a principal at each of our student centers. This process includes goal setting and progress monitoring, data analysis, and a focus on personalized learning instruction. The AIMM mentor meets with the principal on a monthly basis to review progress on school wide initiatives, site goals, internal assessment data and instruction. The monthly visit includes classroom visits focused on topics related to our personalized learning continuum. The AIMM leadership team meets monthly with the AIMM mentors and the Senior Director of Academics to discuss progress and identify areas of growth or need.

The Senior Director of Academies supervises the principals. The leadership team also sets the monthly agenda for the meetings so that all mentors are focused on the same topics. The assessment team provides a monthly data report that is reviewed during the AIMM meeting.

The school works closely with the authorizer on all items as outlined in the charter document and/or Memorandum of Understanding (MOU). The school presents to the authorizer at least one-time per year to share academic progress, financial updates, enrollment changes, program success, and the like. These are presented by senior staff at the authorizers public board meetings and available to the public via online board packets. Overall, authorizer relations have improved dramatically over the past three years and through the charter renewal process.

The charter was renewed for a five-year term this past fall and now runs through June 30, 2023.

The school has increased its focus on data-driven decision making at all levels of decision making. At the network level, the Curriculum and Instructional Support Department has been restructured and increased staff in order to address the growing needs for student achievement.

School administration recognizes that while we are seeing academic growth gains, additional focus needs to be made in order to close the achievement gaps and increase math proficiency. As a result, the department created and filled several new positions: Director of Data and Innovation, Director of Staff Development, MTSS Coordinator, and other support staff.

Department staff has focused on the following projects in response to analysis of assessment data:

- AIMM Mentors meet with Principals monthly and review Diagnostic, Milestone, and online program data to gauge progress on closing achievement gaps and increasing proficiency. The data reviewed is provided by the Director of Data of Innovation.
- Principal meetings now include PLC time led by the Director of Data and Innovation.
- I CAN binders were created for K-8 teachers that include Annual Assessment Calendar, Habits of Success, Lesson Plan Templates, Minimum Instructional Minutes for ST Math and i-Ready the Personalized Learning Continuum, and align our grade level I CAN!s with Proficiency Scales, CCSS, related ST math lessons, released SBAC questions, ELD standards, and academic vocabulary. By putting all lesson planning necessities in a single binder, our teachers will have stronger plans that more closely align with the standards. which will increase proficiency.
- Mastery Based Grading is now implemented K-10 with 11 and 12 added in 2020 and 2021 respectively.
- Illuminate was purchased to replace OARS as a data management system.
- The Fluence NGSS item bank was purchased.
- High School courses are being re-written to NGSS standards
- We acquired NGSS curriculum for grades K-8. Materials kits are also available.

III: Ongoing School Improvement

- *Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.*
- *Describe the process used to prepare the progress report.*

Since the development of the Local Control and Accountability Plan (LCAP) across the state, staff have expertly developed and updated the LCAP for the school. As shown in the LCAP, the school has six major goals, each with multiple subgoals (document is publicly available on the school's website: [click here](#)).

Each year the charter ensures stakeholder collaboration of the LCAP Action Plan through surveys, public board meetings, and staff feedback. The Board is updated each December with an LCAP mid-year progress report during their public meeting. Each May the public is invited to join the Board during public session; an activity is used to gain feedback on goals in order to update the Plan for the following year. Each June, the public and board is supplied with the revised LCAP and asked to discuss and approve the Plan for the following year.

Along with teaching staff during Data Days and PLCs, Leadership staff meets throughout the year to analyze assessment data and discuss the significant needs of the school. The data analysis includes, but is not limited to, the following:

- CAASPP scores by subject
- CAASPP scores by program, teacher and grade
- CAASPP scores by significant subgroup
- I-Ready growth data by program, teacher, and grade
- ELPAC data by program and grade
- Milestone Data by subject, teacher and grade
- Student achievement on CCI indicators (CTE Pathway completers, a-g completion rate, CAASPP 3/4 earners, college course completers)
- 42Qs and Program Reviews shared with board and cabinet.

To complete this progress report, a draft was created by the school's WASC chair and coordinator. Program descriptions were pulled from the recently renewed charter document, and schoolwide data was compiled by two data coordinators. Several months before the visit, the draft report was shared with departmental leadership to review and edit with their respective teams. Additional Action Plan progress was collected via collaborative Google Doc by each expert in the area. Mid-year progress was presented to the Board in December; this included the mid-year LCAP and Dashboard Local Indicators. The final mid-cycle progress report was shared with the Board and all staff. It is also available to the public on the school's website.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.
- If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.
 → Note: The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.

Each expert in the area worked with their team to complete the mid-term update for the schoolwide action plan. The results are as follows:

	Goal	Done	In Process	Not Started	Goal Progress
1a	Increase resources for mastery learning in classrooms; increase use of iReady	✓			Teachers brought Mastery Evidence to Data Day in November. Use of Standards Mastery for Milestones has increased iReady usage.
1b	Develop additional support materials for staff and parent use of online instruction		✓		We are creating training videos for staff, and provide in-person training on using Canvas on our blended learning days.
1c	Expand training for teachers and parents to include: <ul style="list-style-type: none"> • Horizontally aligned common assessments • Strategies to interpret data to guide curriculum • CCSS-aligned teaching strategies for all content areas 	✓			Curriculum binders contain released SBAC items for each I CAN. These support the CCSS teaching strategies. Use of i-Ready Standards Mastery gets us closer to horizontally aligned common assessments. Mastery for Milestones did result in long tests, and we need to address this. The school will continue to review and revise these procedures regularly.
1d	Increase use of ST Math and i-Ready personalized instruction	✓			ST Math usage is higher this year than in the past. The school has 4 trainings planned for later this year to increase this further. The school will continue to review and revise these procedures regularly.
1e	Questioning lesson plans for academies		✓		Development is in progress. Lessons using power-tools to support questioning are used in all subject areas. Lesson Plans focus high level learning at a DOK level of 3-4.

				Principals provide staff development, training, and walk-through support in this area. Data Days support questioning techniques as well as support for implementing strategies in this area.
1f	Create K-12th grade mastery grading system with common tools, tracking multiple attempts at mastery		✓	We have mastery trackers for grades 9-10. Grade 11 to come in 2019-20. For K-8, we have included mastery tracking in both the new curriculum binders as well as the I CAN mastery folders used by all K-8 students. There is ongoing development of tools to support the grading system including rubrics and exemplars for TK-12 across disciplines.
1g	Improve participation through one-on-one student / counselor meetings to align college and career goals		✓	Counselors have increased one-on-one student meetings, but it is not documented/tracked. <i>Revise goal: Establish a procedure to track counselor/student meetings and establish a feature in OASIS to document live four-year plans.</i>
1h	Improve alignment of lesson plans to power tools.		✓	Power Tool PD planned for January blended day.
1i	Increase choice options for all school created curricula		✓	These are planned for 9th Integrated re-work and 11th Mastery re-work.
1j	Review and revise ELD I CANs as needed		✓	These I CANs were reviewed at the beginning of the year and were aligned with the matching ELA standards to include in the mastery binders that teachers received at the beginning of the year.
1k	Review and revise Teaching the Springs Way as needed (Springs personalized learning continuum and learning rubric and train staff on developing personalized learning plans related to the continuum the implementation of PL in a variety of settings)		✓	Developed TTSW Steps 1-2 Bridges Training, Began construction of PL Canvas Staff Development Course (est completion 6/19), Online discussion for collaborating on Home study Best Practices, initial planning stages for regional best practice trainings, initial planning for 2019 Best Practice Videos (est filming Jan 2019), Projected trainings for 2019-Goal Setting and Reflection, and Effective Feedback during Blended PD.

1l	Develop personalized learning plans and curriculum that includes challenges, enrichment, and scaffolds for English Learners and Special Education students.		✓		This is still a work in progress. Academic IT Director is presenting strategies for scaffolding at the December Instructional Support meeting. Piloting "Amplify" second semester for ELs. This will be for a select group of programs.
2a	Develop writing training for staff	✓			Single Subject Specialist has begun a K-8 writing course. Single Subject Specialists are also training high school teachers on writing across the curriculum. The school will continue to review and revise these procedures regularly.
2b	Infuse writing in all created curricula			✓	This will be included in next year's re-work of 9th and 11th grades.
2c	Implement Canvas portfolios of student work and track longitudinally			✓	Beginning in 2020
2d	Develop rubrics for (public) speaking			✓	Beginning in 2020
2e	Revamp final exams to include Presentations of learning for students			✓	Beginning in 2020
2f	Embed listening skills into all ELA curriculum		✓		This is coming in our re-write for 9th and 11th.
2g	Develop new mastery assessments for Next Generation Science Standards (NGSS)	✓			Purchased in Illuminate. The school will continue to monitor effectiveness to review and revise procedure.
2h	Increase concurrent/dual enrollment services to all interested high school students		✓		River Springs has added 3 new college course offerings at Temecula Student Center and FAPA (in Riverside). TSC: Government and Economics FAPA: AERO 021 Aviation Fundamentals, and there should be one more added in the spring.
2i	Develop a toolbox for resource specialists and other credentialed staff that includes hands-on materials and teacher guides designed to work with a wide range of grade levels and abilities.		✓		The Special Education webpage has been updated with resources, and some materials have been purchased.

2j	Develop and implement Career Exploration scope and sequence for grades 6-12		✓	The school is the process of developing this and has applied for a grant to facilitate the process.
3a	Analyze EAP data, conduct student advisement meetings, and enroll seniors in EAP readiness courses (EWRC)	✓		<p>Using the results of the 11th grade SBAC Summative, we placed seniors in ERWC if not college ready and made available Math 90/96 to students that scored a 1 on SBAC.</p> <p>The Interim exam was given to 10th grade students and results were used to place current 11th grade students in Math 90/96, if they scored a 1 on the math portion of the Interim.</p> <p>So far this procedure seems to be working well, but we will continue to monitor student success and progress.</p>
3b	Embed EAP ELA and math content into junior year English and Math 2 courses		✓	Math is partially complete; English 11 contains many ERWC pieces, which are EAP ready. Staff needs to review and see if anything else needs to be added.
3c	Develop Canvas course aligned to UC "a-g" Expository and Writing course for seniors who do not meet EAP proficiency in ELA		✓	This has been done, but the course cannot be solely online. The school needs to develop a way to have students communicate with each other beyond discussions in order for ERWC to work in an online environment.
3d	MTSS process includes non-academic support for students and positive behavior system to address behavior issues that interfere with learning; review and revise process as needed		✓	MTSS Director is working with each principal to develop student center specific system of support for the whole child, including positive behavior support.
3e	Develop short answer common assessments in ELA and math and train teachers on calibrating scoring to align with EAP and CAASPP.		✓	Staff developed math videos for grades 3-8 for how to do a performance task. The accompanying Canvas course will include grading calibration. Staff needs to continue this with ELA. We also need to work on calibrating for EAP.
4a	Create a method to capture outside activity participation by grade and year to address GLO		✓	This will be designed throughout the 2018-2019 school year with Guidance and Education Department collaboration.

4b	Increase student participation in Internships to address GLO		✓	Network-wide internship participation has increased from 228 students in 2018 to 276 in 2019. Continuing work to locate high quality internship opportunities for all students in every county.
4c	Institute college planner for all 12th grade students to address GLO		✓	12th Grade Hub has been created in CANVAS and students will have access to college planning, career planning, SAT/ACT, FAFSA, dual enrollment, field trips, schedule with counselors, senior events, and articulation information.
4d	Increase community competition options to address GLO (eg. Academic Decathlon, Mock UN, Mock Trial, etc.)		✓	We have increased options for the National Spelling Bee by adding four regional offerings. We are in the process of analyzing whether or not we can start an Academic Decathlon. The Student Events Coordinator is tasked with this.
4e	Maintain data sources for measuring and monitoring progress on GLOs; integrate into data collection, reporting and analysis processes as part of the ongoing student improvement process		✓	GLO measurement criteria has been selected and is included in each annual Program Review Report (starting 2018-19) and will be included in the year-end Action Plan Update to the Board. Data measurements will be reviewed and revised annually to further develop the process.

V: Schoolwide Action Plan Refinements

- *Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.*
- *Include a copy of the school's latest updated schoolwide action plan.*

The following goals were removed from the Action Plan or were combined with other goals and revised.

- Develop new curriculum
 - *Completed*
- Develop parent support tools implementation for CCSS depth of knowledge initiative, called "Critical Thinking Skills Inventory" (CSI)
 - *Completed:* CSI is a course in Canvas available and recommended for all parents; feedback indicates that parents are benefiting greatly from this resource.
- Create Career Exploration curriculum for grades 6-12
 - *Completed:* Get Focused, Stay Focused Course, and Intro to CTE 8th grade course
- Implement 12th grade ELA college readiness course for students who do not pass or are conditionally ready based on EAP exam results
 - *Completed:* The Expository Reading & Writing Course is fully implemented. Continued effort will be made through Action Plan goal 3A: Analyze EAP data, conduct student advisement meetings, and enroll seniors in EAP readiness courses (EWRC).
- Create continuum by grade level for each I CAN GLO
 - *Revised:* School leadership has decided that a grade-level specific continuum for GLOs may be too cumbersome, and instead we will continue to focus on I CAN Standards at grade level as an indication of GLO preparedness. In addition, the school did develop an overall rubric for GLO measurement and monitoring, and will continue to focus on Action Plan goal 4E: Maintain data sources for measuring and monitoring progress on GLOs; integrate into data collection, reporting and analysis processes as part of the ongoing student improvement process.

The following new goals have been added to address changing needs.

- Provide food service to all student centers in compliance with AB 1871 by the start of the 2018-19 school year.
- Update graduation requirements to better align with College & Career Indicator and changes to State graduation requirements.

SPRINGS CHARTER SCHOOLS

2019 Graduate Learner Outcomes (GLO) Action Plan

Goals listed below are in addition to the school's annual LCAP, which is available [by clicking here](#).

GOAL 1: Support data-driven student-owned personalized learning

1a	Increase resources for mastery learning in classrooms; increase use of iReady <i>(goal status: complete - review/revise established process)</i>
1b	Develop additional support materials for staff and parent use of online instruction
1c	Expand training for teachers and parents to include <ul style="list-style-type: none"> • Horizontally aligned common assessments • Strategies to interpret data to guide curriculum • CCSS-aligned teaching strategies for all content areas <i>(goal status: complete - review/revise established process)</i>
1d	Increase use of ST Math and i-Ready personalized instruction <i>(goal status: complete - review/revise established process)</i>
1e	Questioning lesson plans for academies
1f	Create K-12th grade mastery grading system with common tools, tracking multiple attempts at mastery
1g	Establish a procedure to track counselor/student meetings and establish a feature in OASIS to document live four-year plans.
1h	Improve alignment of lesson plans to power tools.
1i	Increase choice options for all school created curricula
1j	Review and revise ELD I CANs as needed
1k	Review and revise Teaching the Springs Way as needed (Springs personalized learning continuum and learning rubric and train staff on developing personalized learning plans related to the continuum the implementation of PL in a variety of settings)
1l	Develop personalized learning plans and curriculum that includes challenges, enrichment, and scaffolds for English Learners and Special Education students.
1m	Provide food service to all student centers in compliance with AB 1871 by the start of the 2018-19 school year.

GOAL 2: Develop personalized learning curriculum aligned with Common Core State Standards

2a	Review and revise writing training as needed <i>(goal status: complete - review/revise established process)</i>
2b	Infuse writing in all created curricula
2c	Implement Canvas portfolios of student work and track longitudinally
2d	Develop rubrics for (public) speaking
2e	Revamp final exams to include Presentations of learning for students
2f	Embed listening skills into all ELA curriculum
2g	Develop new mastery assessments for Next Generation Science Standards (NGSS)
2h	Increase concurrent/dual enrollment services to all interested high school students
2i	Develop a toolbox for resource specialists and other credentialed staff that includes hands-on materials and teacher guides designed to work with a wide range of grade levels and abilities.

GOAL 3: Improve CAASPP and EAP proficiency for all subgroups

3a	Analyze EAP data, conduct student advisement meetings, and enroll seniors in EAP readiness courses (EWRC) <i>(goal status: complete - review/revise established process)</i>
3b	Embed EAP ELA and math content into junior year English and Math 2 courses
3c	Develop Canvas course aligned to UC “a-g” Expository and Writing course for seniors who do not meet EAP proficiency in ELA
3d	MTSS process includes non-academic support for students and positive behavior system to address behavior issues that interfere with learning; review and revise process as needed
3e	Develop short answer common assessments in ELA and math and train teachers on calibrating scoring to align with EAP and CAASPP

GOAL 4: Imbed Graduate Learner Outcomes as a measure of success

4a	Create a method to capture outside activity participation by grade and year to address GLO
4b	Increase student participation in Internships to address GLO

4c	Institute college planner for all 12th grade students to address GLO
4d	Increase community competition options to address GLO (eg. Academic Decathlon, Mock UN, Mock Trial, etc.)
4e	Update graduation requirements to better align with College & Career Indicator and changes to State graduation requirements.