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2019-20 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

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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Test Prep: SAT, ACT, CHSPE, CAHSEE, GED, ASVAB…

Languages: SPANISH, MANDARIN, FRENCH, GERMAN, PORTUGUESE, HUNGARIAN, ARABIC, FARSI, URDU, RUSSIAN, ITALIAN, HINDI, ARMENIAN, YORUBA, ESL, JAPANESE, ROMANIAN, VIETNAMESE, CANTONESE, BURMESE, CAMBODIAN, KOREAN, GREEK, HEBREW, AMERICAN SIGN, TEOCHEW, VISAYAN, TAGOLOG, and more.

Grades K-12
** Special Education Tutors for all ages.
** AP and Honors Tutors are available.

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Kindergarten, Elementary, Middle School, High School.

We are committed to Academic Excellence
and look forward to helping you succeed!

***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 Educational Leadership, Master of Arts Education School Counseling, Bachelor of Sciences in Health Sciences, Associate of Science in Radiologic Echnology, 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 accountabity plans, purchasing, vendor relations, student records/attendance, book warehouing, WASC Accreditation, data reporting, CIF Athletics, student enrollment, and the Evolving Leaders program.



Certifications/Affiliations: Masters of Science in Leadership with specialization in leader development, 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 Support Department, Assessment and 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.

Douglas House
Interim Assistant Superintendent, Personnel

Mr. House is responsible for all human resources operations including recruitment, hiring, on-boarding,



personnel files, employee benefits, teaching credentials, training and development tracking, performance reviews, investigations, retirement, substitutes, temporary employees, volunteers, staff and student safety, and risk management.

Certifications/Affiliations: SPHR, SHRM-CP, PHRca Human Resources Certifications, School Risk Manager Certification (CSRM), M.S. in Counseling Psychology; B.A. in Criminal Justice and Sociology. M.S. Coursework in Quality Assurance National SHRM Volunteer; Treasurer - Inland Empire SHRM Chapter (Volunteer).

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, Program Improvement



Mrs. Daniel works on special projects for the school, typically in relation to schoolwide 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. To learn more about our Board members, meetings, and policies, please visit this page on our website: https://springscs.org/about-us/governing-boards.



Vivi Sage - 6th Grade
Otay Ranch Academy for the Arts

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)

California Charter Schools Association
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

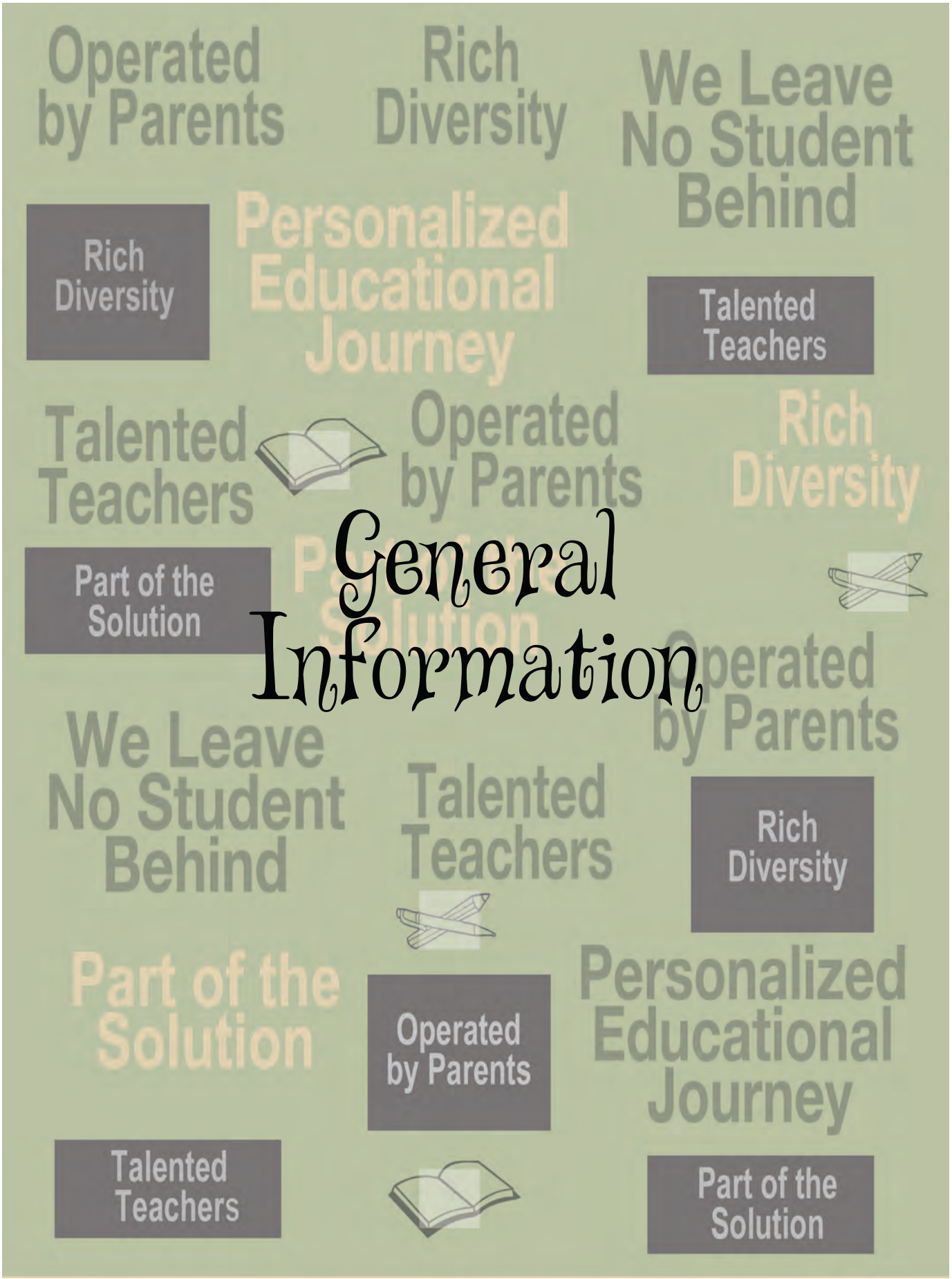
Member of Aplus+, the Association of Personalized Learning Schools & Services

California Interscholastic Federation

National Collegiate Athletics Association

School Services of California

Charter Schools Development Center



General Information

General Information

FERPA
Springs Charter Schools are governed by the Family Educational Rights to Privacy Act (FERPA), and confidentiality of students is of the utmost importance.

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. Sexual orientation and medical conditions are also protected classes.

New Student Enrollment
Our enrolment team 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 22 programs at 20 locations in Southern California, our enrollment staff can help you find the optimal program for your child.

Student ID Cards
Student ID cards are available for all of our students. 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.

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's 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, submit an online request. On the school website, click Current Parents & Students - Transfer Request.

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


I've been with Springs since 3rd grade and have gone to three different sites. With personalized learning we are able to pick our activity based on how we learn, whether it's visually, hands-on or with audio. Springs is a great school with great learning programs.
SPRINGS CHARTER SCHOOLS
BEAR RIVER
STUDENT CENTER
Ava Esteves Jaime
8th Grade

may participate in graduation ceremonies if:

- 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 Senior Directors.

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

Title 1 Compact

This is the Title I, Part A school-parent compact (Compact). The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways Springs and families will partner to help children achieve the state's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I, Part A students:

- Springs's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
- The ways parents will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

Springs engages Title I, Part A parents in meaningful interactions with Springs. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, Springs has established the following practices:

Springs provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

Springs provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

With the assistance of Title I, Part A parents, Springs educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

Springs coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

Springs distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

Springs provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

Springs provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

This Compact was adopted by the Springs Charter on July 1, 2017, and will be in effect for the period ending June 30, 2020.

Springs will distribute the Compact to all parents of students participating in the Title I, Part A program on, or before: August 31, 2019.


I would like to go to a four year university to study medicine and become a surgeon. That is why I am taking Medical Terminology. I like this class because, not only do I study the terminology, but I gain more knowledge about the medical industry by creating projects that encounter real life problems of patients. I really like that I can tell my ES about my future goals and she immediately finds programs or events that can benefit me as a whole.
SPRINGS CHARTER SCHOOLS
KEYS
College & Career Prep
Bethzayda Lara
10th Grade

El Camino Ranch

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Horse Riding Lessons:
- Premier horse riding academy in the Inland Empire.
- All disciplines of horsemanship from the recreation rider to the horse-show competitor.
- Each lesson individualized.
- Beginners taught horse safety, tacking, grooming, and safely moving horses.
- Mock horse shows with professional judges held regularly.



Day-Camps:
- Week-long day camps held throughout the year
- Consist of horseback riding, mounted games, fun equine educational activities, and crafts

Educational Lectures:
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ADA
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ADA IS A PROFESSIONAL AND COMFORTABLE ENVIRONMENT FOCUSING ON THE CREATIVITY AND ARTISTIC BEAUTY OF DANCE, WITHOUT THE FEES AND PRESSURE THAT A COMPETITIVE ENVIRONMENT BRINGS. OUR FOCUS IS TO HELP EACH INDIVIDUAL DANCER REACH HIS OR HER FULL POTENTIAL TO BECOME THE BEST ARTIST POSSIBLE. WE EMPHASIZE THE TECHNIQUE AND FOUNDATION OF DANCE AND THE NEEDS AND ABILITIES OF EACH STUDENT. WE WILL HELP YOU BECOME THE BEST DANCER YOU CAN BE.

CLASSES OFFERED

*ACRO *AERIAL/SILKS * BALLET
*CHARACTER *CONTEMPORARY
*FLEXIBILITY *HEELS *HIP HOP *IMPROV
*JAZZ *LYRICAL*TAP*POINTE *PRE
SCHOOL *TURNS & LEAPS





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Being enrolled in Springs full-time Homeschool program is a perfect fit. Let's face it, there's not enough time and energy between discovering your interests, keeping up with academic expectations, and adjusting to physiological and hormonal changes. Fortunately, I don't feel I need to "settle". With the help of my ES, my parents and I were able to choose curricula to match my needs. So, instead of feeling overwhelmed, I get to fly high and enjoy the view.
HOME SCHOOL
Caly Cirolo
7th Grade

STUDENT SPOTLIGHT




Operated by Parents
Rich Diversity
We Leave No Student Behind
Rich Diversity
Personalized Educational Journey
Talented Teachers
Talented Teachers
Operated by Parents
Rich Diversity
Part of the Solution
Academics
Operated by Parents
We Leave No Student Behind
Talented Teachers
Rich Diversity
Part of the Solution
Operated by Parents
Personalized Educational Journey
Talented Teachers
Part of the Solution

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.




The absolute greatest experience at River Springs was learning to read. I have encountered dedication, love, patience and quality time from the River Springs team. My goals are to finish high school, work at an eye doctor's office, drive and buy my own home.
Hemet
STUDENT CENTER
SPRINGS CHARTER SCHOOLS
Ciara Wery
7th Grade

Kindergarten

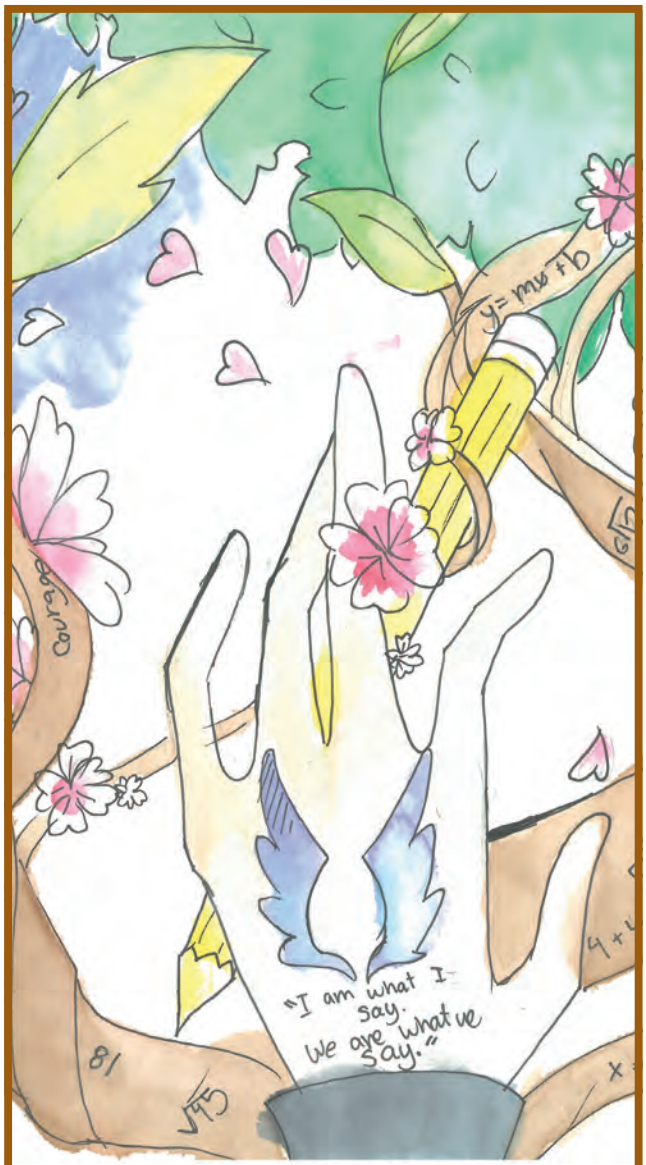
13 Years to College

ELA I CANs

- **I CAN** read kindergarten books.
- **I CAN** talk about the story or poem I'm reading.
- **I CAN** read kindergarten informational books.
- **I CAN** use text features to read kindergarten informational text.
- **I CAN** write, draw, and tell about an event or book.
- **I CAN** add details to my writing with help.
- **I CAN** talk with others about kindergarten topics.
- **I CAN** present my work and ideas.
- **I CAN** use word clues to understand new words.
- **I CAN** sort words and their opposites with help.
- **I CAN** use words and phrases I've learned.
- **I CAN** name the letters and understand how print works.
- **I CAN** blend sounds into words.
- **I CAN** sound out words.
- **I CAN** read my kindergarten books.
- **I CAN** use correct grammar.
- **I CAN** use letter sounds, capitals, and punctuation when I write.

MATH I 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.



Jordan Blankenship – 8th Grade
Otay Ranch Academy for the Arts



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 Aliki

First Grade

12 Years to College

ELA I CANs

I CAN retell stories with key details.

I CAN think about the type of book I'm reading.

I CAN identify the main topic and retell key details from a book about real things.

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

I CAN write about a topic or event.

I CAN get help and add details to my writing.

I CAN listen to others and ask and answer questions.

I CAN share my work and ideas.

I CAN tell the meaning of a word by breaking it apart or looking at the words around it.

I CAN sort words and find word meanings.

I CAN use words and phrases I've learned in conversations and books.

I CAN identify the parts of a sentence.

I CAN blend sounds and syllables into words.

I CAN use phonics and spelling rules to sound out words.

I CAN read my first grade books.

I CAN use parts of speech correctly.

I CAN use capitals, punctuation, and spelling rules.

MATH I 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.

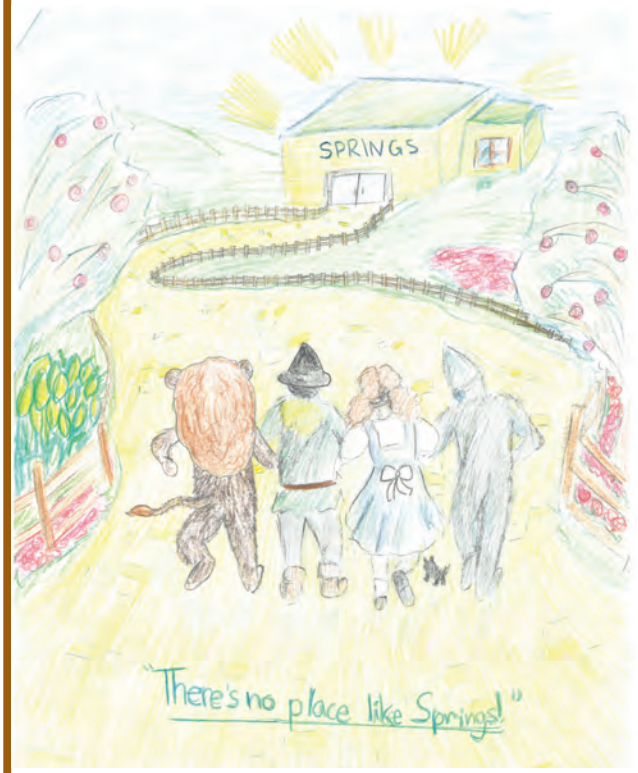
I CAN use place value understanding and properties of operations to add and subtract within 100.

I CAN measure lengths indirectly and by iterating length units.

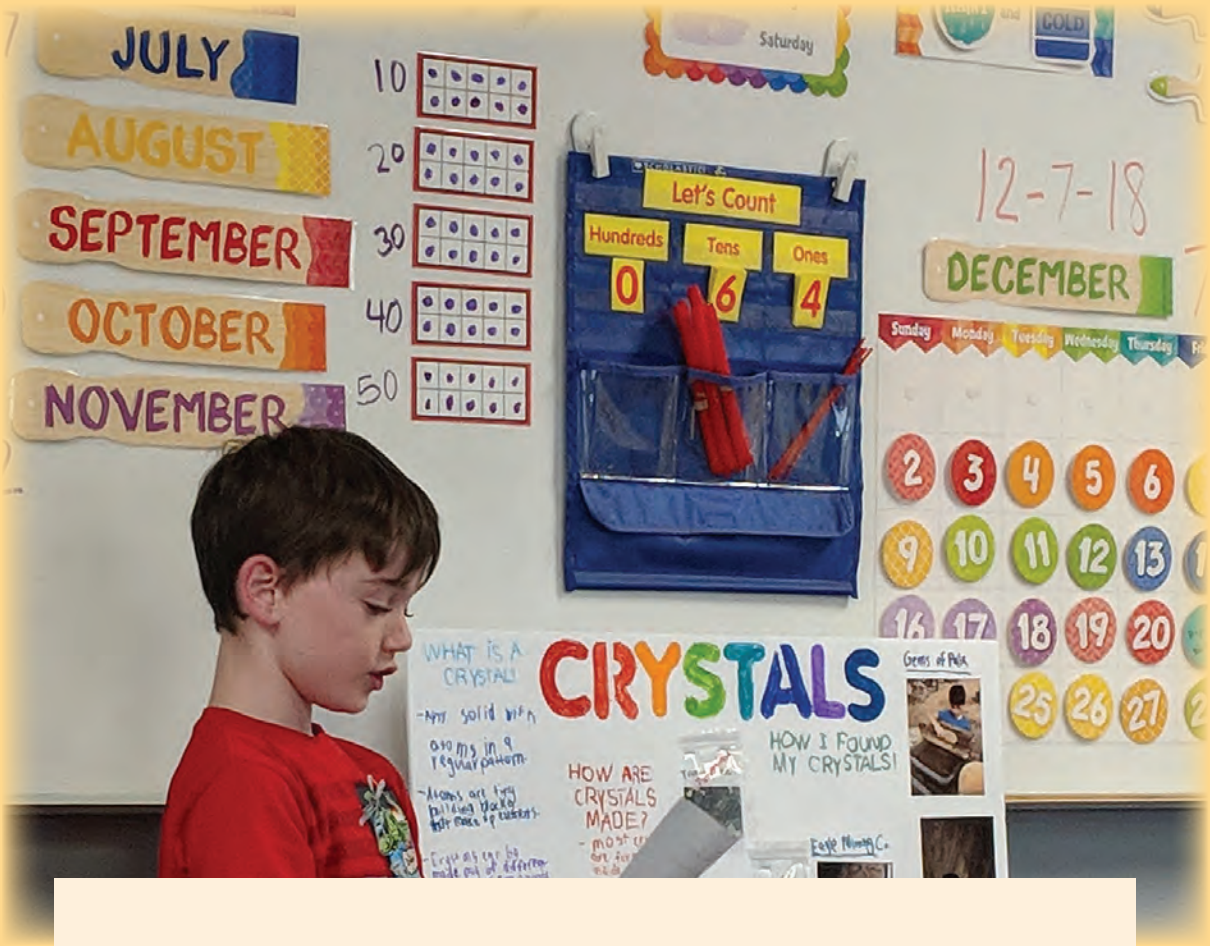
I CAN tell and write time to the half hour.

I CAN represent and interpret data.

I CAN reason with shapes and their attributes.



Sarah Grayem – 8th Grade
Temecula Student Center



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 Aliki

Second Grade

11 Years to College

ELA I CANs

I CAN read second grade books and poems.

I CAN use text features to read and understand stories and poems.

I CAN understand history books, science books, and diagrams.

I CAN use text features to help me understand informational texts.

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

I CAN improve my writing to stay on topic.

I CAN research a question with my peers.

I CAN participate in group conversations about what we are reading.

I CAN present information about a topic.

I CAN use print or digital tools to find the meaning of words and phrases.

I CAN understand words with similar meanings.

I CAN sound out words I don't know.

I CAN understand what I'm reading.

I CAN use proper grammar when I write and speak.

I CAN write with correct capitalization, punctuation, and spelling.

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 retell stories, and find the central message by looking a key details.

I CAN describe how a story or poem builds and the difference between the narrator and the characters' points of view.

I CAN explain how the key details in a science or history text support the main idea.

I CAN use text features and search tools to find information and describe the author's point of view.

I CAN write for different tasks using details, linking words and providing closure.

I CAN plan, revise, and type out my writing with help.

I CAN research and present on a topic citing evidence.

I CAN discuss and learn information in a group discussion.

I CAN present ideas and experiences clearly and use visual displays.

I CAN look at roots and affixes, context, and print and digital tools to understand a word.

I CAN use appropriate vocabulary and identify literal and nonliteral phrases.

I CAN use phonics to decode words.

I CAN read fluently with expression and self-correct when necessary.

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 some times 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.

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

Fourth Grade

9 Years to College

ELA I CANs

I CAN read and understand fourth grade stories, dramas, and poetry.

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

I CAN read and understand history, science, and other informational texts.

I CAN use text features (table of contents, index, glossary, headings) to understand textbooks, online articles, and reference books.

I CAN write opinion, informative, and narrative pieces.

I CAN use the writing process and technology to publish final drafts.

I CAN work collaboratively with peers on research projects.

I CAN participate in small and large groups to discuss topics and books.

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

I CAN use print or technology to determine the meaning of unknown words and phrases in my reading.

I CAN use and identify figurative language, word relationships, and nuances in word meanings.

I CAN apply phonics and morphology (Greek and Latin words) to read and use new words.

I CAN read a variety of genres at my grade level with accuracy and expression.

I CAN use proper grammar when I write and speak.

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

MATH I 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 I CANs

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

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

I CAN read and comprehend fifth grade informational texts, including history, science, and technical texts.

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

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

I CAN use the writing process, peer editing, and technology to publish final drafts.

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

I CAN collaborate effectively by reading material ahead of time, pose and answer questions in a discussion and identify how claims are supported.

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 from my reading.

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

I CAN apply phonics and word analysis skills in decoding words.

I CAN read a variety of genres with accuracy and expression.

I CAN use proper grammar when I write and speak.

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

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

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 I CANs

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

I CAN use literature text features to understand grade level stories, dramas, and poetry.

I CAN read and comprehend sixth grade informational texts, including history, science, and technical texts.

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

I CAN read and comprehend my history/social studies texts independently and proficiently.

I CAN read and comprehend my science and technical texts 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 using print and digital sources.

I CAN participate in small and large group conversations about topics and books we are reading.

I CAN present ideas and experiences and use visual displays.

I CAN determine the meaning of words and phrases by choosing 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 I 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 acoordinate 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.

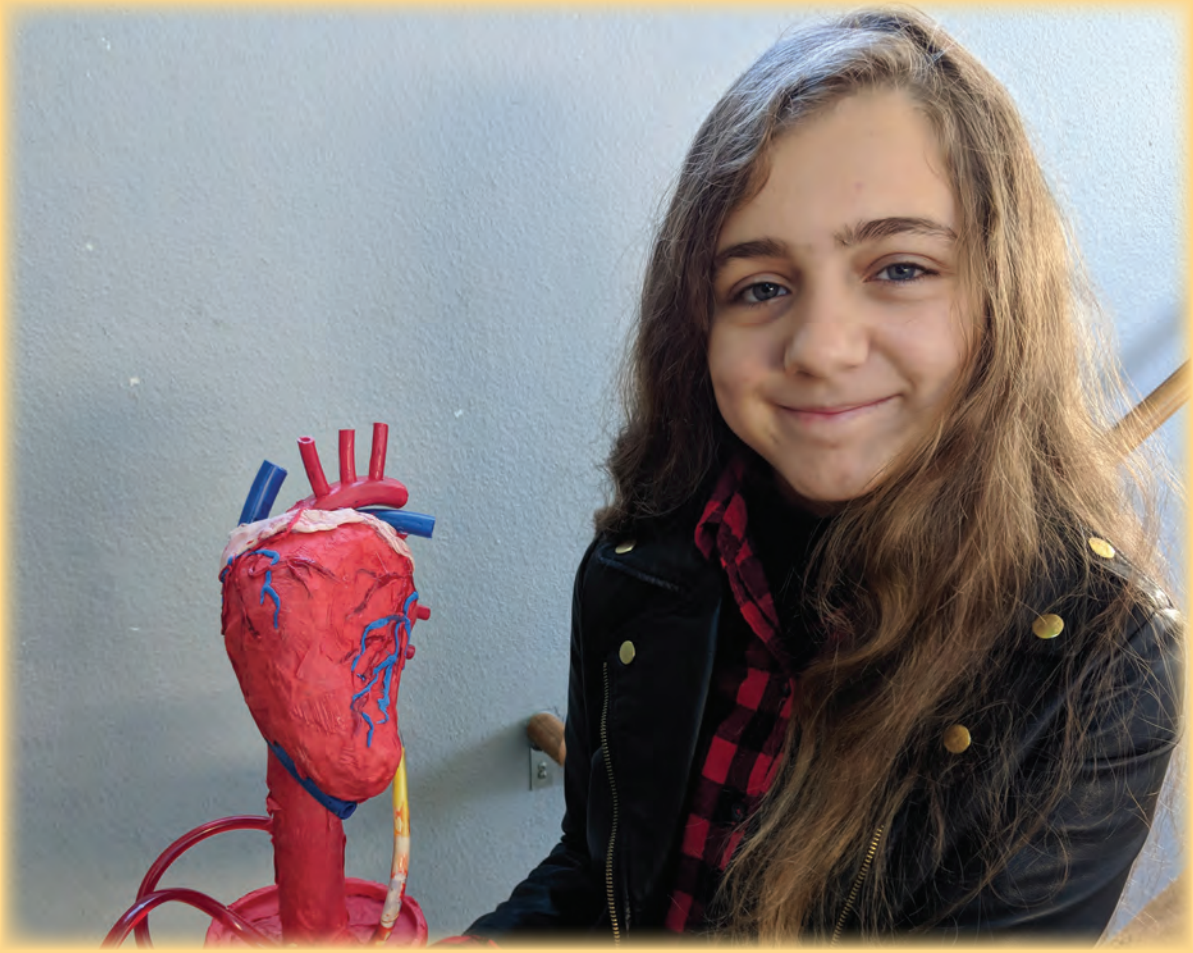
I CAN apply my knowledge of rational numbers to opposite quantities, absolute value, exponents and the inverse.

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 I CANs

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

I CAN use literature text features to understand grade level literature.

I CAN read and comprehend seventh grade nonfiction text.

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

I CAN read and comprehend 7th grade history/social studies texts independently and proficiently.

I CAN read and comprehend Science and Technical texts 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 with my peers to conduct short research projects.

I CAN participate in small and large group conversations about topics and books we are reading.

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

I CAN clarify the meaning of words and phrases based on grade level reading by choosing from a range of strategies.

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

I CAN use proper grammar when I write and speak.

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

MATH I CANs

I CAN apply number operations to real world prolems.

I CAN use a number line to add and subtract rational numbers and define absolute value as the distance from zero.

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 I CANs

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

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

I CAN read and comprehend eighth grade nonfiction literature.

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

I CAN read and comprehend history/social studies texts independently and proficiently.

I CAN read and comprehend Science and Technical texts 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 drawing on several sources.

I CAN work in small and large group conversations to discuss topics and books we are reading.

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

I CAN determine the meaning of words and phrases based on grade level reading choosing 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 I 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 measurment 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.

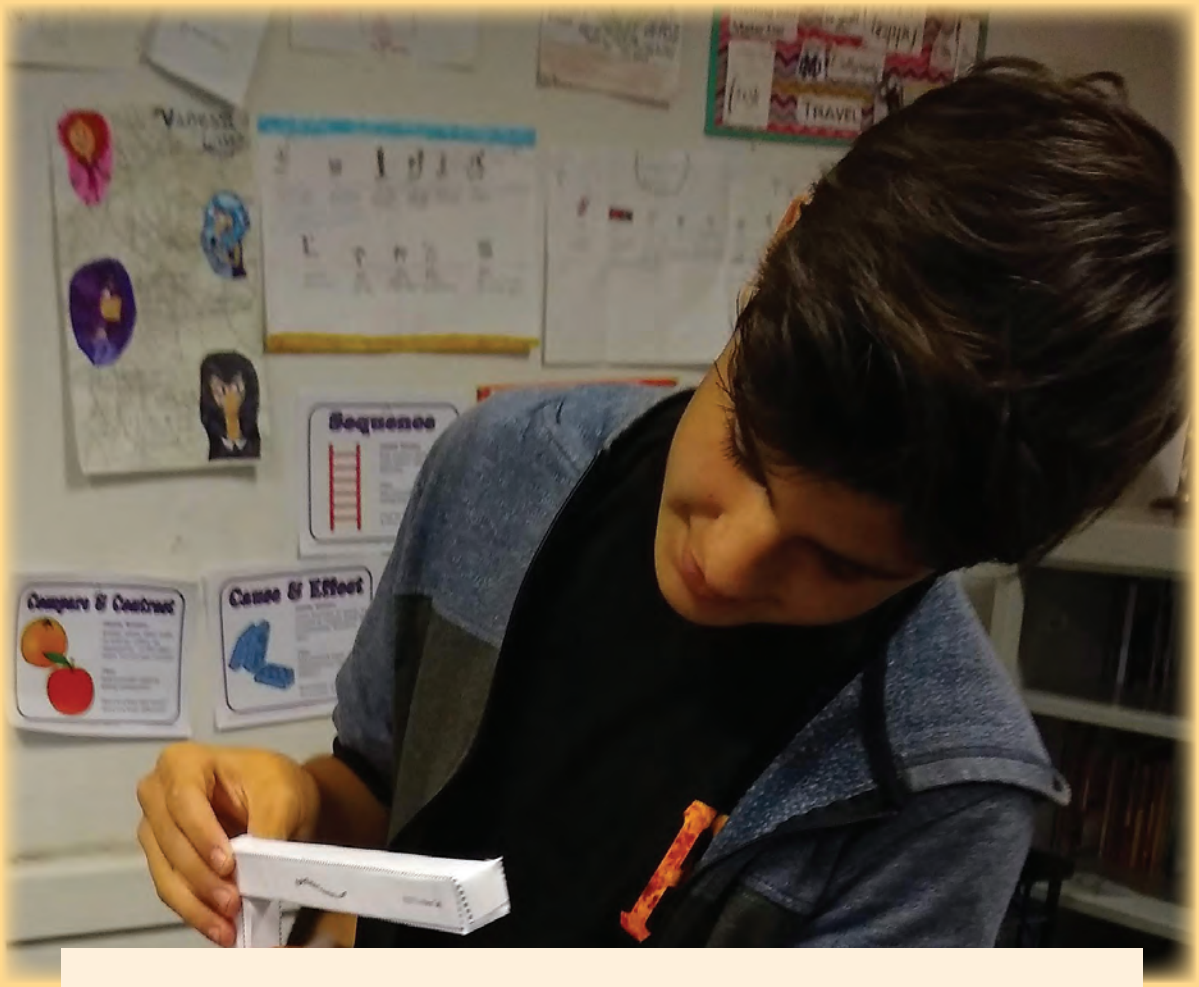
I CAN use the Pythagorean Theorem to find the distance, find lengths in right triangles in two and three dimensions, and explain a proof of the theorem and its converse.

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 TK-12 must participate in all required testing listed in the chart on the next page. Each assessment is administered by a credentialed Springs employee at a regional site in order to best serve all 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, www.cde.ca.gov, or speak to your teacher/Education Specialist for more details.

Student Adequate Progress
Springs' programs work best for students who can work independently. We want our students to complete all of their school assignments, attend classes, and to make steady progress working through their grade level curriculum.

Inadequate Progress Process
Students who are enrolled under our Student Agreement as independent study students, and who complete less than 70% of their assigned work will be classified as making inadequate progress. Students in this situation may be placed on an academic contract, which may require them to participant in mandatory tutoring, additional courses, or online sessions. Student who are not showing improvement on work completed, or who violate the terms of their academic contract may be disenrolled from the school.

Student Attendance Review Board (SARB)
Academy programs in Citrus Springs and Vista Springs Charter Schools follow a traditional school attendance approach, which means that students must attend classes or be marked absent. Absent students may be excused under certain conditions of the law. Student truancy, if uncorrected, may result in a referral to the SARB process. Please contact the principal at your school site for more information about the attendance policy.

It is important that parents and students work closely with their teachers in supporting each student.

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.

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 services 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, 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 TK-6 students' grades will be reported in an online grade book that is made accessible to students and parents. 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 about how to access your student courses and grades, contact your student's teacher or Education Specialist.

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 trip. 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 schoolwide 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.

Required Assessments

Assessments						
	Name	SBAC Summative Computer Adaptive (CAT) and Performance Task (PT) or Springs Alternate Test or California Alternate Assessment (CAA) *CAA is only for students with significant cognitive disabilities	Internal Assessments: iReady, Oars, SBAC Interim Assessment, portfolio samples, teacher created tests, or similar. *As determined by Springs Instructional/Education Departments	California Standards Test (CST) or California Modified Assessment (CMA) or California Alternate Performance Assessment (CAPA)	California Physical Fitness Test (PFT)	California English Language Development Test (CELDT) for English Learners
	Type	Computer	Computer and Paper/Pencil	Paper/Pencil	Physical	Paper/Pencil
	Standards Assessed	Common Core (CCSS)	Common Core (CCSS)	California Content Standards (1998)	Fitnessgram Performance Standards	CA Content Standards for English Language Development (1999)
Grade	TK	ELA and Math	All Content Areas			Initial
	K	ELA and Math	All Content Areas			Initial and Annual
	1	ELA and Math	All Content Areas			Initial and Annual
	2	ELA and Math	All Content Areas			Initial and Annual
	3	ELA and Math	All Content Areas			Initial and Annual
	4	ELA and Math	All Content Areas			Initial and Annual
	5	ELA and Math	All Content Areas	Science	Physical Fitness	Initial and Annual
	6	ELA and Math	All Content Areas			Initial and Annual
	7	ELA and Math	All Content Areas		Physical Fitness	Initial and Annual
	8	ELA and Math	All Content Areas	Science		Initial and Annual
	9	ELA and Math	All Content Areas		Physical Fitness	Initial and Annual
	10	ELA and Math	All Content Areas	Science		Initial and Annual
	11	ELA and Math	All Content Areas			Initial and Annual
	12	ELA and Math	All Content Areas			Initial and Annual

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 8th grade, where students explore various career choices and are introduced to the "soft skills" - personal attributes that enable all employees to interact effectively and harmoniously with others. Students will 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 at least 40 hours in an internship related to the pathway, and maintain a 3.0 GPA in the CITE program, will be eligible for the Academic CTE Honor Cord at graduation.

2019-2020 CTE Pathways

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

NEW! Biotechnology Pathway
- CTE Biotech 1 (Concentrator)
- CTE Biotech 2 (Capstone – available 2020-2021)

Design, Visual, and Media Arts Pathway
- CTE Introduction to Photography (Concentrator)*#
- CTE Digital Art and Design (Capstone)*#

NEW! Education Pathway
- CTE Careers in Education (Concentrator)
- CTE Elementary Literacy Development Capstone – available 2020-2021)

Entrepreneurship/Self-Employment Pathway
- CTE Entrepreneurship 1 (Concentrator)
- CTE Entrepreneurship 2 (Capstone)

Family and Human Services Pathway
- CTE Human Development (Concentrator)
- CTE Human Services (Capstone)

NEW! Food Service and Hospitality Pathway
- CTE Culinary Arts 1 (Concentrator)
- CTE Culinary Arts 2 (Capstone – available 2020-2021)

Game Design and Integration Pathway
- CTE Introduction to Game Design (Concentrator)*#
- CTE Intermediate Game Design (Capstone)

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

NEW! Networking Pathway
- CTE Computer Coding (Concentrator)
- CTE Cyber Security (Capstone – available 2020-2021)

Patient Care Pathway
- CTE Health Science Terminology (Concentrator)*#
- CTE Anatomy and Physiology w/ Lab (Capstone) *#

NEW! Product Innovation and Design Pathway
- CTE Manufacturing and Design 1 (Concentrator)
- CTE Manufacturing and Design (Capstone – available 2020-2021)

Public Safety Pathway
- CTE Public Safety 1 (Concentrator)*#
- CTE Public Safety 2 (Capstone)

Systems Diagnostics, Service and Repair Pathway
- CTE Engine Repair 1 (Concentrator)*
- CTE Engine Repair 2 (Capstone)

NEW! Web & Social Media Programming and Design Pathway
- CTE Web Design 1 (Concentrator)
- CTE Web Design (Capstone – available 2020-2021)

* Articulated for College Credit # a-g approved

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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/.




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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 schoolwide 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 Centurion. 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.

CIF / Sports

River Springs Charter School is proud to have California Interscholastic Federation (CIF) sports for 9th-12th grades 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 CIF athletics!

CIF 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 CIF sports, please call 951-252-8800 and ask for the Athletic Coordinator.

Intermural Sports

Intermural is a recreational sports program for elementary and middle school students at five sites: Bear River, Rancho Cucamonga, Riverside, Hemet Quest, and Magnolia. The four traditional sports offered are flag football, volleyball, basketball, and soccer. Each site is managed and run by a staff member and volunteers from the site who are in charge of practices, scheduling, and participant development. There is a culminating tournament at the end of each sport season. Depending on the size of the site, they may have multiple teams. This is a great way for students to build character, get physical exercise, learn sportsmanship, and increase school pride. The winning tournament team receives a trophy that they get to keep for a year at their site.

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.

Internship / Exploratory Work Experience Education / General Work Experience Education

At Springs Charter Schools, we believe in using the community as a classroom. We love it when our students learn from real-world experiences. Internships give our students the opportunity to

explore possible career options and practice the skills they are developing in CTE Pathways. Students with part-time jobs can also get school credit while they work as well as get career guidance to help them be successful employees. We have two distinct areas we focus on for Internships/Work Experience Education (WEE):

Internships / Exploratory Work Experience Education
Internship (EWEE) 1A/B takes 11th and 12th grade students to the next level of career exploration. 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 and career exploration. An Internship/ Work Experience teacher will help students find an internship and guide them through the process of working for the first time.

Internships / General Work Experience Education
Internship/Work Experience Education (GWEE) 1 A/B is the opportunity for high school students to earn school credit while they are working. 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. For more information on Work Permits go to: https://springscs.org/work-permit.

Work Permits
If your child needs a work permit, download the Work Permit application (Form B1.1) from the school's website (https://springscs.org/work-permit) or contact the Temecula administrative office at 951-252-8833.

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

Renaissance Valley Academy
1091 West Esplanade Avenue
San Jacinto, CA 92582

Temecula Student Center
43040 Margarita Road
Temecula, CA 92592

Springs Charter Schools
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 951-252-8833.

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 group 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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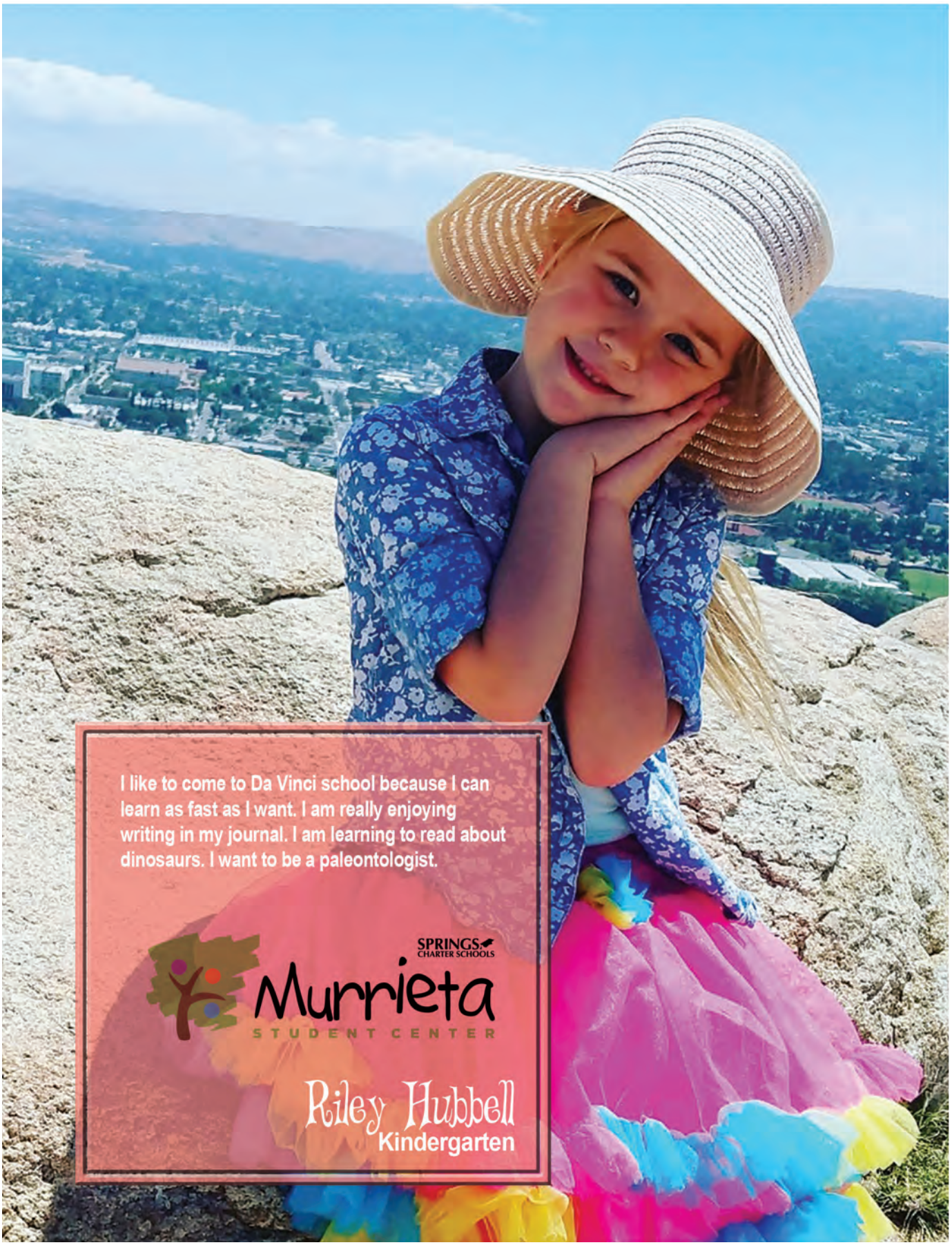
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FIELD TRIPS

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 offers at least four free field trips to our Homeschool community.







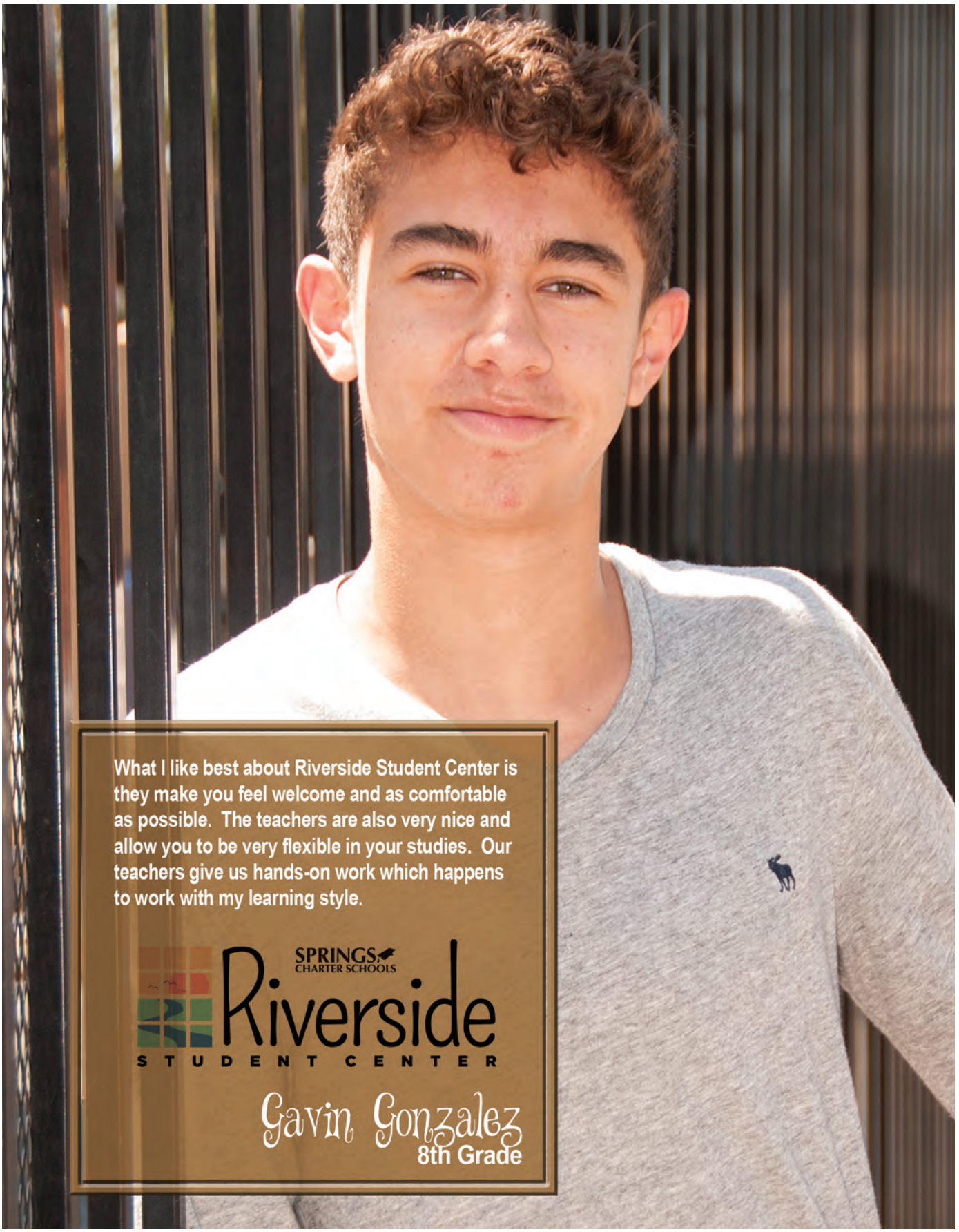


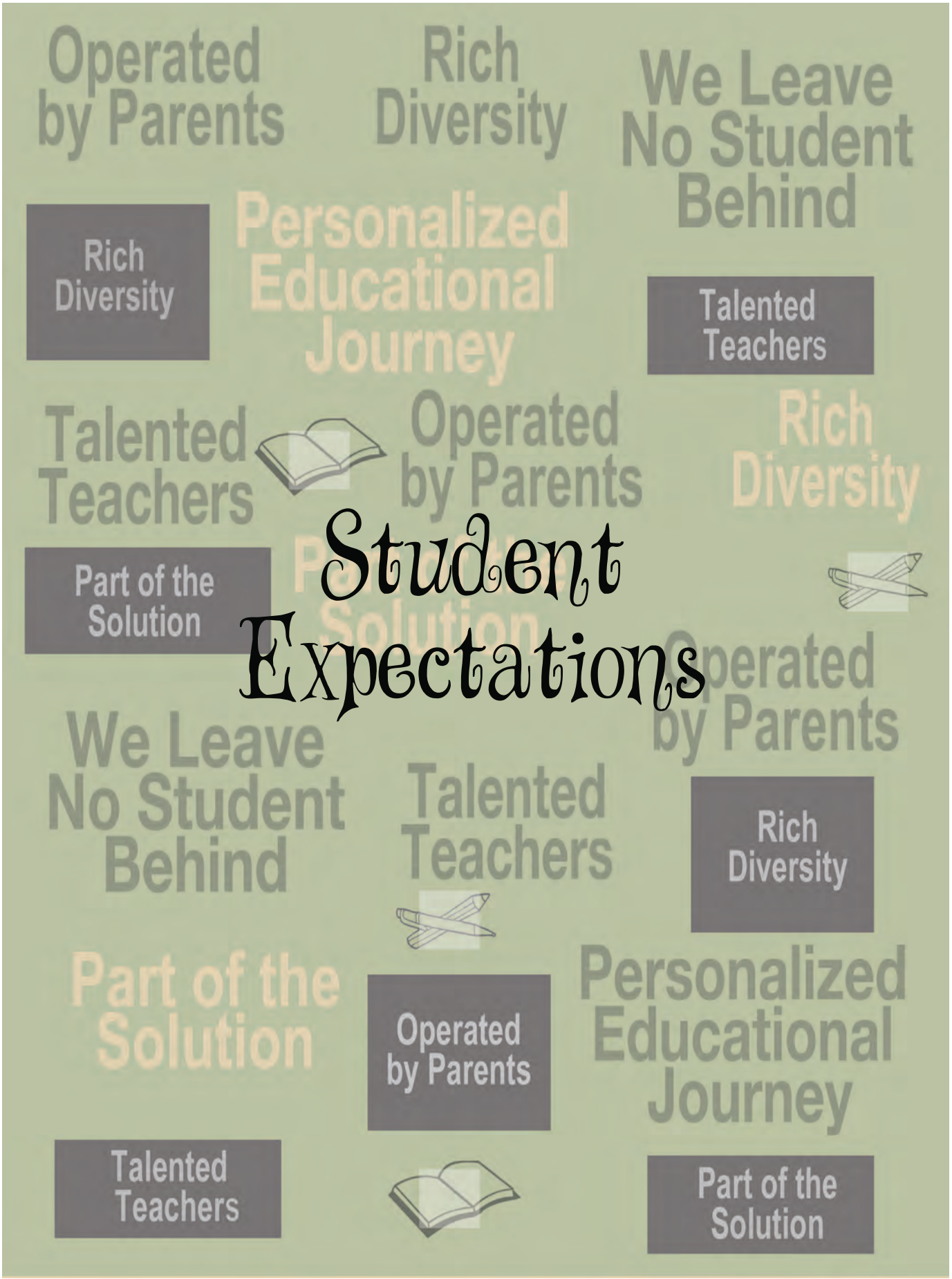






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Student Expectations
Operated by Parents
We Leave No Student Behind
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Personalized Educational Journey
Talented Teachers
Part of the Solution

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 the 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 disciplinary 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 disciplinary 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
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.

Student Code of Conduct: Academic Honesty
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.

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 and www.libraries.rutgers.edu/rul/ libs/robeson_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 the Code of 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.


Bass Pro Shops
Haydn found himself a full year behind in credits and at risk of not graduating when he joined Springs. In the year since enrolling, he has completed over 100 units with a GPA of 3.68. He is concurrently enrolled at San Bernardino Valley College taking classes that will enable him to earn an instrument certification as he finishes a private pilot training program. He's on track to graduate and plans to join the Air Force.
SPRINGS CHARTER SCHOOLS
KEYS
College & Career Prep
Haydn Follis
12th Grade

STUDENT SPOTLIGHT




Operated by Parents
Rich Diversity
We Leave No Student Behind
Rich Diversity
Personalized Educational Journey
Talented Teachers
Talented Teachers
Operated by Parents
Rich Diversity
Part of the Solution
Student Support
Operated by Parents
We Leave No Student Behind
Talented Teachers
Rich Diversity
Part of the Solution
Operated by Parents
Personalized Educational Journey
Talented Teachers
Part of the Solution

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.

Kristin Turner
Director of Guidance Services

Tanya Gillick
Lead School Counselor

Gina Ferrari
School Counselor

Shakya Rajapaksa
School Counselor

Brooke King
School Counselor

Kristen Stephen
School Counselor

Amber Love
School Counselor

Shaina Sullivan
School Counselor

Christopher Lowe
School Counselor

Evelyn Truong
School Counselor

Marquita Mohammed Ali
School Counselor

Victor Yoshida
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 program, 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.



Special Education
Springs Charter Schools is a network of personalized learning, independent study charter schools. Springs is committed to meeting the needs of our students with exceptional needs, their parents, and the staff members who work with the students with them. 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.

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)



Freshman-Junior Years

Freshman Year

- Meet with your school sounselor 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 schooi 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.calfornia.colleges.edu and 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 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 websites, www.calfornia.colleges.edu and 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 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.
- 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.

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 between October 1 and 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. 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 and meritaid.com.

December
- Send private college applications as requested by each college. Deadlines will vary.
- Apply for scholarships at the colleges that you applied to.
- Log in to your FAFSA account and start filling out the FAFSA and CalGrant applications and GPA Verification form. Visit 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. 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. etc.).

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 your Education Specialist or academy site staff, but it must be done via email or other written format.

High School Class Add / Drop Requests
Each summer we ask our current students and parents to sign a Student Agreement which includes a list of their courses for the year. 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)
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.

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 ten 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

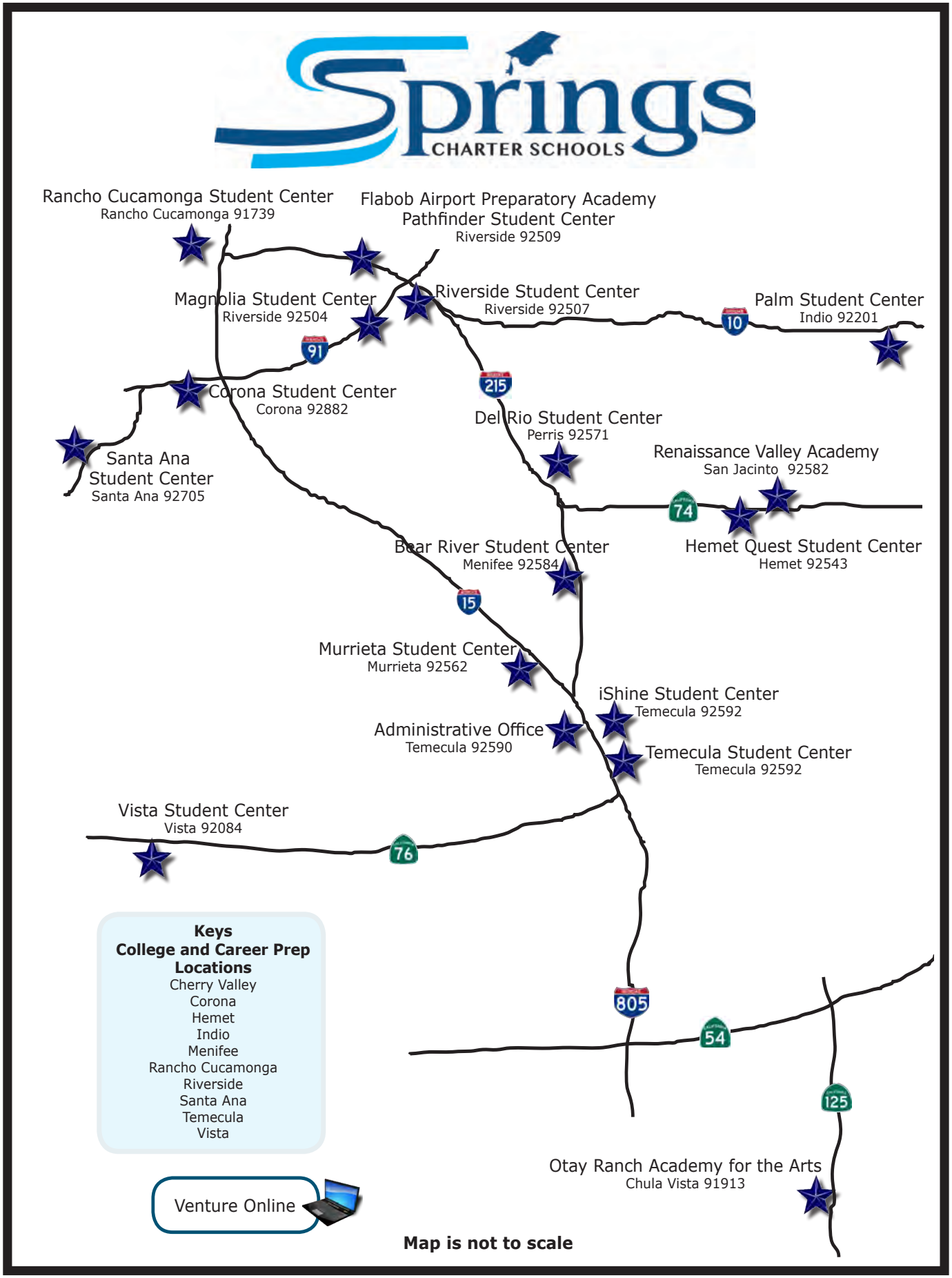
High school juniors or seniors who are able to participate in Concurrent or Dual Enrollment at the local community college may speak to their counselor for more information.

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.


Springs
CHARTER SCHOOLS
Rancho Cucamonga Student Center
Rancho Cucamonga 91739
Flabob Airport Preparatory Academy
Pathfinder Student Center
Riverside 92509
Magnolia Student Center
Riverside 92504
Riverside Student Center
Riverside 92507
Palm Student Center
Indio 92201
Corona Student Center
Corona 92882
Del Rio Student Center
Perris 92571
Santa Ana
Student Center
Santa Ana 92705
Renaissance Valley Academy
San Jacinto 92582
Bear River Student Center
Menifee 92584
Hemet Quest Student Center
Hemet 92543
Murrieta Student Center
Murrieta 92562
iShine Student Center
Temecula 92592
Administrative Office
Temecula 92590
Temecula Student Center
Temecula 92592
Vista Student Center
Vista 92084
Keys
College and Career Prep Locations
Cherry Valley
Corona
Hemet
Indio
Menifee
Rancho Cucamonga
Riverside
Santa Ana
Temecula
Vista
Venture Online
Otay Ranch Academy for the Arts
Chula Vista 91913
Map is not to scale


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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.



Mrs. Padilla's Kindergarten class apple tasting.



Ms. Collins' class showing their school spirit for 70's Spirit Day.



The Middle School students did a holiday performance for their local senior center. After their performance, students got to meet a few of the residents.



Ms. Collins' class made frames for their Bear River Christmas pictures.



California Weekly Walk Through Presentation - American Revolution: Our 5th grade class actively participated in games, music, and storytelling that retold our nation's beginnings.



Springs Basketball Tournament: Bear River placed 1st in the Middle School Tournament and 1st in the Girls' Tournament. We also placed 2nd in the Elementary Tournament. Go Bears!



In Science class, Mrs. Evans, had her 6th grade class do a "Mystery Box" observation activity.

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. 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.

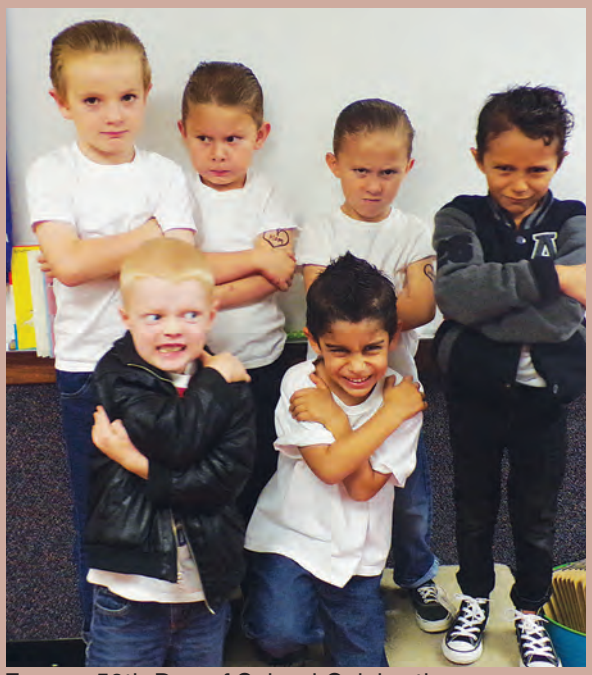
The **TK-8 Learning Center** offers a variety of fun and engaging workshops for Homeschool and Venture students. Course offerings include enrichment classes in the arts as well as classes teaching core academic subjects, and fully supported I CAN Math classes.



Community in the Classroom builds strong relationships with our peers. The Corona Fire Department did a presentation on a "Day in the Life of a Fireman".



Mrs. Shafor and Tahila were matching Magic Unicorns on CRAZY HAIR DAY!



For our 50th Day of School Celebration, our *Kindergarten Greasers* were ready for a sock-hoppin' time!



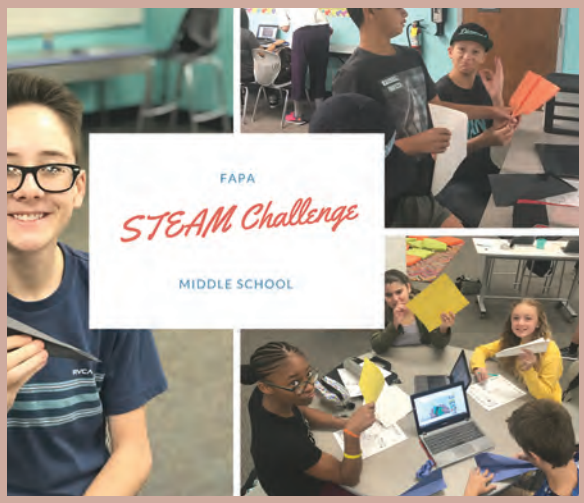
Life is your journey-Travel drug free 2018 Red Ribbon Week Campaign Tacky Tourist Day. Students studied their life and how they can make an impact on this world by making healthy choices.



Mrs. Janeway and Ms. Van Schaik's 5th and 6th grade math groups had to build structures using only paper and tape in a STEM activity for My Math. The structure had to support the weight of their textbook.

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.



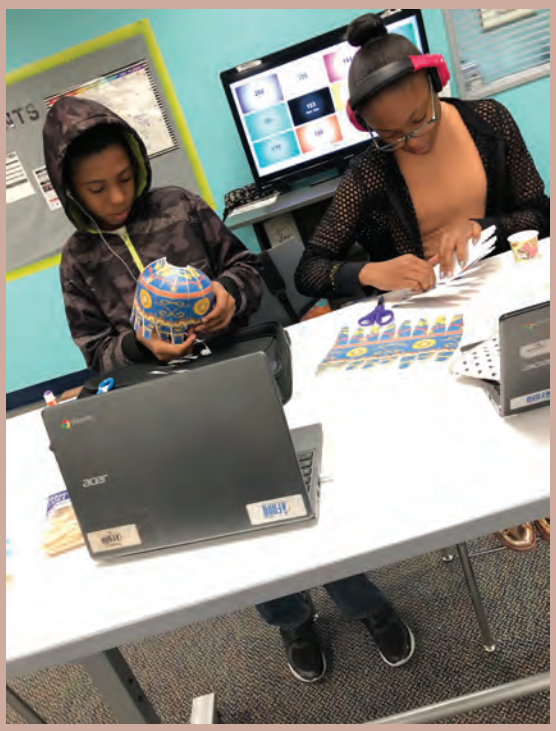
FAPA middle school students taking a STEAM Challenge: "What paper airplane shape will go the farthest?"



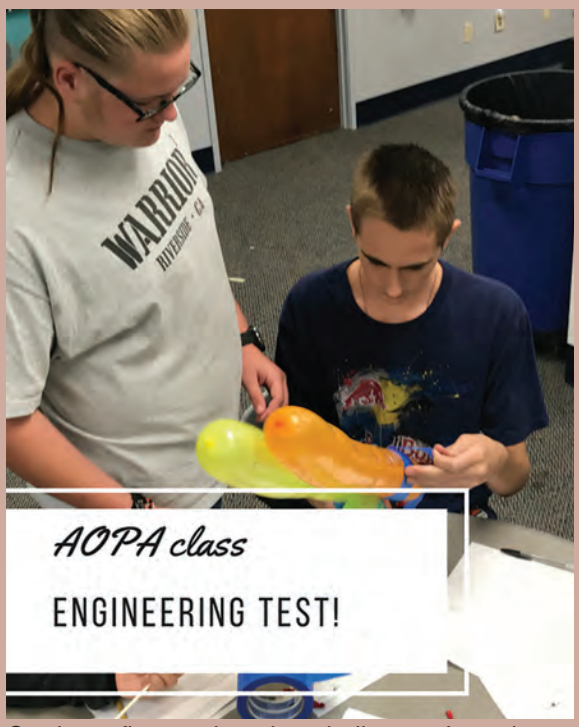
Learning how to us WonderMedia's StoryMaker so we can getting ready to send in sequences for the "Wizard of Oz."



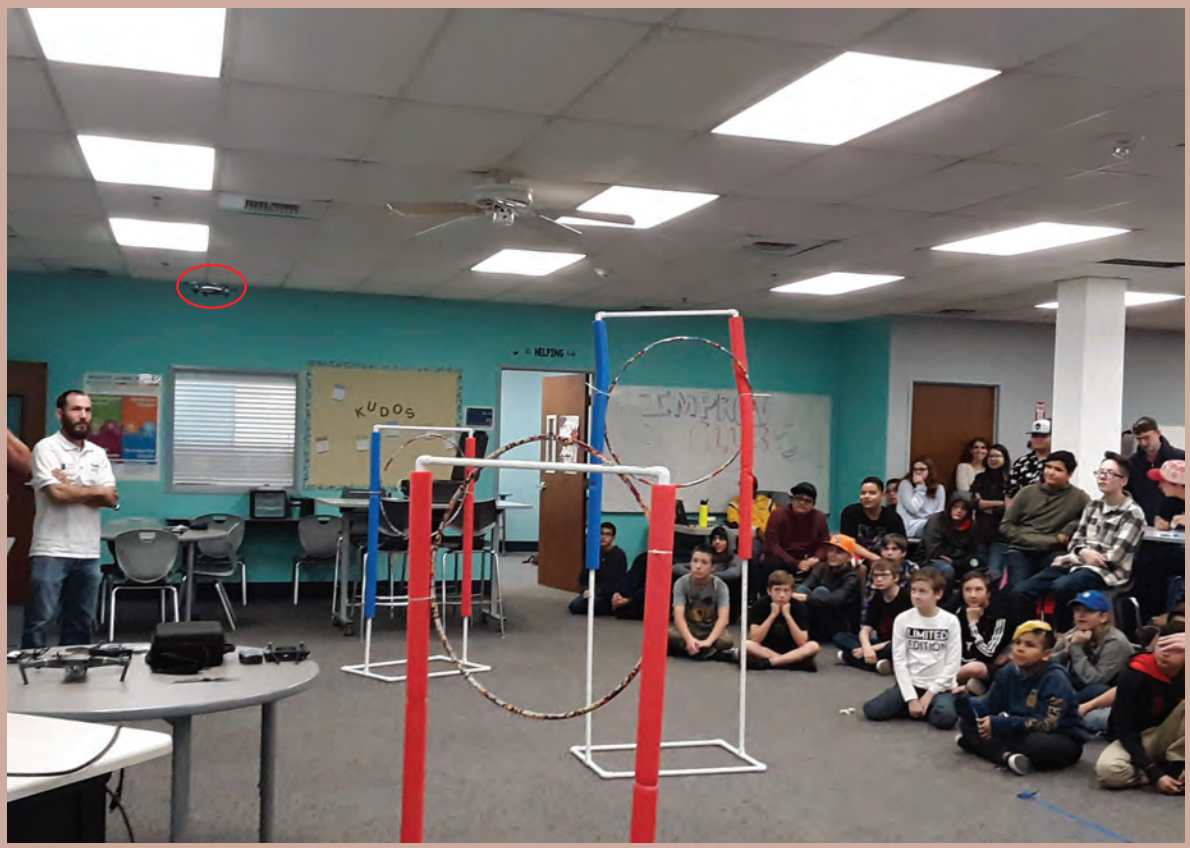
Learning how math and science connect: The Catapult.



Students buiding paper models of the Montgolfier balloons.



Students first engineering challenge: Learning to develop solutions to complex problems.



Drones, drones and more drones! SBVC teaches our students about drones. Drone racing anyone?

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.



The Hemet Quest cheerleaders worked hard all year and supported our teams and school while nurturing a sense of belonging for all!



Visiting the USS Midway is one way we make the community our classroom.



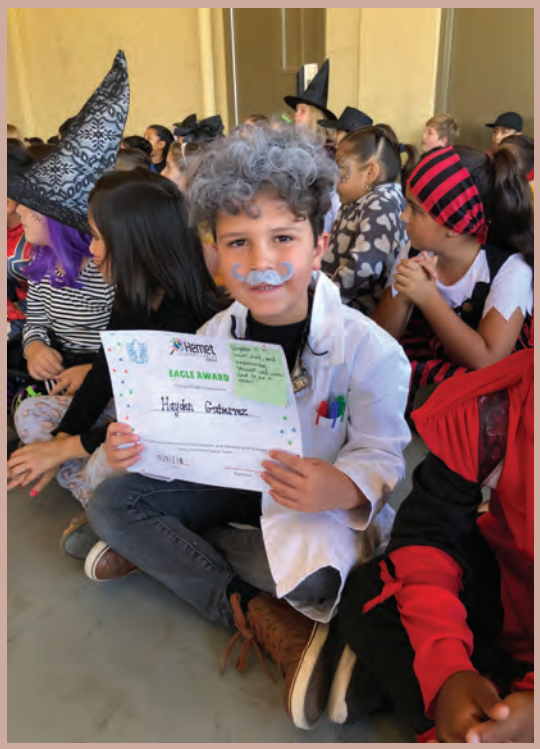
Students love science inquiry and labs.



Students take the lead at assemblies and demonstrate their contribution is valued and necessary.



Hero projects are one way Hemet Quest students learn about history and major contributions of others; we are inspired!



This 2nd grade physician earns an Eagle award for his amazing character!



In TK, we develop our literacy skills and meet our goals.

Hemet Student Center

Opening as Renaissance Valley Academy in Fall 2019

Renaissance Real World High School Academy offers a personalized model 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.



Joseph loves entertaining his classmates wit his guitar skills.



Our ninth graders collaborate on their English homework.



Our own high school band, the Ravens, rocked the house at our annual Talent Show at the Historic Hemet Theater.



Our Hemet cross country team relaxes for a few minutes before the big race.



Class of 2019 Senior, Laura P, receiving several end of semester awards!



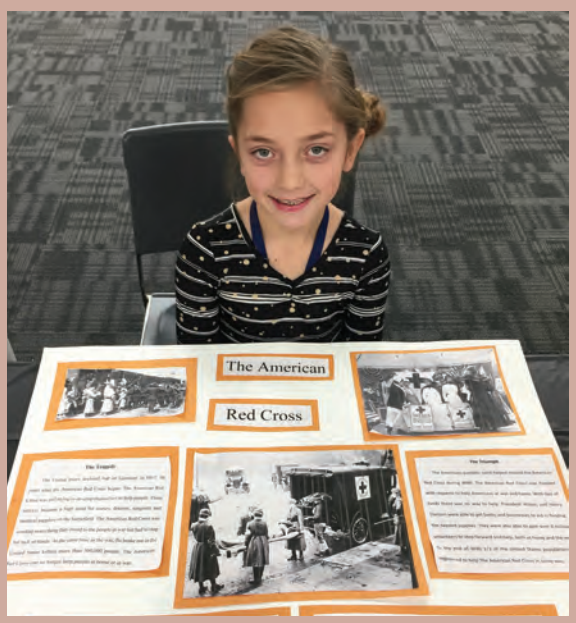
Our high school staff is making a concerted effort to align CTE standards with Common Core standards that will further guide students through their course assignments and assessments. It is our goal to ensure that our students are gaining the knowledge and skills needed to transition into the real world.

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 participate in our Journey offering which allows for a variety of avenues to work towards high school graduation. They create a robust educational experience with the support of an ES. They are able to attend classes at our High School Learning Center locations. 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.



Student projects reflecting the "Triumph and Tragedy" of History Day highlighted amazing organizations like the American Red Cross.



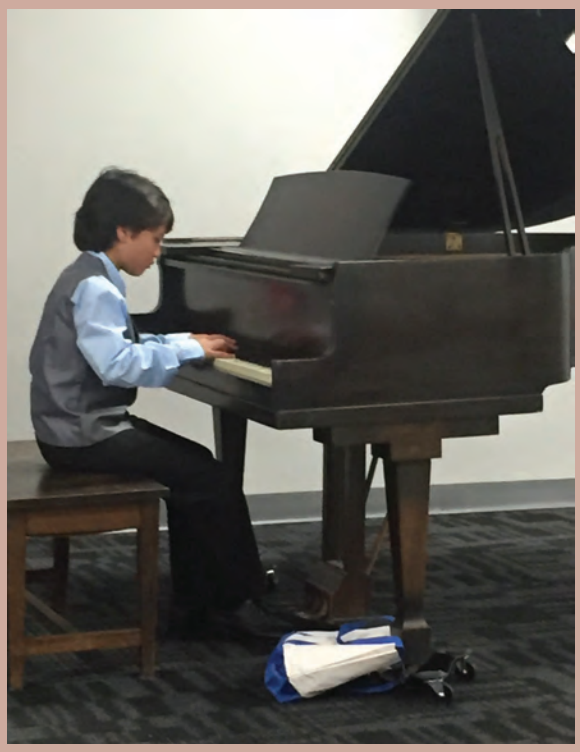
Measuring, counting, calculating and figuring were all a part of the process at the Math Extravaganza this spring!



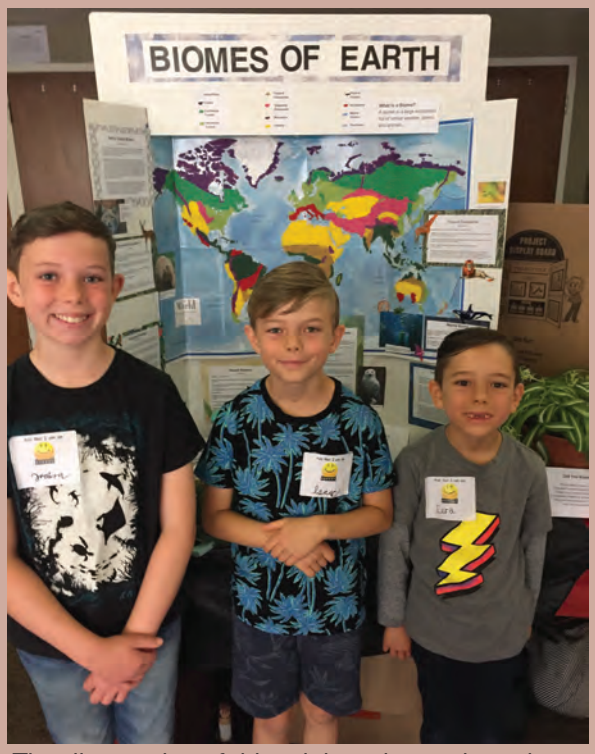
The Imagination Machine never fails to inspire our students to read and write with creativity and passion.



Dreams of prizes and big rewards are ALL made possible at Spring's events!



Effortlessly performing "*Solfeggietto*" by Bach, this young man wowed our audience at the Talent Show!



The discoveries of this mighty trio captivated an audience at our Springs Showcase & Expo.

iShine Student Center

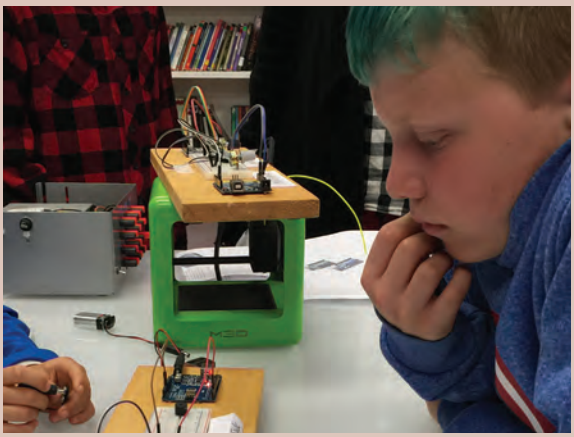
iShine Mosaic is a high-performing, project-based program that emphasizes personalized learning, integration of the arts and innovative instructional strategies in a state-of-the-art learning environment. Students learn from masterful mentors in labs that are multi-sensory, provocative, inspirational, 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 for students who are serious about catching up on credits so they may graduate on time. Students take two core classes at a time and one elective to concentrate on getting through these courses as quickly as possible. As students experience success in the classes, it gives them a new confidence academically. Students are taught important life skills like how to prioritize, organize their time, and set goals. Students are initially required to meet with an Education Specialist three days a week to learn the program processes, how to access the curriculum, and for support in meeting expectations As they gain confidence and demonstrate adequate progress, they may transition to a more independent structure. Students are encouraged to complete CTE pathways which will enable them to earn an industry certification in one of a variety of areas. In addition, they may participate in Prom, Grad Nite and a memorable graduation ceremony.



Keys ES Cindy Lasch having fun with students at the Cherry Valley Study Zone.



Makenna loved spending time with children in Ghana and looks forward to more opportunities to travel and give back in the local and global community.



Students in the Keys program in Indio take a field trip to the College of the Desert.



Menifee Keys ES Ellen Minor celebrates another school year of student success.



Congratuations to Keys graduates of 2019!

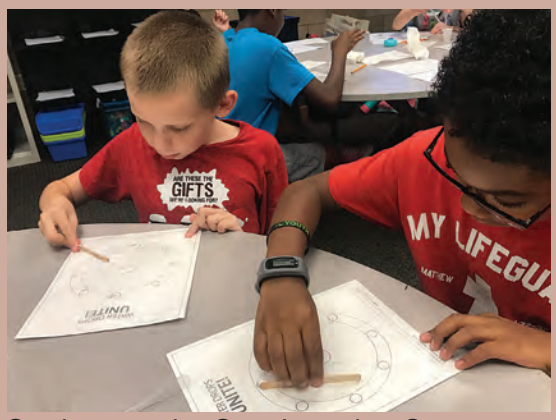
Learning Centers K-12

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 Lego League, 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 Corona, Hemet, La Mirada, Otay Ranch, Perris, Rancho Cucamonga, Riverside, Santa Ana, Temecula, and Vista. 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 Hemet, Rancho Cucamonga, Riverside, Santa Ana and Temecula offer many of the following courses: Biology, Chemistry, Physics, Math 1, Math 2, Math 3, Pre-Calculus, Spanish 1, 2 and 3 and English. These courses are hands-on and collaborative, and include all curriculum and materials for each course.



The Rancho Cucamonga Learning Center's Musical Theater classes performed *Aladdin Jr.* in the spring for friends and family.



Students at the Otay Learning Center have developed a love for writing.



The Temecula Learning Center Musical Theater students performed Seussical Jr. on stage at Murrieta Mesa High School.



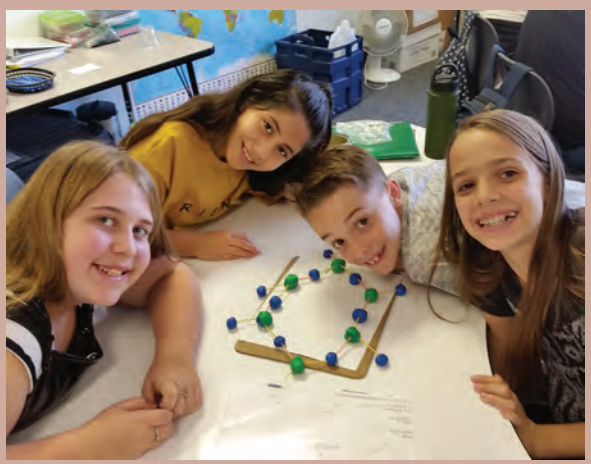
Hemet Learning Center students used the community as the classroom as well as offered tremendous support to a local animal shelter.



Staff and students love Super Hero Day at the Hemet Learning Center!



Open House at the Riverside Learning Center was a true Celebration of Learning!



High school students at the Hemet Learning Center enjoy hands-on Chemistry labs.

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.



Our 1st graders love celebrating Dr. Seuss Day! For fun, they competed in our online math program called ST Math to show off their skills.



Middle school students enjoy the photo booth, along with dancing with their friends at the Middle School Social.



Mr. Albert is our beloved custodian. Our students and staff honored him with cards and activities to show their appreciation for all that he does to keep our school clean and safe.



On National College Signing Day, our seniors that committed to going to college picked their school of choice. Eighty percent of our seniors chose to go straight to college. The others chose to take time off to travel, perform missionary work, or go to a career directly after high school.



Grandparents are invited for their own special day to spend with their grandchildren on campus. Our students enjoyed sharing books, crafts and games with their family members.



In our first year of CIF Swimming, Tyler went on to the CIF Finals and received 6th place, earning a medal for his efforts.



Our families enjoy several nights of activities on our campus. On our Junior Explorers night, our students and their parents got to participate in panning for gold.

Murrieta Student Center

Holding to the Montessori methodology of teaching, **Casa Montessor**i 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.



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

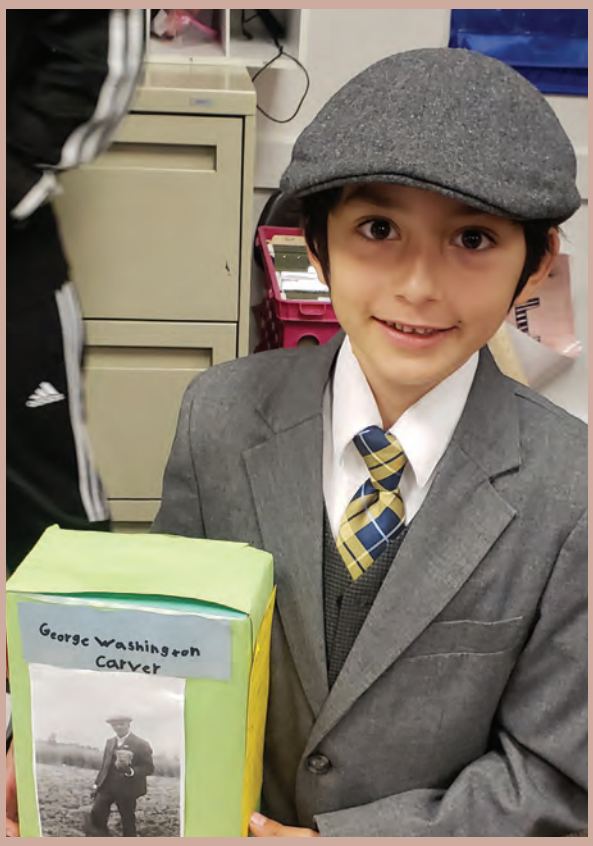
Otay Ranch Academy for the Arts (TK-8) provides skills-based instruction and arts-integration. Students have the opportunity to explore art-making and to use art as a language to express their thoughts and ideas. Through critical thinking, inquiry, creativity, and appreciation of the arts, students are 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.



1st grade students in Mrs. Fetterhoff's class begin each year by creating an *About Me* project that they share with their peers to get to know each other.





2nd graders in Mrs. Earnest's class researched a historical figure, created a presentation, and dressed as their character for their annual wax museum. Other classes and parents traveled through the 'exhibits' to learn about important models in our world's history.



7th grade students in Ms. Clark's class engineered roller coasters in a math project while learning about velocity, speed, and force of motion.



Kindergartners in Miss. Huntly-Playle's class went on a field trip to the pumpkin patch to learn about how plants grow.

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.



Come visit our new location this fall at 81840 Avenue 46, Indio, CA 92201



Mrs. King's 3rd-5th grade students visited the Indian Canyons in Palm Springs where they were able to go on a small hike, see rock art, house pits, reservoirs, and trails.



Mrs. King's 3rd-5th grade students studied about the Cahuilla Indians. They created posters that showed how the Cahuilla Indians lived and what they wore.



Students in Mr. Abdul-Mubaarik's Class (grades 6th-8th) completed travel projects where they had the opportunity to pick a place in the world and create a visual presentation to be presented to the class. Students were able to find out where their place is located, the currency used, popular foods eaten, languages spoken, famous landmarks, as well as how much money they need to get to their destination.



Our students enjoyed watching The Coachella Valley Symphony at the McCallum Theatre in Palm Desert! Students were really excited that they were able to recognize many of the instruments used by the performers.



Students enjoyed seeing their artwork at the Riverside County National Date Festival. Many of our students earned a first place ribbon.

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.



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.



Mariah is posing with her robot. Students were challenged to construct a robot with at least 7 geometric shapes.



Students attended a field trip to Riley’s Farm where they experienced a sojourn in America’s past. Students were able to participate in activities that the Colonists experienced including learning to write with a quill pen.



After finishing a unit study of the Diary of Anne Frank, 7th-grade students went to the Museum of the Holocaust where they were able to listen to the accounts from a Holocaust survivor and deepen their understanding of the Holocaust to become more empathetic to all.



On Spirit Twins Day, 6th grade students teamed up to be dominoes.



Good weather enables our students to work on their math problems outside.

Resource Centers

Cherry Valley

This location is home to a 2-day Learning Center for Local Homeschool students (Tk-8) and a 3-day TK-8 co-op, both serving local families wishing for alternatives to the traditional school system. The Learning Center offers a variety of enrichment classes to round out your Homeschool student's education. The co-op relies on a collaborative relationship with parents and offers both core and enrichment classes. Teachers provide core lessons for five days of learning in collaboration with parents. Parents facilitate instruction on home study days with many options to personalize learning for their child. Cherry Valley includes the KEYS College and Career Prep program (9-12), an independent study high school program. Students in KEYS meet their teachers at this location and have the option of being on campus to complete their assignments with the support of their credentialed teacher.

Hemet Girard

This location serves local Homeschool students (TK-8) and KEYS College and Career Prep (9-12) students. Learning Center enrichment classes are offered twice weekly on Mondays and Wednesdays to local Homeschool and Venture Online Academy students. High school Learning Center courses are also offered and many students take core courses as well as career technical education courses. KEYS College and Career Prep students meet with their teachers and have the option of coming to the center to complete their weekly assignments in a more supported environment.

La Mirada

This Learning Center serves Homeschool and Venture Online Academy (K-8) students in the southern area of Los Angeles County with a one-day enrichment offering. Students enjoy engaging hands-on courses along with the opportunity to build relationships with other students in the community.

SPRINGS CHARTER SCHOOLS
KEYS
College & Career Prep

Enterprise, Temecula

The Enterprise Resource Center is a K-12 Learning Center serving Keys Career and College Prep (9-12), Venture Online Academy (K-12), and Homeschool students (K-12). Students in Keys meet their teachers at this location and have the option of being on campus up to three days per week to complete their assignments with the support of their credentialed teacher. Many high school students take core courses, math and career technical education courses at this location. In addition to these programs, the Special Education Department is housed in this building, serving students with special needs including SAI, speech, and OT services out of their Wings hub.

VENTURE ONLINE SPRINGS CHARTER SCHOOLS

Venture Cafe, Thermal

Venture Cafe (K-12) is offered for the local students in the area of the Coachella Valley. Students enrolled in the Venture Online Academy can attend this location for support in their academics up to three days per week. At the location, students are supported by an instructional aide and regular visits by a California Credentialed teacher.

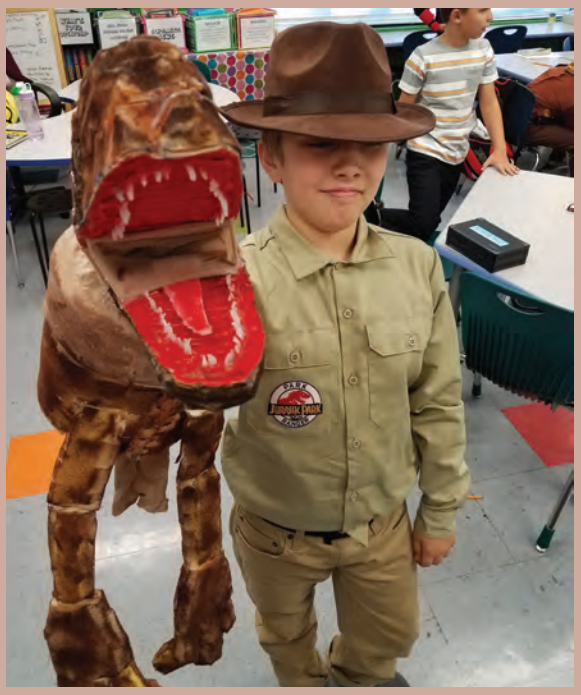


Enterprise Resource Center, Temecula

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.



Even our younger students are expected to do their own research as they prepare their Animal Museum presentations.



After a rigorous application process and a panel interview these are our School Ambassadors for 2018-2109.



Intermural sports keep our students active and healthy.



Students master their iCans using detective skills.



Middle school students have fun learning during Games Day. It is a great way to practice problem solving and critical thinking skills.



Giving thanks is one of the many life skills we promote at Riverside Students Center.



These little turkeys are ready to practice the skill of giving thanks.

Santa Ana 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.



Rat King and his rowdy band of mice arrive to battle the Nutcracker Prince and his loyal Toy Soldiers in the winter performance of the Nutcracker performed by the SASC Quest students.



The SASC Quest students are introduced to the art and science of gardening. Ms. McIlroy has created quite a few “greenthumbs” here at SASC and the harvest has been bountiful!



SASC holds its Annual Thanksgiving Family Feast, an ever popular event for our SASC families. This year, families were greeted upon arrival by the mouthwatering aroma of traditional Thanksgiving dishes and fun Thanksgiving-themed activities, organized by our SASC Student Council. It was enjoyed by all.



Everyone is creative at SASC. Our Learning Center students enjoy exploring, inspiring, and creating beautiful artwork.



Our SASC Student Council members enjoy reading to our younger students. It’s great to see our students showing their leadership and mentoring skills. The younger grades appreciate having an older student to practice their reading and writing skills with.

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.



Seniors on our student leadership team oraginze a pep rally each month for our high school students.



Our fifth grade students practice building circuits.



For our high school students, Super Smash Brothers lunch club is really popular!



Students learn basic sewing skills in our middle school course, Real Life 101.



Pizza boxes become beautiful works of art!

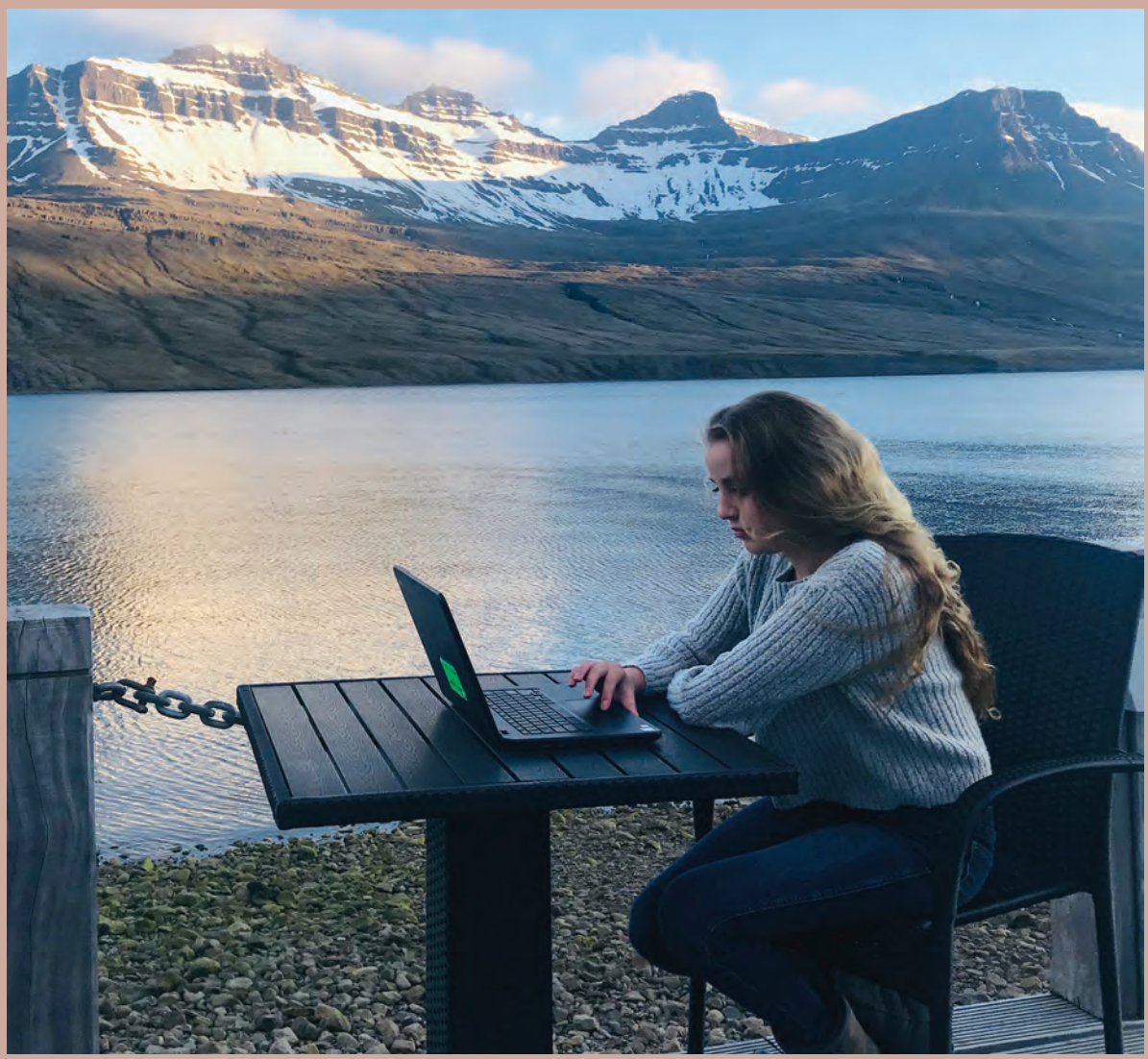


Creative movements in PE.

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.



Silvana completed her last day of 8th grade for the school year in Iceland.Her mother explained, "Since Silvana could continue working while abroad, we decided to come before peak tourism times."



Porter enrolled with Venture Online as well as with ABA Basketball Academy. Being a Venture Online student allows him to focus on becoming a better athlete while training daily with the rest of his teammates.



Joshua has been playing tennis since he was four years old. Venture helps him pursue his goals by providing a flexible and mobile school that allows him to do his studies no matter where he is in the world. support, while using our great country as their classroom.



The Venture program allows Jace to train during the daytime and still be able to complete his school work on his own time. This training has pushed him to excel in his age class where he is now finishing in the top five in almost every race



Avalon and Honor have seen more of the United States than most kids their age. They have partnered with Venture Online for curriculum and support, while using our great country as their classroom.

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 Biling? en Espa?l e Ingl? TK-8: Este programa biling? otorga a los estudiantes el talento de la fluidez en un segundo idioma. Nuestra escuela proporciona una rica experiencia biling? a los j?enes alumnos, en el preciso momento en que est? en la etapa ideal del desarrollo mental para adquirir un segundo idioma. Nuestros alumnos aprenden el contenido tanto a trav? de su lengua materna como de la lengua que est? aprendiendo. El sistema de traducci? simult?ea no se utiliza nunca. Al final del 8 grado, todos los estudiantes que han participado continuamente desde la jardinera, son diestros en Ingl?, en el nuevo idioma, y est? al nivel o por encima de su correspondiente grado seg? el est?dar acad?ico.

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.



Students welcomed a Courage Speaker with a smile as they learned about flags from around the world.



Our students are all smiles as they received VIP treatment and loved every minute of it.



Field trips are the best! Students made sure to "suit up" for safety.



Our students are encouraged to learn from each other every day. Our older students always love to help the younger ones.



Kindergarten students were all smiles for Chuck E Cheese's visit to kick off our fundraising event.



Our middle school students enjoyed their field trip aboard a Navy ship.

OPENING FALL 2019

Del Rio Student Center, Perris

Our **Mosaic Academy (K-8) i**s 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.



Come and visit our new location in Perris located at 745 North Perris Blvd., Perris 92571


I have been schooled through Springs since the 3rd grade and I can say that it's been a great experience. This school is great because the teachers are always very supportive and good at teaching their subjects and additionally have a great sense of humor. This school has an emphasis on aviation which is something I am really interested in. Springs made my high school experience far better than I could have otherwise expected.
SPRINGS CHARTER SCHOOLS
FAPA
FLABOB AIRPORT PREPARATORY ACADEMY
Joseph Greene
10th Grade

STUDENT SPOTLIGHT



What I like about my experience here at Springs is that every teacher that I have been with really puts a lot of effort into making us smart and making us complete our goals. Every student in my class is nice. They all pitch in to help each other. Springs works for me because everything is personalized. They focus on every kid.

SPRINGS CHARTER SCHOOLS
Santa Ana
STUDENT CENTER

Samantha Roman Champion
7th Grade


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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 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 12:00a.m. until 30 minutes after dismissal.

Injury Reporting

All injuries are to be reported to the campus administrator or front desk staff immediately, and an Injury Form must be completed. It is understood that all school volunteers are responsibility to maintain their own medical insurance policies in the case of an injury while at the school.

Fever and Sick Policy

Should your child exhibit signs and symptoms of illness that include any of the following: fever (>100.4), 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 for 24 hours without the need to use fever-reducing medicine.

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.
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.

California Healthy Youth Act

As a California public charter school, Springs complies with the California Department of Education Healthy Youth Act by 1) participating in the California Healthy Kids Survey, and 2) providing mandated instruction regarding human development and sexuality. The California Healthy Kids Survey is an anonymous, confidential survey that is sent to all of our families that provides school administration and staff with data that will be used for theongoing improvement of the school climate and student learning environment. The survey isadministered one time each year.

Springs Charter Schools provide comprehensive sexual health education ***one time in middle school and one time in high school.*** Our curriculum meets California Department of Education standards for non-classroom-based instruction. Healthy sexual education includes education on pregnancy, contraception, human trafficking, and sexually transmitted infections. For more information about the California Healthy Youth Act, contact your Education Specialist or program administrator.

Contagious Diseases

Springs staff make every effort to ensure a safe school environment. In the case of a suspected or confirmed case of contagious disease, principals and the school nurse will work closely to monitor any outbreaks, notify parents as required by law, and work with county Health and Human Services to contain the outbreak and ensure the wellbeing of staff and students. Parents are encouraged to notify their site principal in the event that their child may have been exposed to a contagious disease. All information is confidential.

Lice

In the event of an outbreak of lice at one of our campuses, school staff will follow the guidelines as outlined by the Centers for Disease Control and Prevention. Principals will work with the school nurse to ensure proper procedures are in place. Please contact your principal if you have any questions about lice.

Vision and Hearing Screenings

Our Springs staff includes a Licensed Credentialed School Nurse who is certificated 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 our Pupil Services Department to be conducted at our Temecula Administrative Office.



Camryn Mugol – 7th Grade -
Otay Ranch Academy for the Arts

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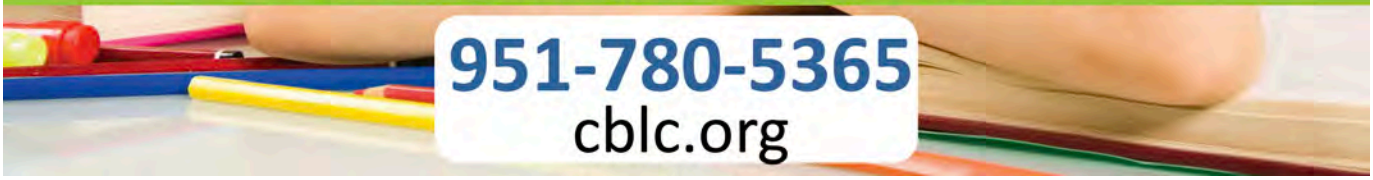
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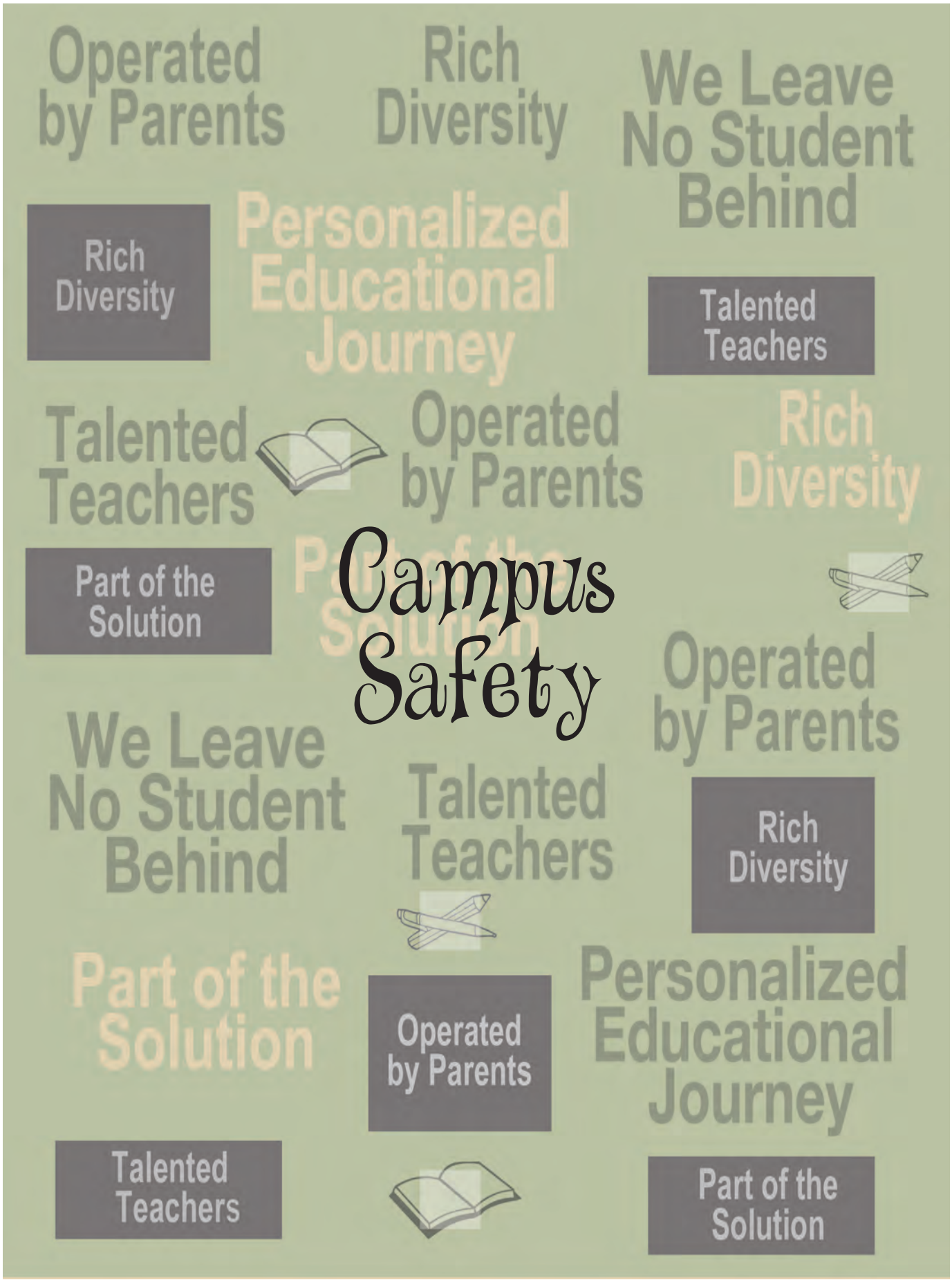
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Campus Safety

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 students. If you witness an unsafe behavior or condition, please report it immediately. Options for reporting are:

- Directly report to site staff.
- Call the Safety and Risk Management Office at 951-225-SAFE.
- Anonymously report through the WeTip Hotline at 1-800-782-7463.

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. WeTip information is immediately conveyed to the appropriate police, fire, sheriff's agencies and school security liaison. The caller remains anonymous. Examples of reportable incidences include but are not limited to: bullying/ cyberbullying, threats/weapons/violence, drugs and alcohol activity, sexual assault, graffiti and vandalism, theft, and arson.

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. Parents will be contacted in the event of a campus/ school emergency through our mass communication notification system, School Messenger.

Our staff is provided training on a wide variety of emergency response systems, including CPR/First Aid/AED, mental health first aid, and emergency procedures in the event of an intruder on campus. Each campus is equipped with emergency supplies including food, water, and medical supplies. We have AED machines placed at each of our academies. learning centers, and our administration office. These cabinets include Epi-pens and Bleeding Control Kits.

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. 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 ensure that all parent/guardian and emergency contact information is current by providing updates through the school website. Student Accident Insurance is provided for all Springs students. You may inquire at the front desk of your school site for the Student Accident Insurance form in the event your student is injured and taken for further medical treatment.

Safety Meetings and Plans

Student and campus safety is everyone's responsibility. Campus administrators and staff are continually trained and supported by the Safety and Risk Management Office. Parent and community members are valued participants in maintaining safe and secure communities for all students. Please talk to your site staff or Education Specialist about any safety concerns or ideas that you may have.

Standard Response Protocols

Springs Charter Schools ensure that all campuses and learning centers maintain comprehensive safety plans for each location. Standard Response Protocols (SRP) have been adopted and integrated as a critical measure for emergency response in the event of an earthquake, fire, accident, or other threats to student safety.

Reunification of Students

No school is immune to emergencies like fires, floods, earthquakes, power outages, or threats. In the event of an emergency, every academy and learning center location has a reunification plan for onsite and offsite reunification protocol.

Local Police and Fire Relationships

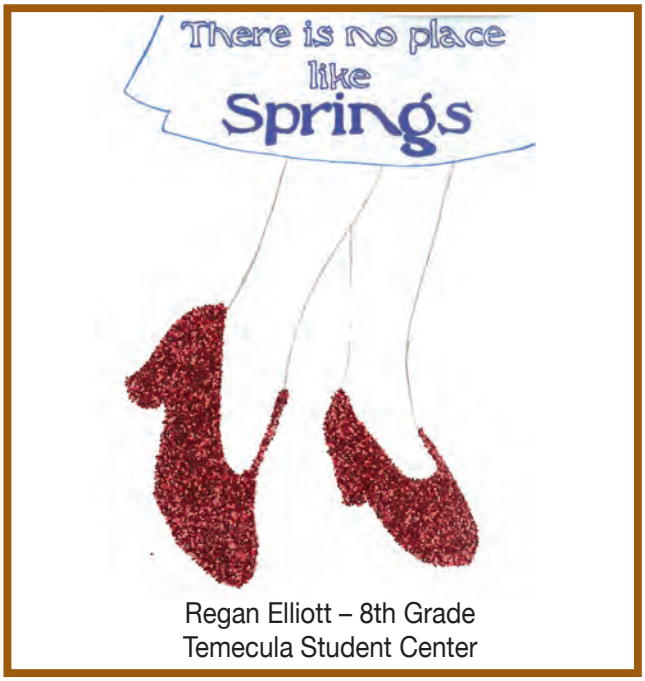
Each site works with their local police and fire departments to build relationships with our school staff and students.

For more information on Campus Safety, please contact the site staff at your student's campus or learning center.

Safe and Secure Campus

All individuals are expected to participate and assist in maintaining a safe and secure school environment by behaving in an orderly manner, modeling civility at all times, and treating students, parents, community members and staff with dignity and respect. In the interest of presenting positive role models to students, the school encourages positive communication,

discourages behavior that may appear rude, uncaring, unduly harsh or insensitive, discriminatory, or any type of hostile or aggressive actions. Individuals that may have concerns about the school, the program, the staff, or other individuals may file a complaint through the school's complaint process.



Regan Elliott – 8th Grade
Temecula Student Center

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Introduction to Sports

Young athletes 3-7 focusing on improving:

- Basic motor-skill development
- Eye-hand coordination
- Balance and agility
- Beginner's ball management (throwing, catching, shooting, dribbling, kicking, and hitting)

Classes are held every Tuesday & Thursday

- 9am – 10am
- 10am – 11am
- 11am – 12noon

Multiple sports with each week having a sport-specific theme - Baseball/Softball, Soccer, Basketball, and Football

Rates:

Unlimited Visits (8)	$89/month
Limited Visits (4)	$69/month

Homeschool Physical Education

Young athletes 8-18 focusing on improving:

- Speed, power, and core mobility

Included Activities:

- Speed and agility training
- Strength and conditioning workouts
- Sport-specific skill development
- Injury prevention and nutritional tips

Semi-private training classes are held daily, Monday – Friday for homeschool students

- 12noon – 1pm
- 1pm – 2pm
- 2pm – 3pm

Multiple sports - Baseball/Softball, Soccer, Basketball, Football, Volleyball, Lacrosse, Dodge ball, …and more

Rates:

Limited (Monday –Friday only)	$99/month
Unlimited (Monday - Saturday)	$149/month

Private 1:1 lessons 10-Pack

- Half Hour ($450/$45 each)
- Full Hour $800/$80 each)

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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, PTSO, 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 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

To ensure minimum interruption to the instructional program, guests who wish to visit the campus for observational purposes must make arrangements 24 hours prior to the requested visit. Parents or guardians, at the discretion of the campus administrator, may be limited to one class and visit for a reasonable length of time and may be accompanied by a staff or administrator. Campus visitors and guests shall not interfere with or interrupt the teacher during instructional time and shall not be allowed to visit classrooms other than those of their children.

Visitor and Guest Defined

Visitors to our Springs campuses and administrative offices are always welcome. Visitors attend student performances, special events, sport events, and other school sponsored activities. Guests include individuals who assist students, schools, and teachers on a non-regular basis or who may, on occasion, observe a classroom or an activity. In order to limit interruptions to instructional time, parents and guardians who wish to drop off lunches, clothing, or other articles for their children may do so at the student center office.

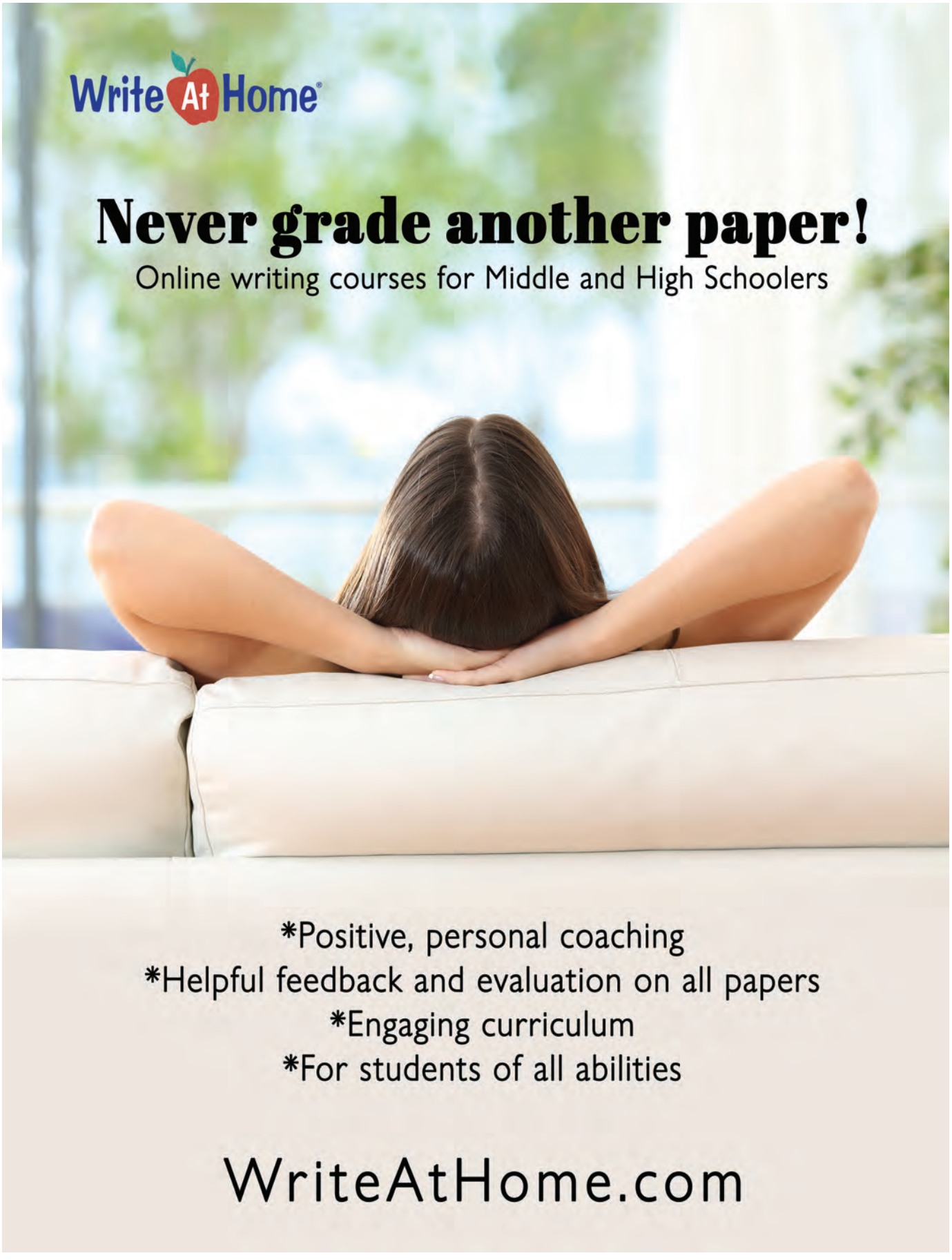
Volunteering

We appreciate your interest in volunteering for Springs Charter Schools. Our sites offer a variety of activities you may choose from when volunteering your time. The first step in the process is to complete and submit a volunteer application which will require you to submit a completed TB Risk Assessment and/or Examination. You are also required to have a Live Scan Fingerprint DOJ background check completed prior to approval (this does not need to be completed prior to submitting the online application). These documents can be found on our Volunteer Application page under the Current Parents + Students tab on the Springs Charter Schools website. Principals have final approval for prospective volunteers.

Approved volunteers will be required to meet with the site's Volunteer Coordinator to schedule a New Volunteer Orientation. Volunteers will be required to check in at the site front desk and wear a volunteer badge at all times while on campus. It will be the expectation that volunteers will adhere to the Volunteer Code of Conduct found on the Springs' website. If you have any questions or concerns, contact your site's Volunteer Coordinator or our Human Resources Department at 951-252-8877.

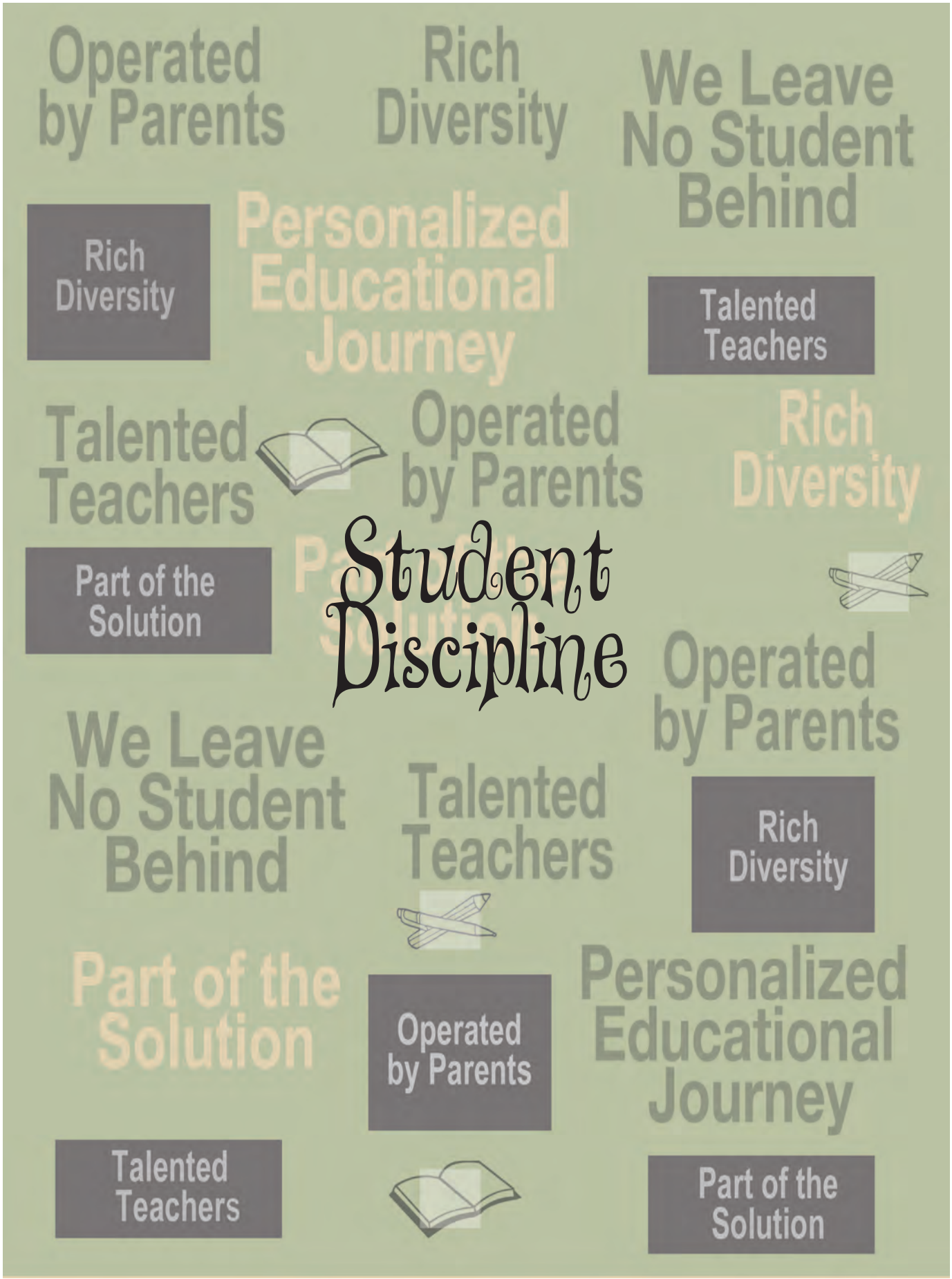
Homeschool Parent Events

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 Springs' 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.

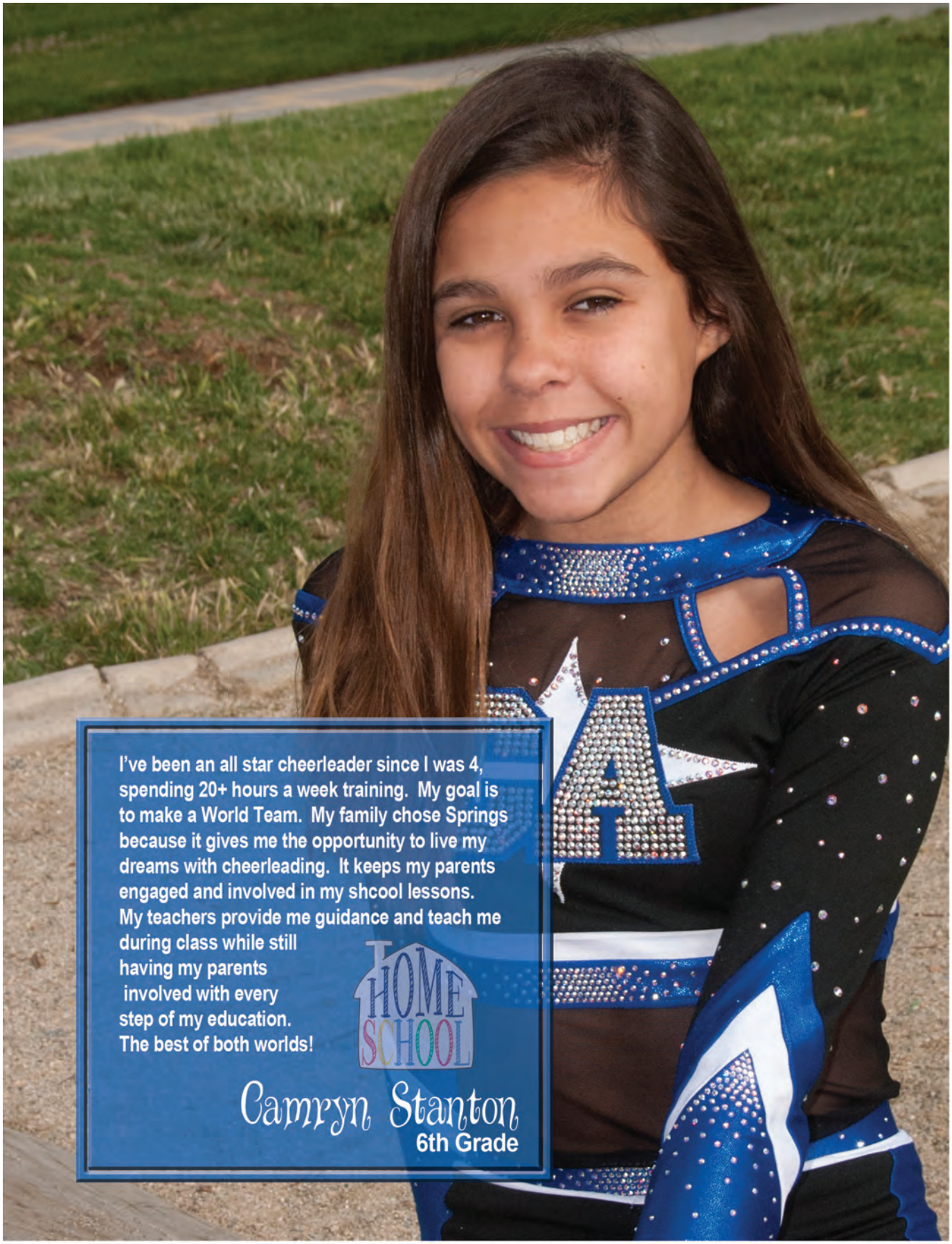

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STUDENT SPOTLIGHT



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, 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 ensure 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 who 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, Cyberbullying, 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.

Sexual Misconduct
Springs Charter Schools take 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.

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.

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.

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' Code of Conduct Policy.

Tardiness

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

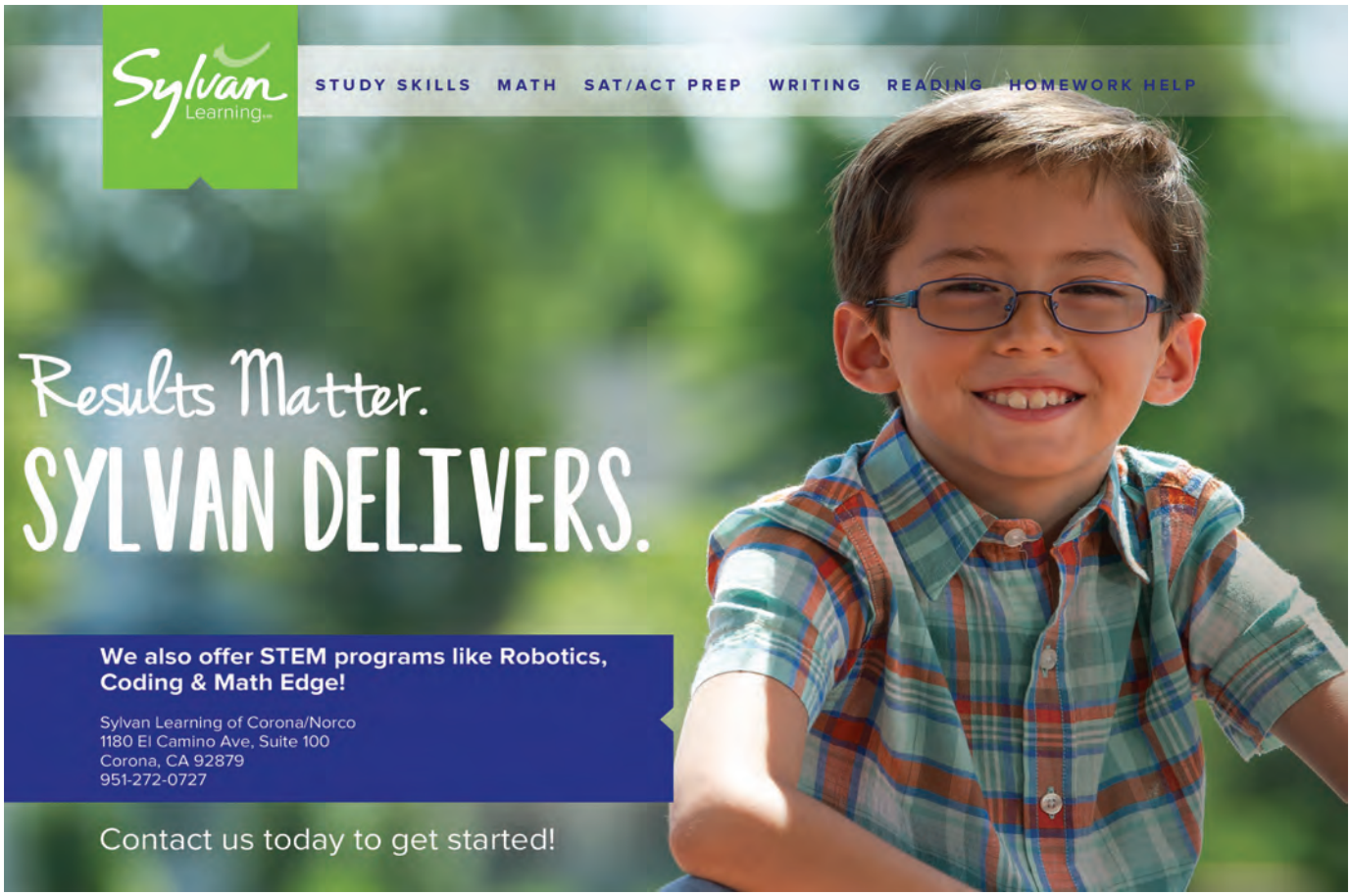

I am a proud 6th grader at iShine Student Center. This wonderful school accommodates me because it provides different options that fit my learning style. Also, a grade level isn't just two classrooms, it's one commumity. When a student needs help with an assignment, we'll hold a meeting and try to fix it.
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I am a 13 year old working actor. I've been pursuing commercial, television, film, and voice acting since the age of 10. Springs has provided me the freedom to pursue my interests while continuing my education. At Springs, my interests count. The curriculum is online so I can be on set or travel and log in from anywhere to access my daily work. And teachers are always just a Google chat away!
VENTURE ONLINE
SPRINGS CHARTER SCHOOLS
Roman George
7th Grade

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.

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.

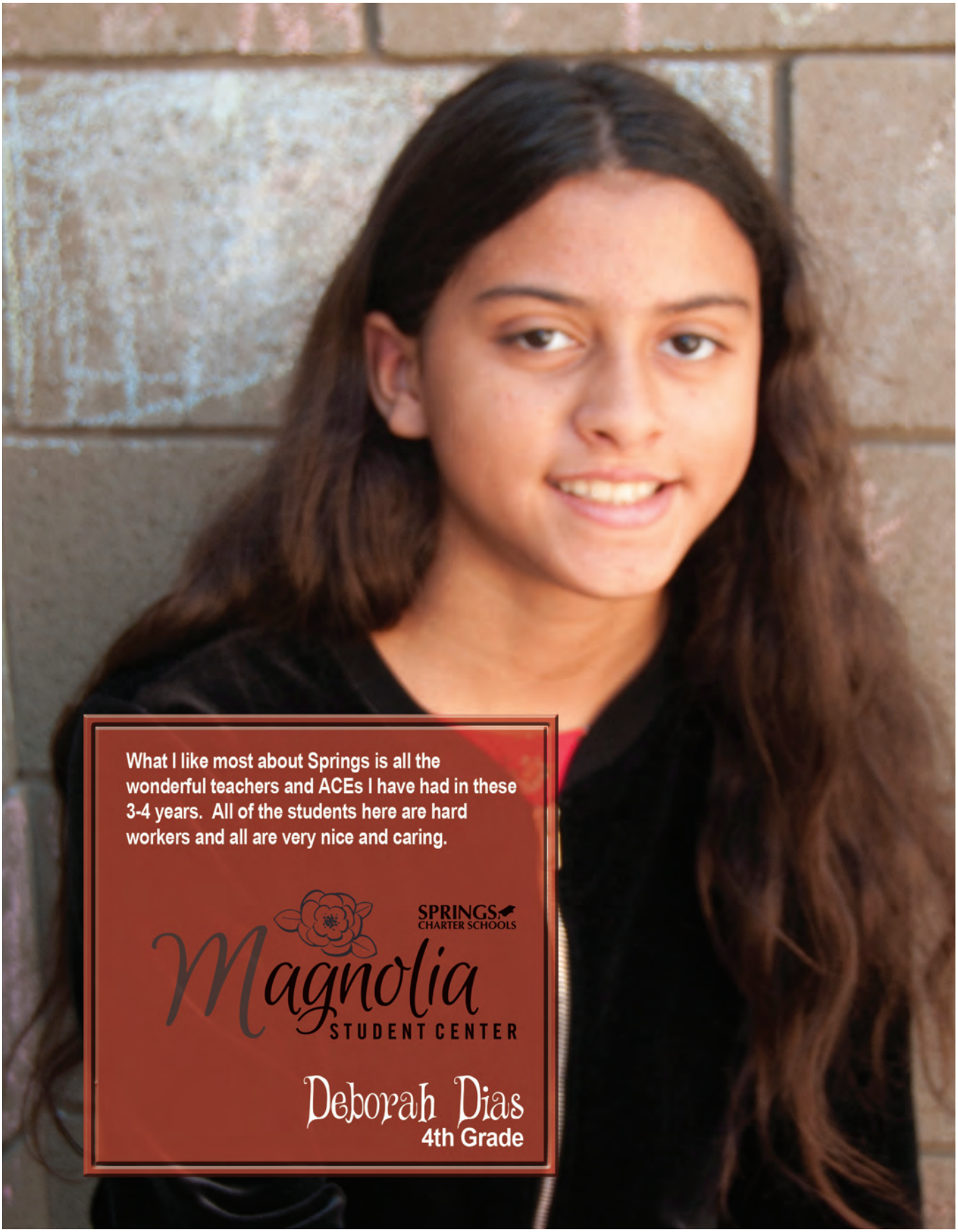
Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. Upon mailing notice, it shall be deemed served upon the pupil.

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.


What I like most about Springs is all the wonderful teachers and ACEs I have had in these 3-4 years. All of the students here are hard workers and all are very nice and caring.
SPRINGS CHARTER SCHOOLS
Magnolia
STUDENT CENTER
Deborah Dias
4th Grade

STUDENT SPOTLIGHT



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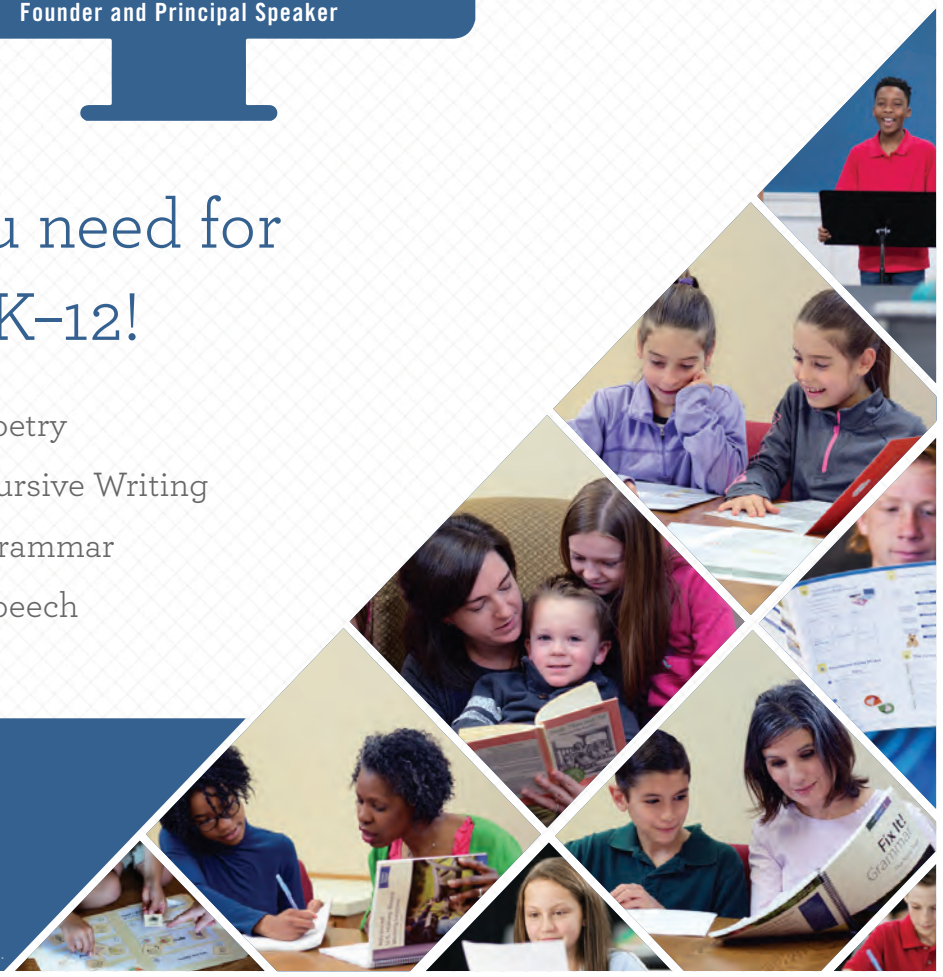
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