RIVER

Springs

CHARTER SCHOOL

River Springs Charter School
Countywide Charter Material Revision

Submitted to:
Riverside County Office of Education
April 19, 2019

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April 19, 2019

Judy White, Superintendent
Riverside County Office of Educaon
3939 Thirteenth St.
Riverside, CA 92501

Dear Dr. White,

We are happy to submit a River Springs Charter School material revision of our charter peon   to the Riverside County Office of Educaon.   This is a material revision of our school's county-wide benefit charter [Ref. Educaon Code Secon 47605.6].

 The purpose of this material revision is to add a student center in Perris. As you are aware, River Springs Charter School enrollment is healthy and spread over nearly every district in Riverside County. We have analyzed our needs in Riverside County based on enrollment in our independent learning programs (ILP) (including homeschool and Keys Independent Study High School.) We have discovered that we have 587 ILP students within a 20 mile radius of Perris. These students need faciles   to receive special educaon   services, enrichment classes, English Learner Development classes and state-mandated assessments. In addion,   our Menifee site, located 9 miles from our proposed Perris locaon,   has a waing   list of several hundred, indicang   a public need for charter school opons.   We have secured a lease for 8 classrooms, offices, mul-purpose   space and playgrounds at a former private school with all city approvals and permits to operate as a K-8 school. This facility is located at 745 N. Perris Blvd. Noces of Public Hearing ha ve been sent to the Perris school districts.

We have also taken the opportunity to amend the peon   to reflect current legal requirements since our renewal last year, and changes to our dynamic programs. Specifically, the peon   has been

updated to include all new legal requirements, including: SB 1104, Prevenon of Human Trafficking; AB 1871, Nutrionally Adequate Free or Reduced Price Meals; AB 2601 California Healthy Youth Act; AB 1747 School Safety Plan; and AB 2291 Bullying Prevenon.

Addionally, please note that the peon has been thoroughly vetted by legal counsel, and contains the elements required for submission of a material revision.

We appreciate all that RCOE has done to help our school succeed, and look forward to working through the material revision process with you and your staff. If you have any quesons, please do not hesitate to contact me at (760) 712-7116 or kathleen.hermsmeyer@springscs.org.

Sincerely,

Kathleen Hermsmeyer, Ed.D
Superintendent, Springs Charter Schools

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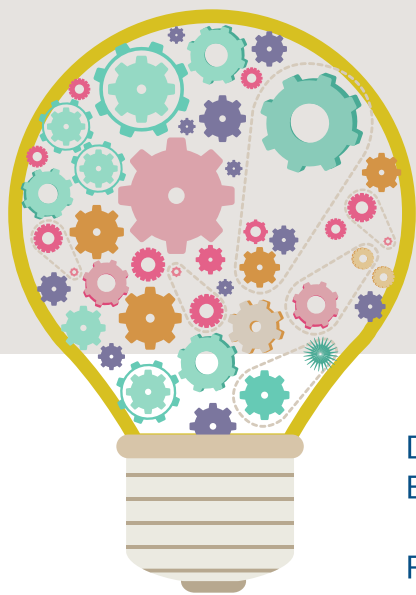
RIVER SPRINGS
CAASPP ACHIEVEMENT DATA

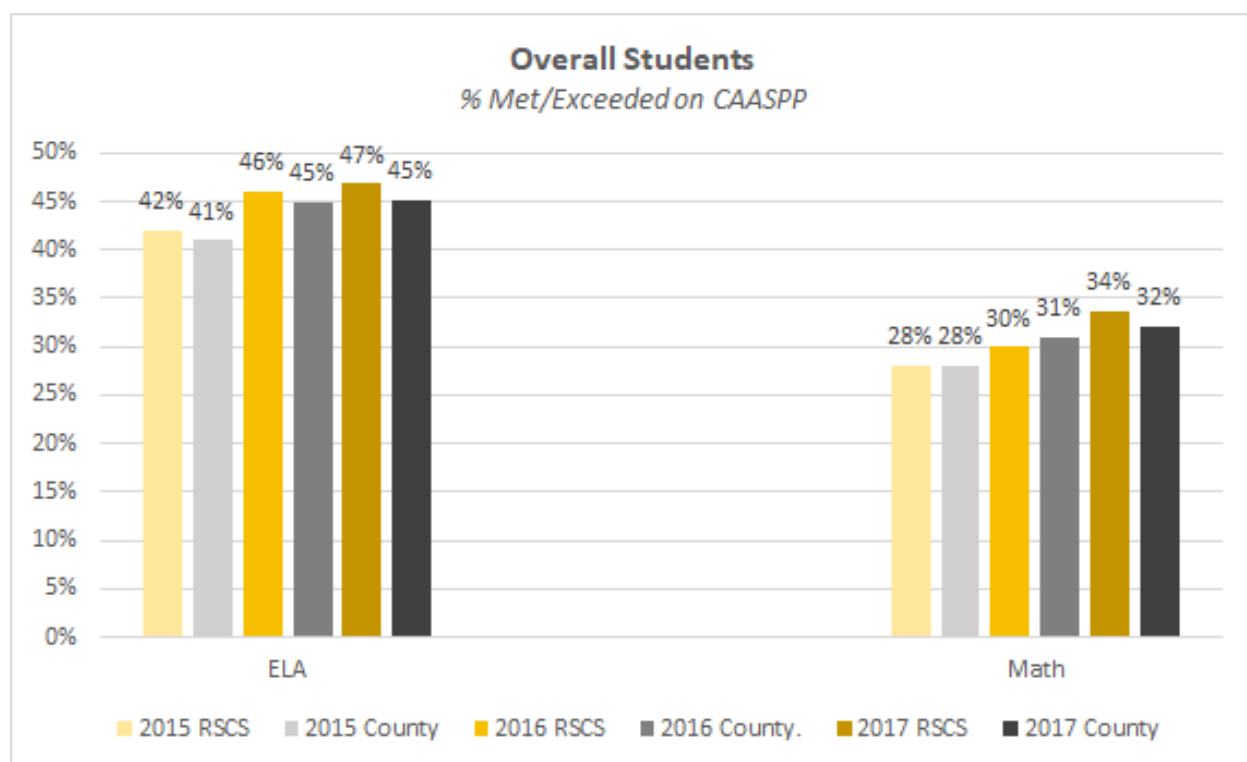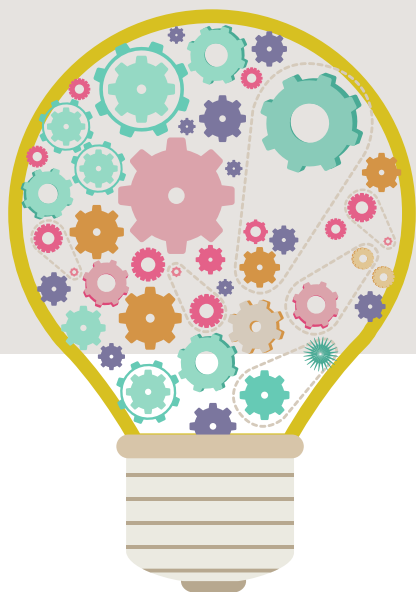Data has been collected for 3 years on the new CCSS-based Smarter Balanced Assessment, CAASPP.

River Springs has demonstrated comparable results to Riverside County and strong growth. Our team has dis-aggregated and analysed the data to determine the best path forward to even greater achievement gains.

Overall Students
% Met/Exceeded on CAASPP

ELA:
- 2015 RSCS: 42%
- 2015 County: 41%
- 2016 RSCS: 46%
- 2016 County: 45%
- 2017 RSCS: 47%
- 2017 County: 45%

Math:
- 2015 RSCS: 28%
- 2015 County: 28%
- 2016 RSCS: 30%
- 2016 County: 31%
- 2017 RSCS: 34%
- 2017 County: 32%

Legend: ■ 2015 RSCS ■ 2015 County ■ 2016 RSCS ■ 2016 County. ■ 2017 RSCS ■ 2017 County
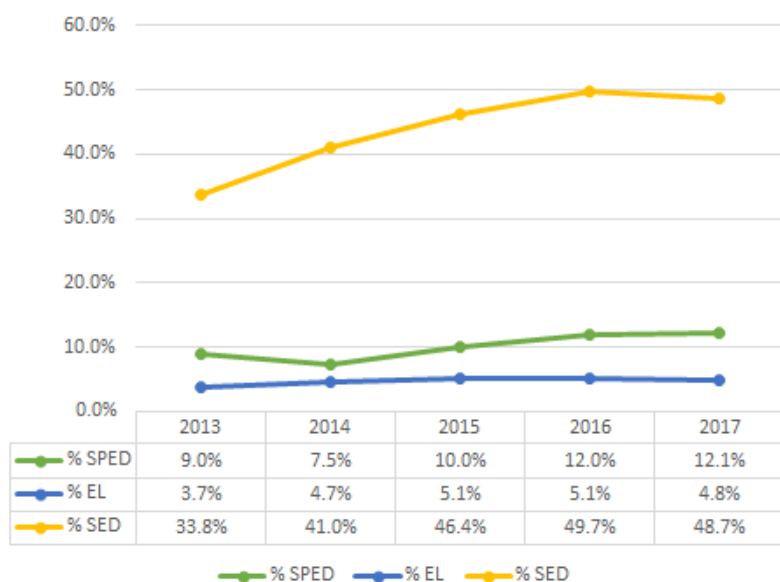
For additional data and details, please reference Appendix B

CLOSING THE ACHIEVEMENT GAP FOR TRADITIONALLY UNDER-PERFORMING SUBGROUPS

River Springs is serving the traditionally underserved student populations more than ever! We have shown a steady rise in Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and English Learners (EL).

Significant Subgroups Enrollment

	2013	2014	2015	2016	2017
% SPED	9.0%	7.5%	10.0%	12.0%	12.1%
% EL	3.7%	4.7%	5.1%	5.1%	4.8%
% SED	33.8%	41.0%	46.4%	49.7%	48.7%

— % SPED — % EL — % SED

River Springs has increased CAASPP met/exceeded rates over the past 3 years in both ELA and Math for Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students.

The charter also has a met/exceeded rate above county averages in all 3 of these significant subgroups.

RSCS has demonstrated achievement gains for the Socioeconomically Disadvantaged populations even as these populations have increased by 15 percentage points

Economically Disadvantaged
% Met/Exceeded on CAASPP

ELA: 33%, 31%, 38%, 36%, 39%, 36%

Math: 21%, 19%, 23%, 22%, 26%, 23%

2015 RSCS 2015 County 2016 RSCS 2016 County. 2017 RSCS 2017 County

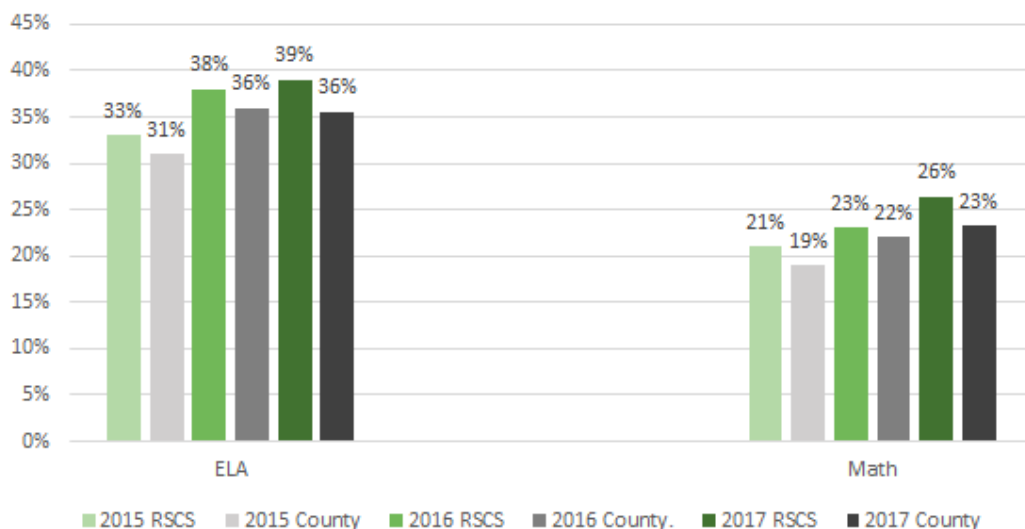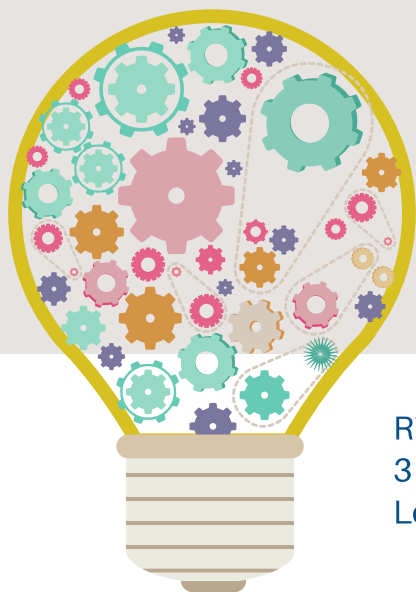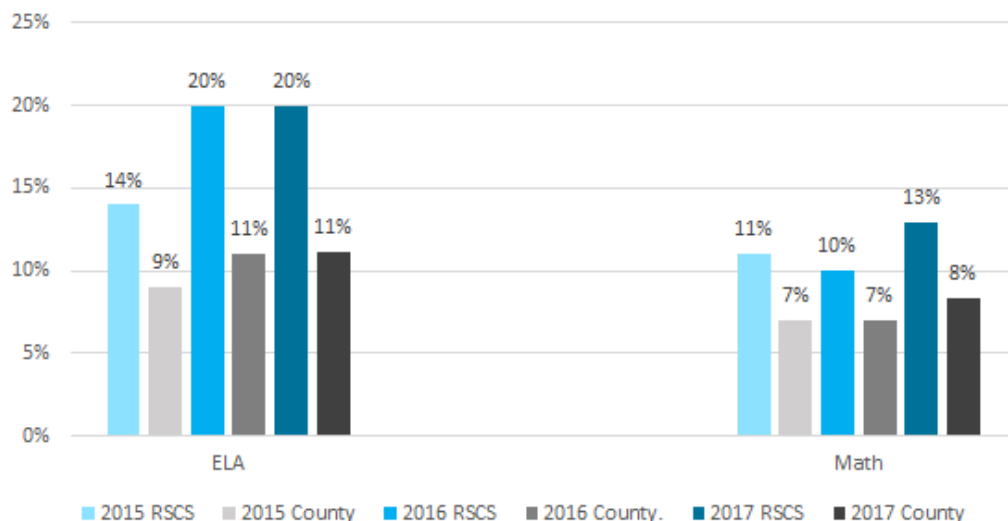# CLOSING THE ACHIEVEMENT GAP FOR TRADITIONALLY UNDER-PERFORMING SUBGROUPS

River Springs has increased CAASPP met/exceeded rates over the past 3 years in both ELA and math for Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students.
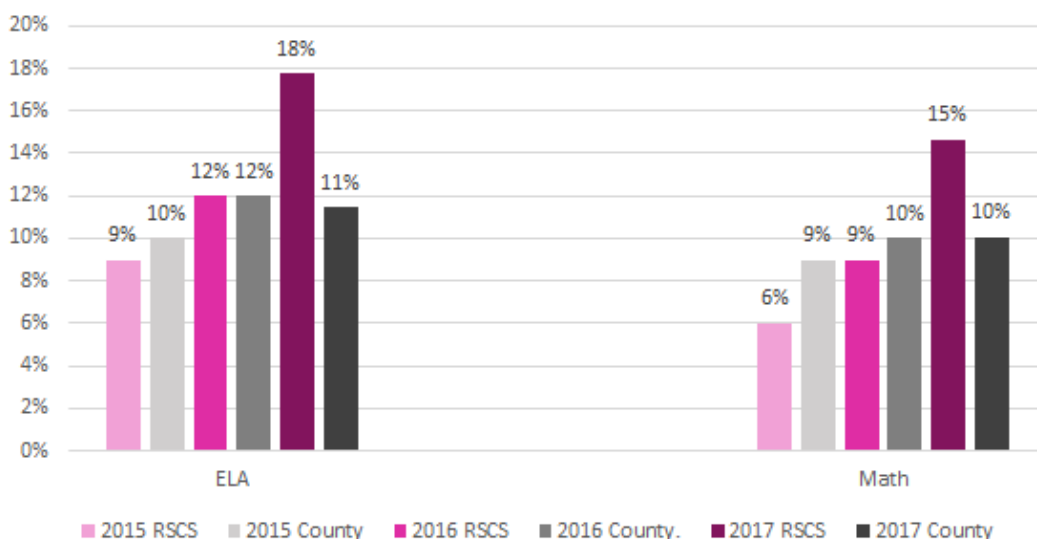
Students with Disabilities
% Met/Exceeded on CAASPP

RSCS has shown achievement gains for our Special Education population in both ELA and Math even as the number of students served has continued to increase.

The charter also has a met/exceeded rate above county averages in all 3 of the significant subgroups

English Learners
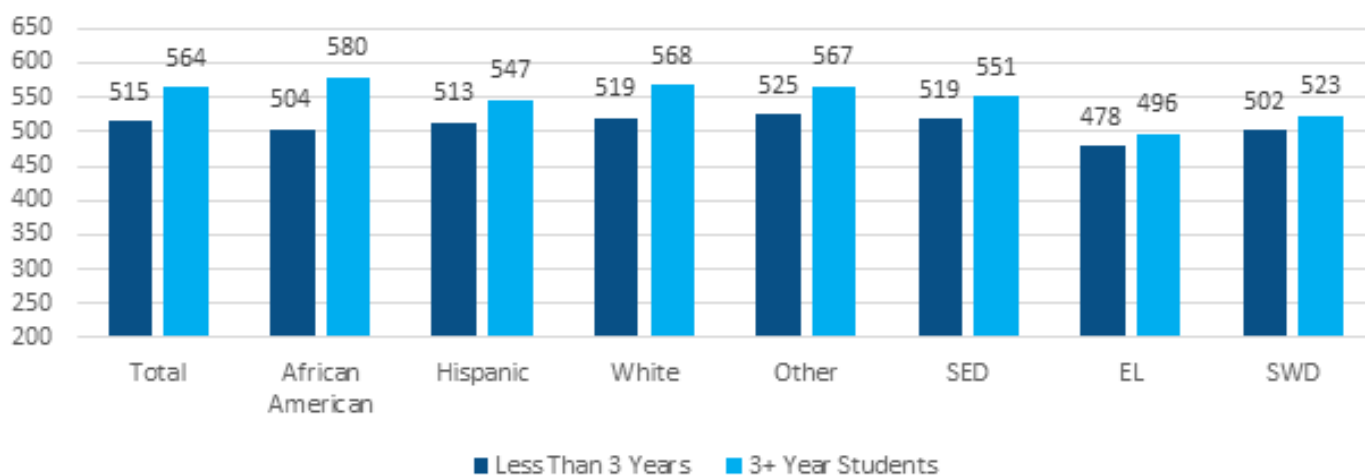### % Met/Exceeded on CAASPP

CLOSING THE ACHIEVEMENT GAP FOR TRADITIONALLY UNDER-PERFORMING SUBGROUPS

Our results also show that students make gains the longer they stay with us. No matter how unsuccessful they have been in the past, we build them up from the place they are. Detailed data sets are included in Appendix ??

i-Ready Reading Average Scaled Scores
Students Enrolled 3+ Years compared to All Other Students by Subgroup

Subgroup	Less Than 3 Years	3+ Year Students
Total	515	564
African American	504	580
Hispanic	513	547
White	519	568
Other	525	567
SED	519	551
EL	478	496
SWD	502	523

i-Ready Math Average Scaled Scores
Students Enrolled 3+ Years Compared to All Other Students by Subgroup

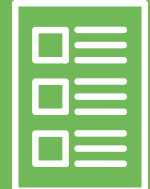| Subgroup	Less Than 3 Years	3+ Year Students
Total	442	470
African American	430	470
Hispanic	441	460
White	445	473
Other	450	479
SED	445	462
EL	423	430
SWD	435	452
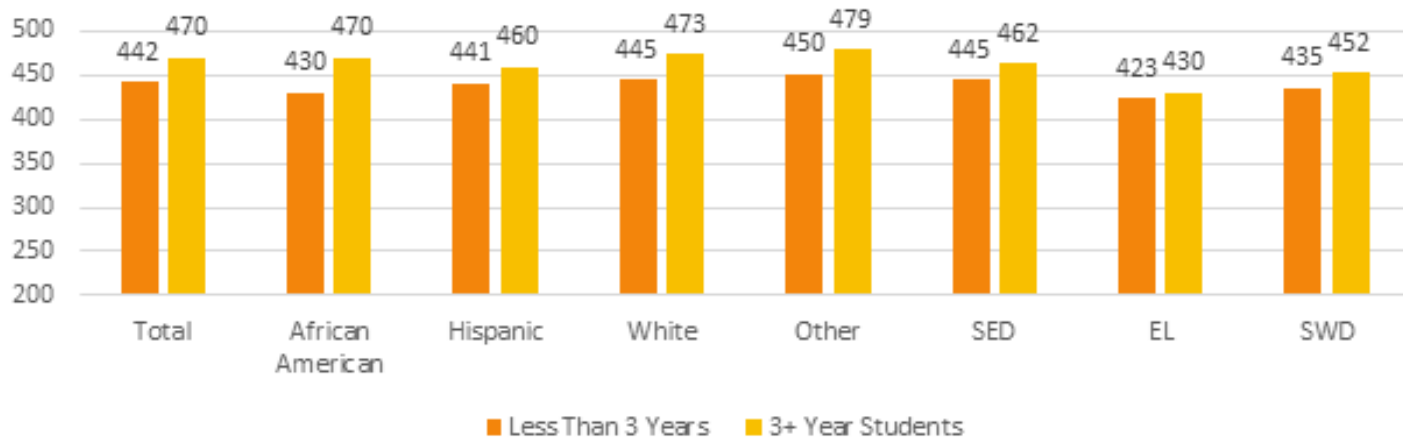
RIVER Springs CHARTER SCHOOL

AREAS OF ACHIEVEMENT

Six year WASC Accreditation received June 2016

100% of 9th grade students who remained continuously enrolled, graduated in 4 years

High-level data warehousing and learning management systems

100%

43 students received perfect scores on the CAASPP in ELA and/or Math in 2017

River Springs' Met/Exceeded CAASPP scores are above county averages in the following subgroups: Students w/ Disabilities, English Learners, Hispanic, and Economically Disadvantaaged

Over the past 3 years, River Springs has shown growth in the # of students Met/Exceeded in the following subgroups: Students w/ Disabilities, English Learners, Hispanic, Economically Disadvantaged, Two or More Races, and African-American

CAREER AND COLLEGE READINESS

One quarter of the 2017 River Springs graduates were CTE Certificate Completers

30 CTE course offerings w/ 11 pathways. Articulated CTE/college courses have been offered for over 12 years

a-g completion rate has increased by more than 15% over our term

28 approved a-g courses

227 high school students are currently completing internships with River Springs partners

60% more high school students are enrolling in a-g approved Learning Center courses

Over 50 students currently in concurrent enrollment courses. Over 20 students currently enrolled in dual enrollment courses with MSJC
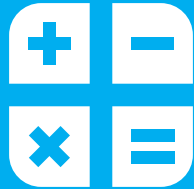
MOU with Community College to teach concurrent enrollment courses at River Springs' campuses

FOR ADDITIONAL DETAILS, PLEASE SEE APPENDIX B

RIVER Springs CHARTER SCHOOL

PERSONALIZED LEARNING

Highly-trained Assistant Classroom Educators (ACEs) in every TK-5th grade classroom

Math Instructional Aides in every 6th, 7th, and 8th grade classroom

Fully-stocked warehouse and Lending Center for home-based programs

Mastery Grading initiative fully-implemented and proving successful in ELA and Math

Increased Learning Center enrollment for home-based students

Over 60 annual field trips for families to choose from

Over 110 credentialed teachers are certified as Personalized Learning Experts

Over 700 approved community vendors proving student choice options

EMPOWERING STUDENTS & ENGAGING PARENTS

I CAN! completion has increased across all grade levels

Spelling Bee, History Day, and Science Fairs offered with increased participation

NCAA Approved

CIF Athletics offered at 3 River Springs campus locations

Prom, Grad Nite, and other events offered to high school students

MTSS/RTI process and training aligned to support the whole child

California Scholarship Federation and California Jr Scholarship Federation

National Honor Society and National Jr Honor Society

FOR ADDITIONAL DETAILS, PLEASE SEE APPENDIX B

River Springs Charter School
Table of Contents

Affirmations and Declaration

As the authorized lead peoner, I, Dr. Kathleen Hermsmeyer, hereby cerfy that the informaon submied in this peon for renewal of a California public countywide charter school named River Springs Charter School ("RSCS" or the "Charter School"), submied to the Riverside County Board of Educaon ("RCBOE") and the Riverside County Office of Educaon ("RCOE") (collecvely, the "County") and to be located at several sites throughout Riverside County, is true to the best of my knowledge and belief. The RCBOE approved the inial charter peon pursuant to the requirements set forth in Educaon Code Secon 47605.6(a)(1)-(b). The inial charter peon was signed by over one-half of the teachers expected to be employed during the Charter School's first year of operaon; each teacher signing the peon was provided a copy of the original charter document and signed a statement expressing he or she was meaningfully interested in teaching at RSCS. I also cerfy that this peon does not constute the conversion of a private school to the status of a public charter school, and I understand that, the Charter School will follow any and all federal, state, and local laws and regulaons that apply to the Charter School. Further, I affirm that RSCS:

1. Shall meet all statewide standards and conduct the student assessment tests pursuant to Educaon Code Secon 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools [Ref. Educaon Code Secon 47605.6(d)(1)].

2. RSCS, Inc. declares it shall be deemed the exclusive public school employer of the employees of RSCS for purposes of the Educaonal Employment Relaons Act. [Ref. Educaon Code Secon 47605.6(b)(6)]

3. Shall be nonsectarian in its programs, admissions policies, employment pracces, and all other operaons [Ref. Educaon Code Secon 47605.6(e)(1)].

4. Shall not charge tuion [Ref. Educaon Code Secon 47605.6(e)(1)].

5. Shall admit all students who wish to attend RSCS; unless RSCS receives a greater number of applicaons than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Educaon Code Secon 47605.6(e)(2) and Educaon Code Secon 51747.3, admission to RSCS shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Educaon Code Secon 47605.6(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of RSCS in accordance with Educaon Code Secon 47605.6(e)(2)(C) [Ref. Educaon Code Secon 47605.6(e)(2)(A)-(C)].

6. Shall not discriminate on the basis of the characteriscs listed in Secon 220 (actual or perceived disability, gender, gender identy, gender expression, naonality, race or ethnicity, religion, sexual orientaon, or any other characterisc that is contained in the definion of hate crimes set forth in Secon 422.55 of the Penal Code, including immigraon status, or associaon with an individual who has any of the aforemenoned characteriscs) [Ref. Educaon Code Secon 47605.6(e)(1)].

7. Shall adhere to all applicable provisions of federal law related to students with disabilies including, but not limited to, the Individuals with Disabilies Educaon Improvement Act of 2004 ("IDEA"), Secon 504 of the Rehabilitaon Act of 1973 ("Secon 504"), and Title II of the Americans with Disabilies Act of 1990 (" ADA").

8. Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credenals, as necessary [Ref. Title 5 California Code of Regulaons Secon 11967.5.1(f)(5)(C)].

9. Shall ensure that teachers in RSCS hold a Commission on Teacher Credenaling cerfic ate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. [Ref. Educaon Code Secon 47605.6(l)].

10. Shall at all mes main tain all necessary and appropriate insurance coverage.

11. Shall, for each fiscal year, offer at a minimum, the number of minutes of instrucon per grade level as required by Educaon Code Secon 47612.5(a)(1)(A)-(D).

12. Shall nof y the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves RSCS without graduang or compleng the school year for any reason and shall, upon request, provide that school district with a copy of the cumulav e record of the pupil, including report cards or a transcript of grades, and health informaon. If the pupil is subsequently expelled or leaves the school district without graduang or compleng the school year for any reason, the school district shall provide this informaon to RSCS within 30 days if RSCS demonstrates that the pupil had been enrolled in RSCS. [Ref. Educaon Code Secon 47605.6(e)(3)].

13. RSCS may encourage parental involvement, but shall nof y the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or connued enrollment at, RSCS. [Ref. Educaon Code Secon 47605.6(n)]

14. Shall maintain accurate and contemporaneous wri en records that document all pupil attendance and make these records available for audit and inspecon [Ref. Educaon Code Secon 47612.5(a)(2)].

15. Shall consult with its parents and teachers on a regular basis regarding RSCS's educaon programs [Ref. Educaon Code Secon 47605.6(d)(2)].

16. Shall comply with any applicable jurisdiconal limitaons to the locaons of its facilies [Ref. Educaon Code Secons 47605.6(a)(1) and 47605.1].

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

18. Shall comply with all applicable porons of the Elementary and Secondary Educaon Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

19. Shall comply with the Public Records Act.

20. Shall comply with the Family Educaonal Righ ts and Privacy Act.

21. Shall comply with the Ralph M. Brown Act.

22. Shall comply with the Polic al Reform Act and Government Code Secon 1090, *et seq.*, in accordance with Educaon Code Secon 47604.1

23. Shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulaons Secon 11960]

24. Shall meet the requirements of Educaon Code Secon 47612.5 and Educaon Code Secon 51745 et. seq. as related to independent study.

_____   4/19/2019
                                     _____
Kathleen Hermsmeyer, Ed.D.   Date
Superintendent, Springs Charter Schools

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A. Founding Group

Dr. Kathleen Hermsmeyer has been serving as Superintendent of California's largest charter school, River Springs Charter School, since 2006. In 2013, two new schools were added under her direcon, Empire Springs and Harbor Springs Charter Schools. In 2016, Citrus Springs Charter School was opened. She has worked in educaon for nearly 30 years. Prior to her leadership with charter schools, she served as a language arts specialist with the Stockton Unified School District and a homeschool specialist at Horizon Instruconal Systems Charter School. She has also served as an adjunct faculty at Chapman, St Mary's College, and the University of the Pacific.

Dr. Hermsmeyer earned her bachelor's degree in liberal studies and a master's degree in computer based educaon from California Polytechnic State University at San Luis Obispo. In 2000, she earned her doctorate degree in curriculum and instrucon with a minor in educaonal administraon from the University of the Pacific. She holds a clear administrave credenal, as well as a clear mulple subject, cross-cultural language and academic development credenals.

Dr. Hermsmeyer is passionate about preparing students to enter the changing global community through personalized learning, real-world applicaons and rigorous mastery-based instrucon (f or full résumé, see Appendix A).

Amy Podratz has nearly 20 years of experience with charter schools. She presently serves as the Assistant Superintendent of Administrave Operaons and is responsible for accountability plans, purchasing, vendor relaons, student records/attendance, curriculum warehousing, and student intake. Ms. Podratz has been in this posion since the incepon of River Springs.

Ms. Podratz holds a bachelor's degree in polical science and a pre-law cerficate from California State University, Long Beach. Addionally , Ms. Podratz holds a single-subject credenal in social science, a master's degree in leadership, and has completed Chief Business Official cerficaon coursework.

Ms. Podratz began her teaching experience as an independent study teacher and is an accomplished equestrian and acve volunteer.

Diane Anvari has over 25 years of experience in the field of educaon. She presently serves as the Assistant Superintendent of Personnel and is responsible for all human resources operaons including recruitment, hiring, personnel files, benefits, credenals, training and development tracking, performance reviews, invesgaons, rerement, substutes, temps, volunteers, staff and student safety, and risk management. Ms. Anvari began her educaonal career as a high school social science teacher. She joined Springs, serving as the director of the Riverside and Corona Resource Centers, and eventually served as the director of Academy Programs.

Ms. Anvari holds a bachelor's degree from California Polytechnic in behavioral science and an administrav e clear credenal. Ms. Anvari also holds cerfic aon as a Senior Professional of Human Resources (SPHR) and has earned the Society of Human Resources Management-Senior Cerfied Pr ofessional credenal (SHRM).

Ms. Anvari has guided Springs' HR department throughout the years, during which the network's staff more than quadrupled to over 1000 staff members.

Dr. Kathy Cox has over 10 years of experience in the field of Special Educaon. She presently serves as the Director of Special Educaon for Springs Charter Schools. She is responsible for overseeing the enr e special educaon operaon and services to students with special needs. She began her career as an elementary school teacher in the Palm Springs and Beaumont areas of California. Dr. Cox moved into educaonal administraon as an assistant principal, and quickly assumed the role of administrator overseeing a very large Special Educaon program. Dr. Cox led and supported district programs for students idenfied with moderate and severe disabilies and the development of an alternav e program for students with emoonal dis turbance.

Dr. Cox has extensive leadership training including conflict management, non-violent communicaon, problem solving, and organizaonal change. She has collaborated with staff to develop programs for students with Ausm in order to return students from county placements.

Dr. Cox is passionate about nurturing collaboraon and team building between all the stakeholders within the unique charter school community in order to provide exemplary program for students.

Vivian Price has worked as an educator for over 20 years. She presently serves as the Assistant Superintendent of Educaon. Ms. Price began her career with Springs Charter Schools in 2006 having served as a middle and high school English teacher. She oversees all Springs educaonal pr ograms, the Instruconal Support Departmen t, and Assessment.

Ms. Price earned her bachelor's degree in New Hampshire at Plymouth State University. She completed her master's degree in educaon with a literacy focus from California State University San Marcos. Presently, Ms. Price is compleng her doctorate work in educaonal leadership. She holds mulple credenals in administraon, English single-subject, and reading specialist. Ms. Price is recognized as a Naonal Board Cerfied Teacher (ELA) and is a Naonal W ring Pr oject Fellow.

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

Tanya Rogers has worked in the highly specialized world of school finance for nearly 10 years. She currently serves as the Assistant Superintendent of Business. Ms. Rogers is responsible for overseeing the budget process, financial reporng , restricted funding programs, payroll, and oversees the audit processes. Ms. Rogers began her professional career in the hospitality industry in which she developed a love for leadership and serving others. These skills translated seamlessly into the arena of school finance. She began this adventure auding school districts with a local auding firm. Ms. Rogers joined a local

community college district and eventually was selected to lead the mul-c ollege district's personnel division as the Vice Chancellor of Human Relaons.   Returning to the field of auding , Ms. Rogers joined a local San Diego firm that specialized, again, in school district, college, not for profit, and charter school audits.

Ms. Rogers earned her bachelor's degree at California State University San Marcos in business with a concentraon   in accounng.   She also earned a master's degree in business administraon.   Ms. Rogers is a Cerfied   Public Accountant (CPA) in the State of California. She also holds the designaon as a Cerfied Fr   aud Examiner (CFE).

While having grown up in the state of Washington, Ms. Rogers considers herself to be a California "nav e" having spent the last 25 years in the Southern California area. She is passionate about the programs Springs offers to students and families.

Robert Hennings began his professional career in public educaon   in 1999 as a teacher and coach, before serving as a counselor and then as an administrator. He presently serves as the Assistant Superintendent of Pupil Services and is responsible for Health Services, Guidance Services, Career Technical Educaon,   Special Educaon,   and CWA. Mr. Hennings and his wife are public charter supporters and proud parents of two children who attend a public charter school in his hometown. Mr. Hennings joined Springs Charter Schools in 2017.

Mr. Hennings holds an associate's degree in radiologic technology, a bachelor's degree in health sciences, and master's degree in educaon.   Addionally , Mr. Hennings holds a single-subject credenal;   authorized in health science, chemistry, introductory social sciences, and introductory sciences, a PPS credenal   in school counseling, and an administrav e services credenal.   Mr. Hennings also holds a CLAD cerfic ate and is a Licensed Professional Clinical Counselor.

Mr. Hennings recently was successful in defending his dissertaon   for his doctorate in educaonal leader ship and is compleng final c oursework this year.

Debbie Daniel is a current Assistant Superintendent and has over 25 years of experience in the field of school counseling and administraon.   She holds a bachelor's degree in developmental psychology, a master's degree in educaonal   counseling, and a master's degree and spiritual formaon.

Prior to joining the Springs family, Debbie worked for 12 years in a comprehensive high school seng.   Debbie has served in the charter school environment for 14 years, including administrav e oversight for school counseling and special educaon   programs. Debbie has served in her current posion f or the past 10 years.

Debbie enjoys reading, hiking, and spending me with her f amily.

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A. Who We Are

River Springs Charter School ("River Springs" or "RSCS"), sponsored by the Riverside County Office of Educaon,   is the largest individual charter school in California, due to tremendous parent support, excellent programs, and best business pracces.   Since River Springs' inial charter approval in 2006, the school has obtained two five-year charter renewals and has opened fourteen resource center locaons   throughout the County. River Springs takes pride in helping each student through his or her own personalized educaonal   journey. We believe that our unique program will connue   to fill a special niche in the Riverside County community, and thus we are subming this chart   er peon r   enewal.

B. Enrollment Projections

River Springs Charter School					
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Homeschool	1,788	1,806	1,824	1,842	1,861
Keys High School	350	368	386	390	394
Riverside Student Center	348	368	368	368	368
iShine Student Center	490	492	492	492	492
Magnolia Student Center	582	698	828	828	828
Hemet Student Center (7-12)	293	296	370	435	435
Hemet Student Center (K-6)	450	455	605	605	605
Indio Palm Academy	60	61	120	150	188
Temecula Student Center	740	785	790	790	790
Bear River Student Center	529	534	534	634	634
Corona Student Center	190	198	202	202	202
Murrieta Student Center	502	527	553	553	553
Del Rio Student Center	--	240	247	255	263
Flabob Preparatory Academy	83	165	220	260	305
Total Enrollment	6,405	6,993	7,549	7,796	7,909
Total Projected ADA	6,277	6,643	7,172	7,406	7,514

C. Signature Components of River Springs' Education

- Parent as co-teacher, with support through parent educaon, online guides, and mentoring
- Fully-supported student choice curriculum on-demand
- Unique personalized learning paths for resource center and classroom instrucon
- Power Tools strategies for independent learning
- Math Path and other structured support for struggling students
- Field trips and parent/student events
- CTE and internships incorporated into high school coursework every year
- Structured support for struggling students/mul-er ed system of supports

D. Benefits to the Authorizer

The primary benefit is the opportunity to offer addional high-quality public school educaonal opons t o the students of Riverside County. In addion, the Chart er School will offer:

- Oversight fee of 1%
- Customized access to all our online resources for use with any independent study or "virtual" students in the County
- Best pracce sharing and c ollaboraon

E. Charter Renewal

River Springs has experienced many successes and accomplishments over the prior charter term. We have highlighted some of these on pages 5 to 12 and provided a more inclusive list in Appendix B

1. Charter Renewal Criteria

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.5(b)(1)

Educaon Code Secon 47607(b) requires that a charter school <u>must meet at least one</u> of the following renewal criteria prior to receiving a charter renewal:

- Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.

- Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

- Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.

- The enty that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil populaon tha t is served at the charter school.

- Has qualified for an alternav e accountability system pursuant to subdivision (h) of Educaon Code Secon 52052.

The following shall serve as documentaon confirming that RSCS meets the statutory criteria required for renewal as set forth in Educaon Code Secon 47607(b) (Also see Appendix B which includes CDE DataQuest/CAASPP Reports):

*Note on Tesng Da ta

Assembly Bill 484 amended Educaon Code secon 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislav e and/or programmac r equirements:

- The most recent API calculaon;
- An average of the three most recent annual API calculaons; or
- Alternav e measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

RSCS meets the charter renewal criteria established in Educaon Code Secon 47607(b) by ulizing "the most recent API calculaon" and "alternav e measures" as allowed per Educaon Code Secon 52052(e)(4)(A), as further specified belo w.

Analysis of Charter Renewal Criteria

LEGAL REQUIREMENTS FOR CHARTER RENEWAL **Education Code Section 47607(b) – Charter School Must Meet at Least ONE Criteria for Renewal**	
Renewal Criteria	**Criteria Met**
Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.	No; RSCS met schoolwide API growth target, and all but one student subgroup API growth target in 2013
Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.	Yes; 2013 statewide API rank of 4
Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.	No
The enty tha t granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composion of the pupil popula on that is served at the charter school.	Yes; see below
Has qualified for an alternav e accountability system pursuant to subdivision (h) of Educaon Code Secon 52052	Not Applicable
(Source: CDE DataQuest, accessed March 2, 2018)	

Analysis of Comparison Schools Data

Analysis of comparison school data can be found in Appendix B.

2. Additional Justification for Charter Renewal

Analysis of Charter Renewal Criteria – Student Subgroups

Education Code Section 47607(a)(3) states: The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as "a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052." EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

Analysis of addional jus fic aon f or charter renewal can be found in Appendix B.

The Springs internship program gives you the opportunity to go out into the real world and see what it has to offer. You have the opportunity to network with professionals and create friendships that will last a lifetime. Springs will help you find a business that you would love to work for. Show them your passion and eagerness to work and learn.

You'd be surprised how many people would love to share what they know with you. Taken seriously, this program will put you years ahead of your competition and give you a head start on your career.

Thanks to the Springs internship program, I'm an 18-year-old professional chef working for the newest winery in Temecula, with constant opportunities to grow.
   - Chef Matt Dawson, Class of 2016

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Element A: Educational Program Description

Governing Law: *The educational program of the charter school is designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605.6(b)(5)(A)(i).*

Governing Law: *The annual goals for the charter school for all pupils and for each subgroup of pupils, identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605.6(b)(5)(A)(ii).*

Governing Law: *If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable to other high schools. Education Code Section 47605.6(b)(5)(A)(iii).*

Governing Law: *If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause. Education Code Section 47605.6(b)(5)(A)(iv).*

A. Mission & Vision

RSCS is a parent choice school where the community is the classroom. Our mission is to foster the innate curiosity of our students, empower their parents, and promote optimum learning by collaboratively developing a personalized learning program for each student. RSCS's objective is to enable pupils to become self-motivated, competent, and lifelong learners.

Goals for students and parents of RSCS include but shall not be limited to the following:
1. Optimum learning by the student will be achieved by encouraging parent involvement and support.
2. Students will be active participants in their personalized learning plan with the support of RSCS staff.
3. RSCS students will make at least one year of academic achievement gains each year.
4. Students will be intrinsically motivated.
5. Students will achieve competency in basic academic skills.

6. Opportunies will be provided for students to explore their potenal in the performing and living arts and in the use of technology.
7. Students will recognize and use their strongest skills and abilies and improve in areas where they are weak.

RSCS is open to all students in grades TK-12. RSCS is nonsectarian in its programs, admission policies, employment pracces, and all other operaons. RSCS specifically targets and is attempng to educate students seeking a non-tradional educaonal seng. RSCS does not charge tuion and does not discriminate against any pupil on the basis of ethnicity, naonality , race, gender, gender expression, gender identy , disability, religion, sexual orientaon, or upon any of the characteriscs listed in Educaon Code Secon 220.

RSCS believes that learning best occurs when students are educated through a personalized learning, goal-oriented curriculum, which is developed ulizing home-based learning programs, cooperav e school programs and classes, personalized learning models, internships, community-based educaonal programs, group seminars, distance learning via current technology, supplemental learning projects, and current educaonal research. The growing body of reputable research indicates that personalized learning schools (specifically those employing the aforemenoned strategies and inia v es) have helped students attain greater academic achievement than their tradional school peers, parcularly those students with lower starng achievement levels.[1] All student curricula are subject to approval by RSCS. A sample list of recommended curriculum and instruconal ma terials can be found in Appendix C.

RSCS has obtained connuous accreditaon through Western Associaon of Schools and Colleges (WASC), and all high school courses offered by the charter school are considered transferable. RSCS offers students college preparatory programs that meet California State and University of California's a-g admissions requirements. For high school students, the Student Agreement (Appendix D) that is signed by student and parent upon enrollment details the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. All homeschool specialists who are assigned to high school are trained in the requirements of a-g coursework and high school graduaon policies and pr ocedures.

For purposes of this charter, "parent(s)" includes guardian(s). Any parent or legally responsible enty may designate an alternate party to act in place of the parent(s). RSCS adult students do not require parental parcipa on in educ aonal or admission c ontracts or performance evaluaons.

RSCS idenfies an educated person in the twenty-first century to mean a person who is literate, can understand and funcon 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 polic al processes, has an ability to solve mathemac al problems and to think scienfic ally, and has the values necessary to enhance the world in which she or he lives. This person is one who has realized his or her own special interests,

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

talents, or abilies, whether it is in the arts, sciences, or other areas. It is the goal of RSCS to help students become educated individuals who are intrinsically mov ated to learn and who have diverse yet well-developed interests.

RSCS parents, students, teachers, and homeschool specialists believe that the best learning occurs when:

1. Curriculum is tailored to an individual student's learning styles.
2. One-to-one teaching is used as appropriate.
3. Real life context-based learning is encouraged.
4. A variety of enrichment is implemented through classroom instrucon, independent learning, field trips (see Appendix E), apprenceship s, technology and integrated projects across the curriculum.
5. Schooling is viewed as one aspect of an educaon.
6. The enr e community is the classroom.
7. Learning is promoted by engaging student interests[2].

The COMMUNITY is our CLASSROOM

TK-5
- Community course instruction
- Field Trips
- Learning Centers
- Schoolwide events and activities
- Clubs and Co-ops
- Lego League

6-8
- Community service
- Small group classes
- Science Fair
- History Day
- Spelling Bee
- National Junior Honor Society
- California Junior Scholarship Federation

9-12
- Internships
- CTE classes and pathways
- Dual and concurrent enrollment at local community college
- Robotics
- National Honor Society
- California Scholarship Federation
- CIF Sports

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[2] Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* London: Routledge, page 49.

B. Students to be Served

River Springs Charter School currently serves over six thousand students, with 97% of them residing in Riverside County. The following student demographic data represents the current students enrolled (as of 2017-18 CBEDS date).

Enrollment by Gender	
	%
Female	49.3%
Male	50.7%

Enrollment of English Learners	
	%
English Learner	4.3%
IFEP	1.9%
RFEP	2.4%

Enrollment by Primary Race/Ethnicity	
	%
Ethnicity: Hispanic	37.6%
Race: White	77.1%
Race: 2+ Races	11.2%
Race: African-American	5.7%
Race: Asian	3.3%
Race: Native American	2.0%
Race: Pacific Islander	0.7%

Enrollment of Economically Disadvantaged	
	%
Free lunch	26.1%
Reduced Lunch	18.7%
Total Free & Reduced Lunch	44.8%

Enrollment of Homeless & Foster Youth	
	%
Foster Youth	0.3%
Homeless	3.0%

Enrollment of Students with Disabilities	
	%
Active IEP	13.2%
Active 504 Plan	2.6%

All enrollment data as of October 4, 2017

C. High School Guidance Services

All high school students enrolled in RSCS are challenged through a-g courses and concurrent and/or dual enrollment at local community colleges, where appropriate. Students are guided toward college preparatory courses and offered opportunies t o visit local colleges and universies.

High school counselors are available to all families. The school counselor's role is to help with high school academic planning, college entrance requirements, and post-graduaon g oals.

D. Educational Program Choices

RSCS believes in providing a mul- faceted por olio of opons for parents who want to play a more acv e role in the public educaon of their children. Instead of providing just one model, RSCS works within the local community of families and teachers to create research-based, mission-driven, comprehensive school models. This takes place either in the classroom or is a combinaon of the best of resource center classroom instrucon with the bes t of personalized home-study.

Each family must sign an annual Student (Master) Agreement prior to beginning any program at River Springs (see Appendix D). The school also adheres to an Independent Study Policy as shown in Appendix F.

RSCS believes that a child's atude about learning a parcular subject significantly contributes to his/her success or failure in that subject. Posiv e atudes are strongly influenced by success. For this reason:

- The Charter School will use a variety of diagnosc tools to accurately assess and place each child in the appropriate course/curriculum for his/her skills. The content will be challenging, but not so challenging that it would be almost impossible for the child to succeed based on his/her inial skill se t.

- The Charter School will focus on the goals of mastery and understanding within each discipline. Children are encouraged to keep working on a skill unl it is mastered, and they are not penalized for mulple a ttempts at mastery.

- The Charter School will give mely feedback to the student about his/her progress in such a way that the student will learn and grow from it. Students are acv ely involved in evaluang their own progress. They are called upon to reflect; given tools such as rubrics, pre-assessments, and other means of idenf ying their strengths and areas of improvement; and will be enabled to make the adjustments necessary to succeed and achieve at high levels. Teachers personalize learning to help each child idenf y their own strengths and weaknesses in a parcular t ask or topic.

Since RSCS focuses on personalized learning, we use a connuum of skills for mastery (I CAN!s), based on the Common Core State Standards in English language arts and mathemacs. Sample pacing guides and instruconal fr amework can be found in Appendix G.

These skills are organized by grade level, with the goal for every student to master these skills during or before that grade level year. However, since these skills are building blocks that are required for true understanding of higher level concepts, some students will be begin their learning below their designated grade level. Our goal for students operang below grade level is to accelerate their learning through mastery and success.

RSCS focuses on all students' mastery and understands the needs of qualifying students including, but not limited to: significant subgroups, foster, homeless, English Learners, students with disabilities, and socio-ec onomically disadvantaged. (Also see references in Element B.)

Programs will use a variety of instruconal materials to teach these skills. These instruconal materials will support standards-based mastery, and will be used with flexibility according to individual student need with specific attenon t o all significant subgroups.

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

Please see Appendix H for our Academic Calendar and Bell Schedule. CTE course offerings can be found in Appendix I.

River Springs Charter School - Programs by Location		
Location **Address**	**Program(s) - Grades** **[# days on campus + opt class day]**	**Notes**
Riverside Student Center 3050 Chicago Ave, Riverside	Mosaic - TK-8 [3] Homeschool Learning Center TK-8 [2]	
Magnolia Student Center 4020 Jefferson St, Riverside	Magnolia Academy - TK-8 [4] Renaissance Real World Acad. 9-12 [3-4]	
Flabob Preparatory Academy 4130 Mennes Ave, Riverside (once completed) and Pathfinder Student Center 4260 Tequesquite Ave, Riverside	Global Transitions Program 6-12 [4+1] Keys College & Career Prep - 9-12 Homeschool Learning Center 9-12 [2]	Global Transitions at FAPA will ultimately move back to its permanent home aboard Flabob Airport and Pathfinder will continue to offer Homeschool Learning Center 9-12 classes & CTE
Hemet Quest Student Center (TK-8) 760 W. Acacia, Hemet	Hemet Quest - TK-8 [5] Keys College & Career Prep - 9-12	Move Keys and grades 6-8 to Esplanade Ave. for 2019/20 school year
Hemet Student Center (9-12) 105 N. Girard, Hemet	Renaissance Real World Acad. 9-12 [4+1] Homeschool Learning Center TK-8 [2]	Move Renaissance to Esplanade Ave. and rename Girard location Hemet Resource Center
Renaissance Valley Student Center 1091 W. Esplanade Ave, San Jacinto	Renaissance Real World Acad. 6-12 [4+1] Keys College & Career Prep - 9-12	Effective for 2019/20 school year
Indio Palm Academy 46601 Vargas Rd, Indio	Palm Academy - TK-8 [5] Keys College & Career Prep - 9-12	Move to 81840 Ave 46, Indio once CUP and remodeling is complete. Approx Fall 2019.
Cherry Valley Learning Center 10257 Beaumont Ave, Cherry Valley	Homeschool Learning Center TK-8 [3] Keys College & Career Prep - 9-12	
Corona Student Center 510 W. 2nd St, Corona	Mosaic - TK-8 [3+1] Homeschool Learning Center TK-8 [1]	Looking for new location that could also house Keys Study Zone
Corona Keys Study Zone 1861 California Ave. #101, Corona	Keys College & Career Prep - 9-12	
Bear River Student Center 26800 Newport Rd, Menifee	Da Vinci Academy - TK-8 [4+1] Keys College & Career Prep - 9-12	
Murrieta Student Center 41866 Kalmia, Murrieta	Da Vinci Academy - TK-6 [4+1] Montessori - TK-6 [3] Classical Academy - TK-8 [2] Montessori Middle - 7/8 [5]	Move High School LC to Enterprise Resource Center (27447 Enterprise Circle W., Temecula) with Temecula Keys in Fall of 2019
iShine Student Center 42145 Lyndie Lane, Temecula	Mosaic - TK-8 [4] Homeschool Learning Center TK-8 [2]	
Del Rio Student Center 745 N. Perris Boulevard, Perris	Mosaic - TK-8 [3] Homeschool Learning Center TK-8 [2]	
Temecula Student Center 43040 Margarita, Temecula	Da Vinci Academy - K-8 [4 + 1] Renaissance Real World Acad. 9-12 [3+2]	
Enterprise Resource Center 27447 Enterprise Circle W., Temecula	Drop-in independent study visits and individual/small group services by Special Education providers.	Temecula Keys Study Zone and Special Education Services (including moderate to severe) moved effective April 2019. High School Learning Center from Murrieta will move Fall 2019.

Homeschool Program

In the RSCS Homeschool program, parents and students work closely with a California credenaled Homeschool Specialist to choose the right combinaon of learning programs for each individual student. RSCS believes that parents are the primary educators of their children, and RSCS's primary mission is to support and encourage families in the challenging task of educang their children. Families are allo ed instruconal funds, depending on the grade-level. These funds are used to purchase curriculum, educaonal materials, and services from approved RSCS vendors. Homeschool student are able to use a poron of their instruconal funds to take TK-8 enrichment classes at a student center; 9-12th grade through an online course management system. Homeschool families are able to take advantage of field trips, the Curriculum Warehouse, various health and fitness programs, and numerous parent and student events throughout the year.

Student progress is tracked through the use of individualized learning plans which are created monthly and revised regularly through parent / Homeschool Specialist / student collaboraon. Assessment is done regularly for a variety of purposes, including RSCS's common benchmark assessments which are stored in the RSCS data warehousing system. The data is analyzed regularly and used to modify instrucon as necessar y.

Parent Prep is an integral part of the Homeschool program designed to provide newly enrolled homeschool families extra support with curriculum, lesson planning, assessment, and me management. Parents who are new to homeschooling are required to go through the parent prep course which is supported by the Homeschool Specialist. At the end of their first year, families will either be transferred to the regular RSCS Homeschool program, Keys High School, an RSCS academy program, or the student's local school based on their Homeschool Specialist's recommendaon.

Name: Sofie Dossi
Age: 16 **Grade**: 12
I chose: Homeschool
Why? Flexibility is extremely important to me and Springs is a great place to learn because I get my specific needs met.
Sofie says: "The best thing is that if I know a subject well, like math, I can continue to advance at my own pace. Also, if I need more help on a subject, I can take my time and really make sure I understand it before moving on to the next concept. In addition to that, I get the one-on-one attention I need, a better education, and my Mom is a great teacher!"
Sofie is a well-known contortionist who appeared on America's Got Talent and plans to run her own entertainment company or be a marine biologist - or maybe both!

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Learning Centers

RSCS Learning Centers provide academic and enrichment classes for Homeschool students. Learning Center classes are created to supplement a student's homeschool program and include core and enrichment classes.

RSCS Homeschool students can take up to eight Learning Center enrichment classes one or two days per week. Parents choose classes based on the needs and interests of their student. Class offerings can vary by locaon.

The Learning Center class offerings help families connect with other homeschoolers to create a strong support system. RSCS families can enjoy a range of high-interest course offerings including me-honor ed school acvies such as school pictures, yearbooks, open houses, and opportunies to perform and compete as a group in classes such as theater and Lego League.

Homeschool students attending our Learning Centers have an opportunity for socializaon and developing appropriate classroom/school behaviors. Through events, outreach, acvies, and guest speakers; Learning Center students use the community as the classroom throughout the year.

Core courses are available and are especially appealing to parents who want the added support of a credenaled teacher offering rigorous math or ELA programs. The mastery driven "I CAN!" program is embedded in core classes such as "I CAN! Math" and is designed to build each child's academic skills and confidence.

Learning Center teachers are knowledgeable and passionate about the special interest topics they are teaching. Their focus is to support the gis and t alents of RSCS Homeschool students.
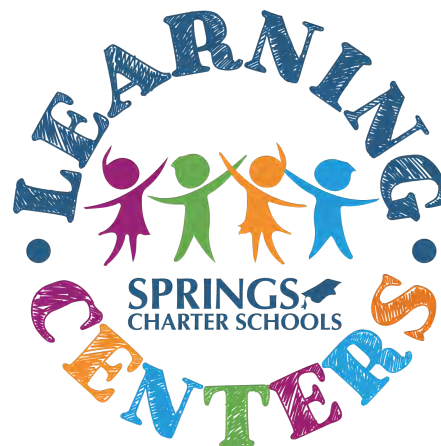
TK-8th Grade Learning Center Locations

Corona Student Center	510 W. 2nd Street, Corona, CA 92882	TK- 8th Grade
Hemet Student Center	105 N. Girard Avenue, Hemet, CA 92544	TK-8th Grade
iShine Student Center	42145 Lyndie Lane, Temecula, CA 92591	TK-8th Grade
Riverside Student Center	3050 Chicago Ave, Riverside, CA 92507	TK-8th Grade
Del Rio Student Center	745 N. Perris Blvd., Perris, CA 92571	TK-8th Grade
Cherry Valley Student Center	10257 Beaumont Ave, Cherry Valley, CA 92223	TK-8th Grade

High School Learning Centers

Homeschool and Keys students in grades 9-12 are able to attend a-g approved core classes taught by single subject credenaled t eachers. Students who elect to receive classroom instrucon a ttend those classes two days per week and complete assignments at home the remaining three days.

High school classes offered at the learning centers include, but are not limited to:

- Math 1, 2, & 3
- Pre-Calculus
- Biology
- Chemistry
- Physics
- Spanish 1 & 2

High School Learning Centers Locations

Pathfinder Resource Center	4260 Tequesquite Ave, Riverside, CA 92501	9-12th Grade
Enterprise Resource Center	27447 Enterprise Circle W, Temecula, CA 92590	9-12th Grade

Name: Christian Abts
Age: 13 **Grade**: 8
I chose: Riverside Learning Center
Why? To take workshops while having fun in a great learning environment.
Christian says: "The learning center helps me pursue my interest in robotics because of the First Lego League workshop. I have been on our competition team for 4 years and I love going to Legoland to compete with our First Lego League team. This year I am taking ASB for the first time and it is an outstanding workshop! I love getting to dive deep behind the scenes in how the school fundraisers work and the process of making our annual yearbook."
Christian wants to be an Imagineer for Disney. He is also interested in prop making and costume design. His advice to new students is, "To not be afraid, the teachers are great and you will learn about your interests more in depth and make new friends."

Keys College & Career Prep is a high school college-prep program for high school students who want the flexibility of an independent study program. The Keys program is designed specifically to create motivated high school independent learners. The Keys teachers are responsible for meeting the student and parent once a week, selecting and ordering curriculum, and personalizing lessons to meet each student's individual needs, interests and goals. Class assignments are delivered electronically via the virtual classroom and are available 24/7 through the RSCS course management system. Courses are differentiated, with integrated modules students can choose from based on interest and ability. Students receive face-to-face lessons and assessments in their weekly meetings with the Keys teacher. In addition to online course options, students may take up to two core classes at any RSCS High School Student Center (based on available space) and/or at local community colleges through dual or concurrent enrollment. Eligible Keys students may attend RSCS field trips with their parents.

Student progress is tracked through mastery assessments and the RSCS online grade book which allows full communication between the Independent Study teacher, parent, and student. Benchmark assessments are given in all core classes multiple times per year and are stored electronically in the RSCS data warehousing system.

Keys Independent Study Center Locations

Corona Study Zone 1861 California Avenue Ste 101, Corona, CA
Hemet Study Zone 760 West Acacia Avenue #109, Hemet, CA
Indio Study Zone 46-601 Vargas Road, Indio, CA
Cherry Valley Study Zone 10257 Beaumont Ave, Cherry Valley, CA
Menifee Study Zone 26800 Newport Road, Menifee, CA
Riverside Study Zone 4260 Tequesquite Avenue, Riverside, CA
Enterprise Study Zone 27447 Enterprise Circle W., , Temecula CA

Name: Mackenzie Lunney
Age: 18 **Grade**: 2016 Graduate
I chose: Keys College & Career Prep
Why? For the flexibility to work with my schedule and the college preparation.
Mackenzie says: "When I first started with Keys during my freshman year, I was five weeks behind and I thought I was never going to make it through. With the help of my Keys teacher, I felt confident and was able to finish the work".
Mackenzie plans to pursue a nursing career and her advice to new students is, "No matter what, don't give up. Lots of people are there to help and you should always take advantage of that help."

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Riverside Student Center
3050 Chicago Avenue, Riverside, CA
(951) 225-7350

- **Mosaic Academy**
- **Homeschool Learning Center**

Mosaic Academy
    TK-8th Grade
    3 Core Classroom Days
    2 Home Study / Optional Elective Days

Mosaic Academy combines 3 days of classroom-based instrucon with 2 days of fully supported home-study days. Parents are given in-service and development on how to teach their students at home using a variety of RSCS provided online and textbook materials. Personalized online math and reading programs are provided for every student to use on home-study days. Mosaic Academy focuses on math significantly during classroom days so that the bulk of the mathemacs teaching is completed at school. Parents support the classroom instrucon through supervision of online and independent pracce acvies assigned by the Teacher of Record. The mastery driven "I CAN" Power standard program along with RSCS's Academy Math Path program have been scienfic ally designed to build each child's skills and confidence. The core curriculum is California standards based and enriched with novels and higher level thinking acvies. Teachers engage students in project-based learning that allows students to learn more about their own interests. Mosaic Academy embraces and promotes the gis and talents of every student through personal interest elecves. Through field trips, outreach acvies, and guest speakers, Mosaic students use the community as the classroom throughout the year.

The Mosaic Academy signature pracces include:

- Parent involvement is integral to student success.
- Parents must be involved in home-study instrucon.
- Acve learning is essenal in every classroom.
- Personalized, independent learning is the key to developing lifelong learners.
- Math and reading should be taught to mastery.
- Community events and field trips help every student stay connected to their community.
- The best of computer-based learning, textbooks, and projects should be used to foster every student's innate curiosity.
- Focusing on social skills helps teach every student to treat one another with the utmost respect.

Student progress is tracked through porolio assessment and the RSCS online grade book which allows full communicaon between the classroom teacher, parent, and student. Benchmark assessments are

given in all core classes mulple mes per year and are stored electronically in the RSCS data warehousing system.

Homeschool Learning Center
    TK-8th Grade
    2 Enrichment Class Days per week
See Learning Center program descripon on pag e 24.

Name: Reilley Berry
Age: 13 **Grade**: 8
I chose: Riverside Student Center
Why? To overcome my struggle with math.
Reilley says: "I'm getting the help I need and now I'm learning more and more math!
I've asked my friends to consider coming to Springs to take advantage of the great teachers and different
ways we learn."
Reilley writes poetry, draws, sings, and sews. She hopes to become a designer and a songwriter one day. Her advice to new students is to take advantage of the helpful teachers and students to
understand the concepts.

Del Rio Student Center
745 N. Perris Boulevard, Perris, CA
(951) 252-8800

-Mosaic Academy
-Homeschool Learning Center

Mosaic Academy
> **TK-8th Grade**
> **3 Core Classroom Days**
> **2 Home Study / Optional Elective Days**

Mosaic Academy combines 3 days of classroom-based instrucon with 2 days of fully supported home-study days. Parents are given in-service and development on how to teach their students at home using a variety of RSCS-provided online and textbook materials. Personalized online math and reading programs are provided for every student to use on home-study days. Mosaic Academy focuses on math significantly during classroom days so that the bulk of the mathemacs teaching is completed at school. Parents support the classroom instrucon through supervision of online and independent pracce acvies assigned by the Teacher of Record. The mastery driven "I CAN" Power standard program along with RSCS's Academy Math Path program have been scienfic ally designed to build each child's skills and confidence. The core curriculum is California standards based and enriched with novels and higher level thinking acvies. Teachers engage students in project-based learning that allows students to learn more about their own interests. Mosaic Academy embraces and promotes the gis and talents of every student through personal interest elecv es. Through field trips, outreach acvies, and guest speakers, Mosaic students use the community as the classroom throughout the year.

The Mosaic Academy signature pracces include:
- Parent involvement is integral to student success.
- Parents must be involved in home-study instrucon.
- Acv e learning is essenal in e very classroom.
- Personalized, independent learning is the key to developing lifelong learners.
- Math and reading should be taught to mastery.
- Community events and field trips help every student stay connected to their community.
- The best of computer-based learning, textbooks, and projects should be used to foster every student's innate curiosity.
- Focusing on social skills helps teach every student to treat one another with the utmost respect.

Student progress is tracked through porolio assessment and the RSCS online grade book which allows full communicaon between the classroom teacher, parent, and student. Benchmark assessments are

given in all core classes mulple mes per year and are stored electronically in the RSCS data warehousing system.

Homeschool Learning Center
    TK-8th Grade
    2 Enrichment Class Days per week
See Learning Center program descripon on pag e 24.

iShine Student Center
42145 Lyndie Lane, Temecula, CA
(951) 225-7500

- **Mosaic Academy**
- **Homeschool Learning Center**

iShine Academy
    TK-8th Grade
    4 Core Classroom Days
    1 Home Study / Optional Elective Day

iShine Academy is a high performing, project-based program that emphasizes personalized learning, integraon of the arts and inno vav e instruconal s trategies in a state-of-the-art learning environment. California Common-Core Standards form the basis for curriculum that is designed with each student in mind. Through rigor, innovav e strategies and inquiry, students are inspired and challenged. With hands-on learning, maker-spaces and community excursions, pracc al experience is celebrated. Underscoring both academic and social-emoonal skill de velopment, iShine seeks to develop lifelong learners.

In this dynamic program, students learn from masterful mentor teachers in smulus-rich learning spaces that are mul-sensor y, provocav e, student-centered and fun! They make music, dance, draw, build, compute, construct and innovate as they pracce both cric al and creav e thinking.

The iShine Academy signature pracces include:

- Personalized learning is based on the uniqueness of each learner and the importance of choice
- Intrinsic mov aon cr eates a passion to learn
- Project-based and problem-based learning encourages natural curiosity, inquiry, research and individualized media choices for exhibion of lessons learned
- Whole-brained learning, with art as integral, is essenal f or teaching the whole child
- Posiv e discipline is important to develop self-discipline and social skill development
- An environmental design which is light, orderly, beauful, s mulus-rich and open t o choice is important for student achievement
- Emphasis on inslling a gr owth-mindset allows student to connue t o challenge themselves
- Community engagement and community service create important life-lesson opportunies

- Opmal learning is achie ved for each student when high expectaons ar e combined with effecv e mind-compable s trategies
- Social-emoonal de velopment is an important life skill
- Parents are partners in student success

Students are surveyed, interviewed and observed to assist in learning about individual learning-style preferences, intelligences, thinking styles, brain-dominance and social-emoonal de velopment. In addion, f ormav e and summav e assessment, o en co-developed by students and teachers assist students in developing the knowledge and skills which prepare them for a deep and rich learning journey.

Homeschool Learning Center
    TK-8th Grade
    2 Enrichment Class Days per week
See Learning Center program descripon on pag e 24.

Name: Nevaeh Atchison
Age: 12 **Grade**: 8
I chose: iShine Student Center
Why? To take advantage of the freedom to work ahead and create my own learning path.
Nevaeh says: "The teachers teach us important things like integrity and intrinsic motivation. The freedom to use my own learning style is great for me because I get to be creative and am encouraged to try new things and look for new perspectives." Nevaeh hopes to be a children's book author when she grows up.

Magnolia Student Center
4020 Jefferson St, Riverside, CA
(951) 225-7200

- **Magnolia Academy**
- **Renaissance Real World Academy**

Magnolia Academy
TK-8th Grade
4 Core Classroom Days
1 Home Study / Optional Elective Day

The Magnolia Academy is a progressively challenging hybrid program offering a combinaon of classroom experiences and supported home study learning. Magnolia's emphasis is on the mastery of fundamental academic skills necessary for success. Field trips at all levels provide enrichment to supplement classwork and assignments. As much as possible, acvies in the fine arts accent and enhance units and themes studied in the regular classroom. Students engage in projects, write extensively, and learn study skills in all academic disciplines. Students have the opportunity to reflect and share their individual experiences through student led conferences that are held throughout the year. Students in 4th-8th grades may choose to parcipa te in intramural sports throughout the year. Students who need addional support are provided opportunies within the day to receive addional instrucon.

The Magnolia Academy signature pracces include:

- Students should be empowered to take charge of their own learning. They do this through goal seng, goal tracking, choosing from a variety of learning acvies and regular one-on-one meengs with their t eacher.

- Students benefit from a relaxed, posiv e atmosphere, with flexibility in workspace, seang and pace.'

- The community is the classroom, which is why regular field trips and community events are prioriz ed.

- Parents are able to support personalized learning at home on their weekly home-study day through a variety of online and hands-on learning acvies.

Student progress is tracked through por olio assessment and the RSCS online gradebook which allows full communicaon between the classroom teacher, parent, and student. Benchmark assessments are given in all core classes mulple mes per year and are stored electronically in the RSCS data warehousing system.

Renaissance Real World High School Academy
9-12th Grade
3 Core Classroom Days
2 Home Study / Optional Elective Days

Renaissance High School Academy empowers students to take charge of their learning, to gain abilies and knowledge necessary to achieve success beyond high school, and to become lifelong learners. Beginning in the 9th grade, students are taught me-manag ement, independent learning methods, and valuable 21st century skills to ensure their success in a global world.

Students receive a combinaon of classroom-based instrucon and teacher-guided independent study. Students learn using a variety of methods, including textbooks, discussions, Socrac seminars, projects, online acvies and other hands-on learning methods. This innovav e university approach to classroom learning provides opportunies for students to set goals and track them for their academics. Students may also take Career Technical Educaon classes, be involved in community outreach, work in an internship, and take advantage of dual enrollment at local community colleges. These programs give students access to the tools they need as they advance through high school on into college and into the world of work. The Renaissance High School Academy curriculum is designed to ensure that all students are capable communicaons, cric al thinkers, global ciz ens, problem solvers, and well-versed in diverse life skills by the me they graduate high school. CIF sports are available for those that choose to parcipa te.

The Renaissance Real World Academy signature pracces include:

- Learning how to set and reach goals.
- Opportunies to apply learning to real life situaons through internships, projects, and Career Technical Educaon (C TE).
- Praccing independen t learning methods to become lifelong learners.
- Becoming self-reflecv e through the process of evaluaon and criquing their pr ogress.
    - Working in small groups and parcipa ng in gr oup discussions.

Student progress is tracked through por olio assessment and the RSCS online gradebook which allows full communicaon be tween the classroom teacher, parent, and student. Benchmark assessments are given in all core classes mulple mes per y ear and are stored electronically in the RSCS data warehousing system.

Name: Carmina Kendall
Age: 8 **Grade**: 3
I chose: Magnolia Student Center
Why? To get a solid foundation on Math and Science and become a chemical engineer.
Carmina says: "Multiplication and division are hard, but I practiced and now they are easier." She likes to play with GoldieBox, an engineering toy for girls.

Corona Student Center
510 W. 2nd Street, Corona, CA
(951) 225-7550

- **Mosaic Academy**
- **Homeschool Learning Center**

Mosaic Academy
    TK-8th Grade
    4 Core Classroom Days
    1 Home Study / Optional Elective Day

Mosaic Academy combines classroom-based instrucon with fully supported home-study days. Parents are given in-service and development on how to teach their students at home using a variety of RSCS provided online and textbook materials. Personalized online math and reading programs are offered for every student to use on home-study days. Mosaic Academy focuses on math significantly during classroom days so that the bulk of the mathemacs teaching is completed at school. Parents support the classroom instrucon through supervision of online and independent pracce acvies. The mastery driven "I CAN" Power standard program along with RSCS's Academy Math Path program have been scienfic ally designed to build each child's skills and confidence. The core curriculum is California standards based and enriched with novels and higher level thinking acvies. Teachers engage students in project-based learning that allows students to learn more about their own interests. Mosaic Academy embraces and promotes the gis and talents of every student through personal interest elecv es. Through field trips, outreach acvies, and guest speakers, Mosaic students use the community as the classroom throughout the year.

The Mosaic Academy signature pracces include:

- Parent involvement is integral to student success.
- Parents must be involved in home-study instrucon.
- Acv e learning is essenal in e very classroom.
- Personalized, independent learning is the key to developing lifelong learners.
- Math and reading should be taught to mastery.
- Community events and field trips help every student stay connected to their community.
- The best of computer-based learning, textbooks, and projects should be used to foster every student's innate curiosity.
- Focusing on social skills helps teach every student to treat one another with the utmost respect.
- Project Based Learning and Passion Projects are integral to student skill development in the 4 C's (cric al thinking, communicaon, collaboraon, and creavity) for 21st Century Global Skills, and College and Career Readiness.

Student progress is tracked through por olio assessment and the RSCS online grade book which allows full communicaon between the classroom teacher, parent, and student. Benchmark assessments are given in all core classes mulple mes per year and are stored electronically in the RSCS data warehousing system.

Homeschool Learning Center
>   **TK-8th Grade**
>   **2 Enrichment Class Days per week**

See Learning Center program descripon on pag e 24.

Name: Amelie Meyer
Age: 13 **Grade**: 8
I chose: Corona Student Center
Why? To organize her own schedule and personalize how to get things done.
Amelie says: "Springs is a great school with exciting activities around every corner. It has wonderful people too!"
Amelie was born in Japan where her parents taught English. She plans to pursue a career in dance or music. Her advice to new students is to take advantage of the free time to enjoy family and friends.

Flabob Airport Preparatory Academy
4130 Mennes Avenue, Riverside, CA
Temporary Location:
4260 Tequesquite Ave, Riverside, CA
(951) 225-7100

- **Global Transitions Program**
- **Keys College & Career Prep**
- **High School Learning Center**

Global Transitions Program at Flabob Airport Preparatory Academy
> **6-12th Grade**
> **4 Core Classroom Days**
> **1 Home Study / Optional Elective Day**

Flabob Airport Preparatory Academy (FAPA) provides a special program for students in grades 6-12. FAPA provides a combinaon of hands-on classroom experiences and supported home-study acvies. FAPA believes that project-based learning and student/parent choice should drive the curriculum. The curriculum is designed to reinforce real world skills, parcularly those related to aviaon, mechanics, engineering, and science. Students have the opportunity to be mentored by approved adults in a number of career capacies.

The Global Transions Program (GTP) at FAPA is designed to provide career and college preparaon to students in grades 6-12. Students will be introduced to career paths that connect them directly to the global world. The GTP empowers students to take charge of their learning, to gain abilies and knowledge necessary to achieve success beyond high school, and to become lifelong learners. Beginning in the 6th grade, students are taught me-manag 	ement, independent learning methods, and valuable 21st century skills to ensure their success in a global world.

Students receive a combinaon of classroom-based instrucon and teacher-guided independent study. Students learn using a variety of methods, including textbooks, discussions, Socrac seminars, projects, online acvies and other hands-on learning methods. This innovav e university approach to classroom learning provides opportunies for students to receive tutoring one day a week, take Career Technical Educaon classes, be involved in community outreach, work in an internship, and take advantage of dual enrollment at local community colleges. These programs give students access to the tools they need as they advance through high school onto college and into the world of work. The Global Transions Program curriculum is designed to ensure that all students are capable communicaons, cric al thinkers, global ciz ens, problem solvers, and well-versed in diverse life skills by the me the y graduate high school.

The Global Transions signature pracces include:

- · Learning how to set and reach goals.
- · Being given opportunies to apply learning to real life situaons through internships, projects, and Career Technical Educaon (CTE).
- · Praccing independent learning methods to become lifelong learners.
- · Becoming self-reflecve through the process of evaluaon and criquing their progress.
- · Working in small groups and parcipang in group discussions.

Student progress is tracked through porolio assessment and the RSCS online grade book which allows full communicaon between the classroom teacher, parent, and student. Benchmark assessments are given in all core classes mulple mes per year and are stored electronically in the RSCS data warehousing system.

High School Learning Center
     9-12th Grade
     2 Enrichment Class Days per week
See Learning Center program descripon on page 24.

Keys College & Career Prep
     9-12th Grade
See Keys College & Career Prep program descripon on page 28.

Name: Nellie Camarena
Age: 17 **Grade**: 12
I chose: Flabob Airport Preparatory Academy, FAPA
Why? To reach my goal of being accepted into the U.S. Naval Academy in Annapolis so I can serve my country, travel the world, and show my parents that I have the skills with which I was raised.
Nellie says: "I went to FAPA on a field trip as a GATE student. At the end of a week there, I went flying with an instructor. I fell in love with airplanes as soon as the air-lifted us from the ground." She advises new students to believe in themselves and stay on the path for their success.

Da Vinci Academy
    K-8th Grade
    4 Core Classroom Days
    1 Home Study / Optional Elective Day

Da Vinci Academy students attend a rigorous four day per week academic program with elecv es offered on the fih day. Elementary and middle school students are exposed to the arts and sciences in greater depth than would be offered in a tradional elementary or middle school environment through project-based learning, small group work, and attenon to students' modalies of learning. The Da Vinci learning environments is a safe place where all students feel that they can learn, succeed, and thrive. The teachers know each student and her/his abilies in order to individualize their lessons. Project-based learning uses the creav e arts to inspire the student to obtain a deeper knowledge of any subject they are studying. This method engages the student in acv e learning.

The Da Vinci Academy signature pracces include:

· Expressing concepts in a variety of creav e ways.
· Working with others to complete a project.
· Involving all senses in the learning.
· Being allowed to develop individual interests and talents.
· Celebrang the human e xperience in many varied forms.
· Integrang music, dr ama, and art within the curriculum.

Student progress is tracked through por olio assessment and the RSCS online grade book which allows full communicaon between the classroom teacher, parent, and student. Benchmark assessments are given in all core classes mulple mes per year and are stored electronically in the RSCS data warehousing system.

Renaissance Real World High School Academy
>   **9-12th Grade**
>   **3 Core Classroom Days**
>   **2 Home Study / Optional Elective Days**

Renaissance High School Academy empowers students to take charge of their learning, to gain abilies and knowledge necessary to achieve success beyond high school, and to become lifelong learners. Beginning in the 9th grade, students are taught me-manag ement, independent learning methods, and valuable 21st century skills to ensure their success in a global world.

Students receive a combinaon of classroom-based instrucon and teacher-guided independent study. Students learn using a variety of methods, including textbooks, discussions, Socrac seminars, projects, online acvies and other hands-on learning methods. This innovav e university approach to classroom learning provides opportunies for students to receive tutoring one day a week, take Career Technical Educaon classes, be involved in community outreach, work in an internship, and take advantage of dual enrollment at local community colleges. These programs give students access to the tools they need as they advance through high school onto college and into the world of work. The Renaissance High School Academy curriculum is designed to ensure that all students are capable communicaons, cric al thinkers, global ciz ens, problem solvers, and well-versed in diverse life skills by the me the y graduate high school.

The Renaissance Real World high school signature pracces include::
· Learning how to set and reach goals.
· Being given opportunies to apply learning to real life situaons through internships, projects, and Career Technical Educaon (C TE).
· Praccing independen t learning to become lifelong learners.
· Becoming self-reflecv e through the process of evaluaon and criquing their pr ogress.
· Working in small groups and parcipa ng in gr oup discussions.

Student progress is tracked through por olio assessment and the RSCS online grade book which allows full communicaon between the classroom teacher, parent, and student. Benchmark assessments are given in all core classes mulple mes per year and are stored electronically in the RSCS data warehousing system.

Name: Alexzandra Nagelvoort **Age**: 17 **Grade**: 2016 Graduate
I chose: Temecula Student Center
Why? To enjoy the small classes and project-based environment along with its friendly and welcoming atmosphere.
Alexzandra says: "Early on I struggled, but eventually with guidance, love, and support from peers and great teachers, I was able to gain the confidence I needed to succeed.
What I love best are the opportunities that Springs provided me, including dual enrollment through my community college and an internship with the City of Temecula."
Alexzandra is studying civil engineering at Northern Arizona University and hopes to work as a civil engineer for a large city.

Murrieta Student Center
41866 Kalmia Street, Murrieta, CA
(951) 252-7250

- **Casa Montessori**
- **Montessori Middle School**
- **Classical Homeschool Academy**
- **Da Vinci Academy**
-

Casa Montessori
      TK-6th Grade
3 Core Classroom Days
2 Home Study / Optional Elective Days

Casa Montessori combines Montessori-based classroom instrucon with home-study project work. Classes are taught using the Montessori methods and materials. Montessori philosophy believes in each child's innate willingness to learn, allowing children to work at their own pace with a balance of teacher-selected and student-selected acvies. As such, Montessori schools are designed to help each student discover and develop their unique talents and possibilies. They treat each child as individual learners and do not rely on rewards and punishments to mov ate. Rather, children are encouraged to "learn how to learn," thus gaining independence and self-confidence.

The Casa Montessori signature pracces include:

- Mul-Ag e Classrooms: Dr. Montessori observed a natural progression of three-year developmental stages and designed classrooms to address these stages.

  - Primary: 3-6 year-olds (Casa Montessori has a single age Kindergarten Classroom.)
  - Lower Elementary: 6-9 year-olds (1st – 3rd grade)
  - Upper Elementary: 9-12 year-olds (4th – 6th grade)

- Individualized Learning: Children are assessed formally and informally to gauge readiness for concepts. This focus on meeng students at their academic needs addresses advanced learners as well as those who are struggling to meet grade level standards.

- Small Group Lessons: Children receive direct instrucon in small groups based on readiness for subject matter.

- Integrated Curriculum: Lessons are integrated across the curriculum. There are no set mes for instrucon (e. g., math me, languag e arts me).

- Freedom of Movement: Children are free to choose where and with whom they work as long as distracons ar e kept to a minimum.

- Work Periods: The schedule is set so that as much as possible each class has a large block of me between one and a half hours to three hours to work and receive lessons. This gives children me t o really explore subjects and concepts at a deep level.

- Independent Learning: A er lessons, children complete follow-up works designed to foster mastery of concepts and skills.

- Community Building: Teachers and students work diligently to create a cooperav e learning environment where children take care of each other and treat each other with the utmost respect.

- Time Management: Children learn to manage their me between lessons, follow-up work, and projects of their own choosing.

- Montessori Materials: Manipulav es developed by Dr. Maria Montessori allow children to grasp difficult abstract concepts with concrete materials.

Student progress is tracked through por olio assessment and the RSCS online grade book which allows full communicaon between the classroom teacher, parent, and student. Benchmark assessments are given in all core classes mulple mes per year and are stored electronically in the RSCS data warehousing system.

Montessori Middle School
    7-8th Grade
    5 Core Classroom Days
Montessori Middle School is a five day a week classroom program that melds the Socrac-s tyle classroom experience with Montessori methodology. Curriculum is personalized and project-based. Students take field trips and are involved in community internships and service learning. (See directly above under Casa Montessori for philosophy and program descripon.)

Classical Homeschool Academy
    TK-8th Grade
    2 Core Classroom Days
    3 Home Study / Optional Elective Days
Classical Homeschool Academy offers parents Socrac-s tyle classroom experiences and full-service planning for home-study days based on *The Well Trained Mind* and *Thomas Jefferson Education* philosophies. Classical educaon depends on a three-part process of training the mind (called the "trivium"). The early years of school are spent in absorbing facts, systemac ally laying the foundaons for advanced study. In the middle grades, students learn to think through arguments. In the high school years, students learn to express themselves.

The Classical Educaon signa ture pracces include:

- Individualized Instrucon: Students learn at their own pace. This focus on meeng students at their academic need addresses the unique needs of students who require an accelerated pace as well as those who have academic challenges.

- Focus on World History: History is broken down into four major periods – the Ancients, Fall of the Roman Empire through the Renaissance, Early Modern History, and Modern History.

- Integrated Curriculum: Based on the period of study, students read and study books in their enr ety either from the period or high-quality texts about the period (i.e., *The Bronze Bow* is read during the study of the Roman Empire).

- Focus on Science: Science is based on the major discoveries of the me period studied–astronomy and geography, biology, chemistry and physics.

- Cycle of World History: Children are exposed to the major me periods twice during their elementary/middle school career. The Ancients are studied in first grade and fih grade. The Fall of the Roman Empire through the Renaissance is studied in second grade and sixth grade. Early Modern Times are studied in third grade and seventh grade. Modern Times are studied in fourth grade and eighth grade.

- Community Building: Teachers and students work diligently to create a cooperav e learning environment where children take care of each other and treat each other with the utmost respect.

Student progress is tracked through por olio assessment and the RSCS online grade book which allows full communicaon between the classroom teacher, parent, and student. Benchmark assessments are given in all core classes mulple mes per year and are stored electronically in the RSCS data warehousing system.

Da Vinci Academy
    TK-6th Grade
    4 Core Classroom Days
    1 Home Study / Optional Elective Day
Da Vinci Academy students attend a rigorous four day per week academic program with elecv es offered on the fih day. Elementary and middle school students are exposed to the arts and sciences in greater depth than would be offered in a tradional elementary or middle school environment through project-based learning, small group work, and attenon to students' modalies of learning. The Da Vinci learning environments is a safe place where all students feel that they can learn, succeed, and thrive. The teachers know each student and her/his abilies in order to individualize their lessons. Project-based learning uses the creav e arts to inspire the student to obtain a deeper knowledge of any subject they are studying. This method engages the student in acv e learning.

The Da Vinci Academy signature pracces include:

· Expressing concepts in a variety of creav e ways.

· Working with others to complete a project.

· Involving all senses in the learning.

· Being allowed to develop individual interests and talents.

· Celebrang the human e xperience in many varied forms.

· Integrang music, dr ama, and art within the curriculum.

Student progress is tracked through por olio assessment and the RSCS online grade book which allows full communicaon between the classroom teacher, parent, and student. Benchmark assessments are given in all core classes mulple mes per year and are stored electronically in the RSCS data warehousing system.

Name: Riley Hatch
Age: 11 **Grade**: 6
I chose: Murrieta Student Center
Why? To try a school that would allow me to go to a classroom, but also have Homeschool days. "Springs has the best teachers and they really care about the students."
Riley says: "I love this school. It has been a great experience for me. I am so thankful
that I get to go to Springs." Riley swims every chance she gets and plans to be a beach
lifeguard one day. She advises new students to not be nervous and don't stop trying their best even when the work seems hard.

Bear River Student Center
26800 Newport Road, Menifee, CA
(951) 225-7650

- **Da Vinci Academy**
- **Renaissance Real World Academy**
- **Keys College & Career Prep**

Da Vinci Academy
> **TK-8th Grade**
> **4 Core Classroom Days**
> **1 Home Study / Optional Elective Day**

Da Vinci Academy students attend a rigorous four day per week academic program with electives/enrichment offered on Mondays. Elementary and middle school students are exposed to the arts, sciences, and technology in greater depth than would be offered in a tradional elementary or middle school environment through project-based learning, small group work, and attenon to students' modalies of learning. The Da Vinci learning environment is a safe place where all students feel that they can learn, succeed, and thrive. The teachers know each student and her/his abilies in order to individualize their lessons. Project-based learning uses the creave arts to inspire the student to obtain a deeper knowledge of any subject they are studying. This method engages the student in acv e learning.

The Da Vinci Academy signature pracces include:

- Inspiring their innate curiosity of learning.

- Demonstraon of knowledge through experience - children need to DO to make learning more powerful.

- Integraon of the arts, science, and technology in all subjects, ulizing the "Whole Brain" in thinking and imaginaon.

- Learning to appreciate the ambiguity in life in order to believe in the possibility that everything is possible.

- Involving all senses in the learning.

- Nurturing the mind and body through physical and mental fitness, as well as the effect of altruism for others.

- Celebrang the human experience in many varied forms, and appreciang how all things are interconnected in the universe.

- Character development that is mul-er ed, emphasizing every child developing into responsible, global ciz ens.

Student progress is tracked through connuous mastery-based assessments and the RSCS online grade book which allows full communicaon between the classroom teacher, parent, and student. Benchmark assessments are given in all core classes mulple mes per year and are stored electronically in the RSCS data warehousing system.

Renaissance Real World High School Academy
    9-12th Grade
    3 Core Classroom Days
    2 Home Study / Optional Elective Days

Renaissance High School Academy empowers students to take charge of their learning, to gain abilies and knowledge necessary to achieve success beyond high school, and to become lifelong learners. Beginning in the 9th grade, students are taught me-manag ement, independent learning methods, and valuable 21st century skills to ensure their success in a global world.

Students receive a combinaon of classroom-based instrucon and teacher-guided independent study. Students learn using a variety of methods, including textbooks, discussions, Socrac seminars, projects, online acvies and other hands-on learning methods. This innovav e university approach to classroom learning provides opportunies for students to receive tutoring one day a week, take Career Technical Educaon classes, be involved in community outreach, work in an internship, and take advantage of dual enrollment at local community colleges. These programs give students access to the tools they need as they advance through high school onto college and into the world of work. The Renaissance High School Academy curriculum is designed to ensure that all students are capable communicaons, cric al thinkers, global ciz ens, problem solvers, and well-versed in diverse life skills by the me the y graduate high school.

The Renaissance Real World high school signature pracces include:

- Learning how to set and reach goals.

- Being given opportunies to apply learning to real life situaons through internships, projects, and Career Technical Educaon (C TE).

- Praccing independen t learning to become lifelong learners.

- Becoming self-reflecv e through the process of evaluaon and criquing their pr ogress.

- Working in small groups and parcipa ng in gr oup discussions.

Student progress is tracked through por olio assessment and the RSCS online grade book which allows full communicaon between the classroom teacher, parent, and student. Benchmark assessments are

given in all core classes mulple mes   per year and are stored electronically in the RSCS data warehousing system.

Keys College & Career Prep
      9-12th Grade

See Keys College & Career Prep program descripon on pag e 28.

Name: Sophia Prado
Age: 13 **Grade**: 8
I chose: Bear River Student Center
Why? To work at my own pace and be challenged. I never get bored because I can work ahead of my
own grade level.
Sophia says: "My math teacher has really helped me to understand math better. It is now my new favorite subject." Her advice to new students is to have a good work ethic and to work hard

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Hemet Quest Student Center
790 W. Acacia Avenue, Hemet, CA
(951) 225-7600

- **Quest Academy**
- **Keys College & Career Prep**

Quest Academy
TK-5th Grade
5 Core Classroom Days

Quest Academy students attend classes five days per week and focus on hands-on learning, building a strong sense of community, and personalized academic goal seng. Quest students are engaged in lessons through a variety of learning methods, including hands-on acvies, reenactments, real life scenarios, community resources, and collaboraon with peers. Elecv e courses are numerous and are based on teacher and student interests. Students parcipa te in extracurricular teams such as Theater, Music, Community Engagement, Reading Club, Gaming Club Robocs, yearbook, and tutoring. Stud. Students are assessed and set goals for their standards-based learning using "I CAN" statements. Teachers meet regularly to discuss student achievement, analyze data, collaborate, realign instruconal pracces, review issues with struggling students, and follow the MTSS process closely to increase achievement and maintain the rigor of the state standards.

The Quest Academy signature pracces include:

- Strong relaonship s are developed between students and their peers as well as students and their teachers.
- Successes are regularly celebrated
- Social/emoonal w ellness and needs are regularly taught and monitored
- Concepts are taught through the use of manipulav es and models.
- Cric al thinking is integrated into all subjects.
- Community is reinforced connually through specific posiv e character instrucon.
- Adults are invited to share relevant careers and life skills.
- Parents and community have monthly opportunies t o engage in events

Student progress is tracked through por olio assessment and the RSCS online grade book which allows full communicaon be tween the classroom teacher, parent, and student. Benchmark assessments are given in all core classes mulple mes per y ear and are stored electronically in the RSCS data warehousing system.

Keys College & Career Prep
9-12th Grade

See Keys College & Career Prep program descripon on pag e 28.

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Hemet Student Center
105 N. Girard Street, Hemet, CA (951) 225-7150

- **Renaissance Real World Academy**
- **Homeschool Learning Center**

New Location for 2019-20:
1091 W. Esplanade Ave, Hemet, CA or TBD

- **Renaissance Real World Secondary Academy**
- **Keys College & Career Prep**

Renaissance Real World Secondary Academy
6-12th Grade
4 Core Classroom Days
1 Home Study / Optional Elective Day

Renaissance Real World Academy empowers students to take charge of their learning, to gain abilies and knowledge necessary to achieve success beyond high school, and to become lifelong learners. Beginning in the 6th grade, students are taught me-manag ement, independent learning methods, and valuable 21st century skills to ensure their success in a global world.

Students receive a combinaon of classroom-based instrucon and teacher-guided independent study. Students learn using a variety of methods, including textbooks, discussions, Socrac seminars, labs, projects, online resources, and other hands-on learning methods. Our innovav e and personalized approach to classroom learning provides opportunies for students to be engaged in acvies and courses designed around their learning styles and interests, parcipa te in Career Technical Educaon courses, be involved in community outreach through clubs and internships, and take advantage of dual enrollment at local community colleges. These programs give students access to the tools they need as they advance into post-secondary educaon and careers. The Renaissance Real World Academy curriculum is designed to ensure that all students are capable communicators, self-advocators, cric al thinkers, global ciz ens, problem solvers, and experts in diverse life skills by the me they graduate high school.

The Renaissance Real World Academy signature pracces include:
- Seng g oals and self-reflecon as a w ay to evaluate and crique their o wn progress.
- Receiving access to internships, project-based opportunies, collegiate dual and concurrent enrollment, and Career Technical Educaon (C TE).
- Praccing independen t learning methods to assist with independent, lifelong learning.

- Building a sense of community and posiv e school culture through service projects, internships, clubs, and character educaon.

Student progress is tracked through mulple measures that provide both quant av e and qualitav e data for each student. Our RSCS online gradebook allows full communicaon between the classroom teacher, parent, and student. Quarterly benchmark assessments are given in all core classes each year, and the data is stored electronically in the RSCS data warehousing system.

Keys College & Career Prep
     9-12th Grade

See Keys College & Career Prep program descripon on pag e 28.

Name: Jusn Baez
Age: 15 **Grade**: 11
I chose: Hemet Student Center
Why? To have the one-on-one teacher/student experience and receive the best preparaon for my future.
Justin says: "Besides studying, I do a lot of extracurricular acvies such as: drawing, writing, photography, hiking, and creave designing. My goal is to do beer at what I do every day".
Justin's advice to new students is to take advantage of the opportunies Springs has to offer and use them to prepare themselves to follow their dreams.

Palm Student Center
46-601 Vargas Road, Indio, CA
(951) 225-7326

New Location for 2019-20:
81840 Avenue 46, Indio, CA
or TBD

- **Palm Academy**
- **Keys College & Career Prep**

Palm Academy TK-8

Palm Academy students attend an engaging classroom seng five days per week. Palm Academy's goal is to provide each student with a balanced and integrated educaonal experience that will enable learners to leverage their strengths and interests in the 21st century. At Palm Academy, the main focus is to create a safe and nurturing learning environment for all learners. Palm Academy is a community that cares about each student's social and emoonal health as well as student's academic knowledge. Students are empowered to take an acv e role in their learning. Students plan projects and develop learning plans according to individual goals with the help of each teacher.

Instruconal decisions are also based on data from various sources including the RSCS data warehousing system, online assessments, course management system, progress monitoring, performance assessments and projects. Teachers uliz e community resources, field trips, centers, projects, technology, enrichment acvies and hands-on experiences to provide students with instruconal opportunies focusing on authenc learning. Palm Academy applies the Four C's model which emphasizes cric al thinking, communicaon, c ollaboraon, and cr eavity .

The TK-8th grade program values each child's experiences and meaningful input. Acknowledging that students learn and demonstrate what they know in a variety of ways, teachers uliz e instruconal strategies that allow children to access the curriculum through mulple entry points, individual learning styles and interests. Community engagement projects are specifically designed to enable students to gain an understanding of, and an appreciaon for, their roles in their school family and local community and the skills required to make a posiv e impact. Project-based learning is employed and allows students to pursue individual educaonal goals while at the same me encouraging students to collaborate on shared goals. Projects include; field trips, arts-integrated projects, performances, exhibits, and more. Students track their academic progress and community engagement experiences using media-rich por olios.

The 6-8th grade program focuses on the infusion of leadership development into the core curriculum. Public speaking, project organizaon, and planning skills are emphasized in leadership development. Teachers act as facilitators of knowledge by providing exposure to new concepts, places, and experts in the field.

The Palm Academy signature practices include:

- Project-Based Learning- Our project-based curriculum is structured to allow students to pursue individual goals and interests while at the same time requires students to become capable communicators working toward a shared objective. Classroom learning is organized in meaningful, purposeful ways through cross-cultural and integrated units of study that are aligned with state standards.
- Small Flexible Learning Groups- Our program provides a small flexible learning environment that differs from a traditional classroom. Our teachers act as facilitators to address specific needs of our learners. Student voice and empowerment is highly valued and encouraged.
- Focus on the Whole Child- Acknowledging that students learn and demonstrate what they know in a variety of ways, our instruction allows children to see, hear, and express themselves according to their unique talents and individual learning styles.
- Safe and Nurturing Environment- We believe that differences in the way we learn and how we learn are unique to each individual. An education that benefits all children must be adapted to individual learning styles. Each learner is taught to think of other points of view by paying attention to self and others.
- Authentic Family Involvement- Parents and guardians are viewed as partners in their child's success.

Student progress is tracked through goal setting, portfolio assessment, one-on-one conferencing, and the RSCS online grade book which allows full communication between the classroom teacher, parents, and student. Students work towards goals in both academics and the Habits of Success (i.e. Independent Learner, Analytical Thinker, Capable Communicator, and Noteworthy citizen) to develop the characteristics necessary for 21st Century citizenship.

Keys College & Career Prep
   9-12th Grade
See Keys College & Career Prep program description on page 28.

Name: Anna De La Rosa
Age: 14 **Grade**: 8
I chose: Palm Academy
Why? Because I like that the teachers get to know each student.
Anna says: "I want to travel the world, learn different recipes and come home and open a restaurant."
She advises new students to do their best, test their limits, and make lots of friends. In addition to cooking, Anna enjoys playing the piano, drawing, and swimming.

Plan for Students who are Academically High Achieving

Students who are academically high achieving are those who are working independently a minimum of one grade level above grade-level standards.

A. Identification

High achieving students will be idenfied through the following criteria: Two or more years of scoring standards exceeded on the standardized test instrument, and/or through classroom report cards indicang excellent work, and/or through placement test results including assessments from previous school(s), and/or through teacher recommendaons.

B. Parent Notification and Involvement

RSCS assists parents through academic screening, counseling, and curriculum choices to support high achieving students. The school shall provide regular wri en nofic aons of the results of assessments to all parents/guardians of pupils assessed. Personalized learning plans are created in collaboraon with parents and students based on the assessment results so that strengths can be built upon and difficules addr essed.

The personalized learning plans of high achieving students will be designed to suit their individual needs and allow them to accelerate the pace of their learning and/or to pursue more challenging studies. Because the staff of RSCS understand that bright students o en have academic gain "sprints," students who have mastered their grade level standards will be encouraged to study the next grade level designaon, with parent involvement and nofic aon. Great care will be taken before deciding to accelerate students, either academically or through a grade level promoon. This process is completed through the Guidance Department where a counselor assesses the situaon and works with a muldisciplinar y team to determine advancement.

Personalized learning allows students who are high achieving to accelerate their learning if desired or spend addional me deeply eng aged in core subject areas.

C. Supports

RSCS believes that differena on is the key to success with high achieving students. RSCS teachers will differena te content, process, or product according to students' academic level and learning profile. High achieving students will be provided with opportunies such as the next grade level's coursework, high-interest independent study projects, access to advanced online classes, and access to concurrent enrollment classes offered at the community college.

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Plan for Students who are Academically Low Achieving

RSCS believes that both the confidence and the mov aon to learn are fostered by providing the student with curriculum appropriate for his or her current level of academic proficiency and then adjusng the pace and rigor of learning to challenge and engage his or her full potenal. In order to directly support low achieving students, the credenaled teacher, parent(s), and student will collaborate to design the opmal personalized learning plan. River Springs Charter School is designed to provide a rigorous and personalized school experience within each student's familial culture and support. River Springs' community of leaders, teachers, students, families, and public will collaborate to ensure that all students are growing and achieving.

A. Identification

Students will be assessed through i-Ready to idenf y their strongest learning modalies as well as grade levels of proficiency in reading, language usage, and key areas of mathemacs. With the informaon from these formal assessments, in addion to informaon from both the parent and the student about the student's history, atudes, and interests, a learning plan will be established to opmiz e the student's chance for success.

Universal screening is a general outcome measure used to idenf y underperforming students and to determine the rate of increase for the school, classroom, and student. A universal screening will not idenf y why students are underperforming; rather it will idenf y which students are not at the expected performance criteria for a given grade level in reading and mathemacs. The key feature in a screening measure is the accuracy in classifying a student as "at risk" or not "at risk." Although it is important that overall student achievement consistently be evaluated using mulple measures, universal screening is important because it represents the first point of entry into our mul-er ed systems of support (Tier I, Tier II and Tier III).

Universal screening measures for all RSCS students:

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

B. Parent Notification and Involvement

Both the administraon and teachers will contact parents of low-achieving students in a responsive and mely manner, as laid out in our MTSS Handbook for Teachers (Appendix J). The credenaled teacher will be the main point of contact between family and school. The credenaled teacher will communicate with parents both formally and informally, in person and by telephone. Teachers examine students' grades formally each month with the student at the regular homeschool meeng or at an academy advisory meeng. Low-achieving students, in any academic class, are idenfied.

C. Mastery Grading

Mastery learning and grading is designed to ensure that all students truly master each grade-level skill. Mastery learning allows for flexible pacing, redos and revisions, and enables teachers and parents to address the unique learning styles and needs of every student.

Mastery is idenfied by mastery levels represented numerically as 1-4. Evidence of learning including assessments are assigned a mastery level (1-4) rather than a letter grade based on points. Springs I CAN! Proficiency Scales define levels of proficiency for each grade-level and are based on Common Core State Standards.

Teachers respond to student learning by matching instrucon based on the Tier-level need for each student. This process of reviewing data and idenfying levels of support happen through monthly PLC and STAR team meengs. Teachers respond to the data by providing intervenon and acceleraon based on student need.

The credenaled teacher will remain in close contact with the family and will propose any alteraons to the plan that may appear necessary as the student moves forward. If a student is not making sufficient progress via the individualized Learning Plan analysis, the credenaled teacher will meet with the parent(s) and student to collaborate on how to better achieve and support learning.

D. Supports

River Springs' philosophy that parents are the primary educators for their children implies that the parent's influence in their child's educaon is a major factor of their students' academic success. Parents and staff are expected to have ongoing, open discussions about each student's progress on a regularly scheduled basis. When a concern about an individual student's academic progress is determined, either as a result of assessments or a parent or teacher observaon, intervenons to the curriculum and/or instruconal delivery will be discussed.

E. Increase Time and Intensity

Time spent daily in ELA and math is an important discussion topic at each learning plan meeng. Kindergarten students should spend at least one hour in ELA and 30 minutes in math each day. First through third grade students should spend two-and-a-half to three hours per day in ELA and 45 minutes to one hour of math each day. Fourth through eighth grade students should spend two hours per day in ELA and one hour in math per day. High school students should spend one hour per academic day in each enrolled course.

The following strategies are used to increase me and intensity when there is a concern in academic progress:

- Time extension (e.g. double the amount of me)
- Time of day: schedule assignments at opmal me for the student's maximum performance (e.g. math assignments after PE, in the morning, or after medicaon)
- Breaks: specify the number and length of breaks for students, during the performance of assignments
- Mulple days: provide an assignment in secons over two-or-more days (e.g. one secon or ques on of the t ask per day)
- Mulple me segments: provide assignment in secons over two or more me periods throughout the day (e.g. one 15-minute segment in the morning and another 15-minute segment in the afternoon)
- Timelines provided to students to assist them in pacing their work

F. Supplemental Resources

We include supplemental resources in every discussion of the personalized learning plan. RSCS has supplemental resources available for all students. These resources include, but are not limited to:

- Aleks math is an online resource that personalizes each lesson and provides student choice in assignments for the learning session.

- Reading A-Z offers ELA materials in reading, vocabulary, comprehension, assessment, spelling and phonics. Resources can be accessed by parents with internet access, or they can be printed by the homeschool specialist and provided to the student.

- Essenals is an intensive resource and can count for a high school special interest course, as it prepares students for the necessary skills in Mathemacs 1. This free resource is available to our high school students through Moodle or Canvas. It can also be delivered by a tutor or a parent with concepts delivered in packets. These packets have necessary teaching resources that are accessible through Moodle/Canvas and are a required component to teach essenal foundaonal skills needed in mathemacs.

- Study Island is a supplemental resource available as an online workshop.

- I CAN! statements are concept-based resources that provide a pre-test, resources to master the concept, and a post-test to demonstrate mastery of that specific concept. They can be used as an intervention resource and a progress-monitoring tool.

- i-Ready Intervention Tool systematically teaches foundational skills using a computer adaptive diagnostic assessment with frequent progress monitoring to ensure concepts are remembered.

- Ten Marks provides access to grade-level content to personalize mastery of math skills while providing immediate feedback for students and progress-monitoring reports for teachers. When students work on Ten Marks, they have access to hints and video lessons on every problem, so if they cannot recall something, or did not understand the topic when it was covered in class, they can review the topic and move forward. Immediate feedback is a research-proven, highly effective strategy to improve motivation and build confidence.[3]

G. Ongoing Evaluation

Progress monitoring is a technique that provides continuous feedback about the effectiveness of the instructional program and the student's achievement. I-Ready and OARS are the tools RSCS will use for Tier I progress monitoring. For Tiers II and III, the basis of the program is weekly, direct measurement of a student's progress toward a specific goal. I CAN! statements will also be used as a progress monitoring tool.

We believe it is imperative to monitor a student's progress on a frequent and consistent basis in order to ensure the following:

- Continuous feedback via conferences, written, and oral communication on the effectiveness of a specific instructional intervention

- A system for accountability for student achievement

- Data on student progress, which can assist teachers in making data based decisions regarding the need

- Current instructional strategies, which include well-developed evaluation techniques

- Graphic displays of a student's progress over time in a way that can easily be shared with parents and other professionals involved in the student's education

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[3] Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* London: Routledge, page 173-177.

Special Education

RSCS shall serve the needs of students with disabilities by complying with applicable state and federal laws and regulations prohibing discrimination against, and requiring a free appropriate public education be provided to, children with disabilities. For the complete Special Education Procedural Manual, see Appendix K.

A. Overview

River Springs Charter School is committed to meeting the needs of students with exceptional needs, their parents, and the staff members who work with the students with disabilities enrolled in our programs. Policies, procedures, and guidelines are in place to ensure that students being referred for and/or enrolled in special education program services receive a free appropriate public education, in the least restrictive environment. River Springs is committed to offering the full continuum of educational options to students with disabilities in the least restrictive environment that allows them to make progress in accordance with their unique circumstances. River Springs Charter School follows the guidelines and procedures set forth in accordance with all State and Federal laws.

RSCS shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA"). RSCS shall parcipate as a local educational agency ("LEA") in a special education local plan area approved by the State Board of Education in accordance with Education Code Section 47641(a) and will receive state and federal revenues directly, in accordance with the Special Education Local Plan Area's ("SELPA") allocation plan. RSCS is a member, in good standing, of the Riverside County SELPA.

RSCS shall comply with all state and federal laws related to the provision of special education instrucon and related services and all SELPA policies and procedures and shall utilize appropriate SELPA forms.

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

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

B. Services for Students under the IDEA

RSCS shall provide special education instrucon and related services in accordance with the IDEA, Education Code requirements, and applicable policies and pracces of the SELPA.

RSCS provides services for special education students enrolled in RSCS. RSCS follows SELPA policies and procedures and utilizes SELPA forms in seeking out, idenfying, and serving

students who may qualify for special educaon programs and services, for responding to record requests and parent complaints, and for maintaining the confidenality of pupil records. RSCS is exclusively responsible for the provision of services (including, but not limited to, referral, idenfic aon, assessment, case management, Individualized Educaon Program ("IEP") development, modificaon, and implemen taon).

All students with disabilities are fully integrated into the programs of RSCS with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending RSCS is properly idenfied, assessed, and provided with necessary services and supports. Special Educaon and related services are provided to each student in accordance with the areas of need idenfied by each individualized educaon plan (IEP). Students with disabilities enrolled in Homeschool receive services at designated RSCS faciles. All students have the opportunity to parcipa te with their General Educaon peers to the greatest extent possible based on the needs idenfied in the IEP. The full connuum of services are available to all students with disabilities. RSCS will contract with local LEAs, the County Office of Educaon, and/or Non-Public schools as needed if a more restricv e placement is required than can be provided by RSCS.

i. **Staffing**

- All special educaon services at RSCS will be delivered by individuals or agencies qualified to provide special educaon services as required by California's Educaon Code and the IDEA. RSCS staff shall parcipa te in in-service training relang t o special educaon b y the SELPA or RSCS.

- Operang within all legally mandated melines, RSCS will be responsible for the hiring, training, and employment of staff necessary to provide special educaon services to its students, including, without limitaon, special educaon teachers, paraprofessionals, and related service providers including, without limitaon, speech therapists, occupaonal therapists, behavioral therapists, psychologists. RSCS shall ensure that all special educaon staff hired by RSCS are qualified pursuant to SELPA policies, as well as meet all legal requirements. Documentaon of qualific aons shall be main tained on site for inspecon.

ii. **Assessments**

- The term "assessments" shall have the same meaning as the term "evaluaon" in the IDEA, as provided in Secon 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law.

- Assessments shall be conducted to address all suspected areas of disability including, but not limited to: academic achievement, social/adapv e/behavioral/emoonal, processing, perceptual or motor development, communicaon development, cogniv e development, health

development, and post-secondary transion. Assessment measures will include formal and informal assessments including interviews and observaons.

- Parents or guardians of any student referred for assessment must give their wrien consent for the school to administer the assessment. Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel, and in accordance with any instrucons provided by the producer of the assessments. Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory. Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed. Assessment tools must be used for purposes for which the assessments or measures are valid and reliable. Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills. A muldisciplinar y team will be assembled to assess the student, including a teacher knowledgeable in the disability. The assessment will be completed and an IEP meeng held within 60 days of receipt of the parent's wrien consent for assessment.

iii. Identification and Referral

- RSCS provides for the idenfic aon and assessment of the exceponal needs of an individual, and the planning of an instruconal program to meet the assessed needs. Idenfic aon procedures include systemac methods of ulizing referrals of pupils from teachers, parents, agencies, appropriate professional persons, and from other members of the public.

- Idenfic aon procedures are coordinated with school site procedures for referral of pupils with needs that cannot be met with modificaon of the regular instruconal program (EC 56302). Parents and staff work closely to address academic or behavioral performance and concerns of individual students. Parents will be contacted whenever there is a concern about their child's academic or behavioral performance. Parents may also contact their child's teacher or school site administrator with concerns about their child's academic or behavioral performance.

- Concerns may be addressed in a Response to Intervenon (RTI) meeng. This meeng may be inia ted by school staff or parents/guardians/student. During the RTI meeng , the team can document concerns and which strategies are being implemented or will be implemented to attempt to address the student's concerns related to their learning.

- A wrien parent request for assessment starts the assessment process and RSCS must respond in wring within 15 days. Director of Special Educaon or designee will nof y RTI Team of the parent's request. RSCS will hold a meeng within 10 days to address the parent's concerns and determine if an assessment is

required. If so, parent will receive a written Assessment Plan within 15 days. Assessment Plan and Prior Written Notice (PWN) will be developed by Special Education staff to determine assessments needed to address all areas of suspected disability. The parent will be given at least 15 days to provide written consent. A pupil shall be referred for special education instruction and services only after the resources of the regular education program through the Multi-Tiered System of Supports have been considered and, where appropriate, utilized (Education Code Section 56303) (See Appendix J for MTSS Handbook). The assessment will be completed and an IEP meeting held within 60 days of receipt of the parent's written consent for assessment. If assessment is not required, parent will be provided with a Prior Written Notice (PWN) indicating denial of request within 15 days of the request.

iv. **IEP Meetings**

- RSCS shall arrange and send notice for the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. RSCS shall be responsible for having the following individuals in attendance at the IEP meetings: the principal and/or the RSCS designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; the parent/guardian; and other RSCS representatives who are knowledgeable about the regular education program at RSCS and/or about the student. RSCS shall also arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, special education teacher, and behavior specialist, and shall document the IEP meeting and provide the notice of parental rights.

v. **IEP Development**

- RSCS understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible RSCS students in the least restrictive environment in accordance with the policies and procedures of the Charter School and requirements of State and Federal law. For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals shall be developed.

- IEP meetings will be held according to the following schedule:

  - Yearly to review the student's progress and make any necessary changes

- Every three years to review the results of a mandatory comprehensive reevaluaon of the s tudent's progress

- A er the student has received a formal assessment or reassessment

- When a parent or teacher feels that the student has demonstrated significant educaonal growth or a lack of ancipa ted progress (consistent with state and federal law, IEP meengs will be held within 30 days of a parent's request)

- When an Individual Transion Plan is r equired at the appropriate age

- Prior to RSCS seeking to suspend or remove a student for a 10th day or more, or for an expulsion, in order to determine if the student's misconduct were a manifestaon of his/her disability

vi.   IEP Review

- The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeng his/her needs. In accordance with IDEA regulaons, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluaon of the student's progress. If a parent or faculty member feels the student's educaonal needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any me during the year via wri en noce to the school. Once the request is received, RSCS will have 30 days, not including school vacaons greater than five days, to hold the IEP meeng.

vii.   IEP Implementation

- RSCS shall ensure that all progress reporng complies with state and local guidelines. RSCS shall be responsible for implementaon of IEPs and supervision of services. RSCS shall provide the parents with mely reports on the student's progress as provided in the student's IEP, as frequently as progress reports are provided for RSCS's non-special educaon students, which is at least once during each academic term. RSCS shall also provide all homeschool coordinaon and informaon to the parent/guardian each semester. RSCS shall also be responsible for providing all curriculum, classroom materials, and modificaons and accommodaons. All special educaon services and supports shall be developed to ensure student receives a free, appropriate educaon in the least restricv e environment.

viii.   Interim and Initial Placements of New Charter School Students

- For students who enroll during the school year in RSCS from another school district with a current IEP, RSCS shall implement comparable services in accordance with the most recent agreed-upon and implemented IEP from previous school district to the extent pracc able or as otherwise agreed between

RSCS and the parent/guardian. RSCS will conduct an Interim IEP meeng within 30 calendar days. Prior to such meeng and pending agreement on a new IEP, RSCS shall implement the exisng IEP at RSCS, to the extent pracc able or as otherwise agreed between RSCS and the parent/guardian.

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

▪ RSCS shall be solely responsible for selecng , contracng with, and overseeing all non-public schools and non-public agencies used to serve special educaon students. RSCS shall immediately address all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement in accordance with applicable law.

x. Non-Discrimination

▪ It is understood and agreed that all children will have access to RSCS, and no student shall be denied admission nor counseled out of RSCS due to the nature, extent, or severity of his or her disability or due to the student's request for, or actual need for, special educaon ser vices.

xi. Procedural Safeguards and Parent/Guardian Complaints

▪ RSCS policies and procedures for responding to parental concerns or complaints related to special educaon services are in accordance with applicable law. Parents or guardians of students with IEPs must provide wri en consent for the evaluaon and placement of their child, be included in the decision-making process when change in placement is under consideraon, and be invited, along with teachers, to conferences and meengs to develop their child's IEP. RSCS will provide the parent with a wri en Noce of Procedural Safeguards, which will include informaon on the procedure to inia te both formal and informal dispute resoluons at least once per year. RSCS will uliz e the Noce of Procedural Safeguards used by the SELPA.

▪ RSCS shall receive any concerns raised by parents/guardians regarding related services and rights. RSCS's designated representav e shall invesg ate as necessary, respond to, and address the parent/guardian concern or complaint. An IEP meeng will be scheduled if necessary to address the parent complaint. If a disagreement or concern persists, parents or guardians have the right to inia te a due process hearing to challenge a decision regarding the idenfic aon, evaluaon, or educaonal placement of their child. RSCS shall respond to any complaint to or invesg aon by the California Department of Educaon, the United States Department of Educaon, Office of Civil Rights, or any other agency.

xii. Dispute Resolution

▪ RSCS may inia te a due process hearing or request for mediaon with respect to a student enrolled in RSCS if it determines such acon is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing,

or request mediaon, RSCS shall defend the case. In the event that RSCS determines that legal representaon is needed, it shall select appropriate legal counsel.

xiii. **SELPA Representation**
  ▪ RSCS understands that it shall represent itself at all SELPA meengs.

xiv. **Funding**
  ▪ RSCS understands that it is subject to the allocaon plan of the SELP A.

C. Section 504 of the Rehabilitation Act

RSCS recognizes its legal responsibility to ensure that no otherwise qualified individual with a disability shall, on the basis of disability, be excluded from parcipa on, be denied the benefits of, or otherwise be subjected to discriminaon under any program of RSCS. River Springs Charter School idenfies, evaluates, and provides a free, appropriate public educaon under Secon 504 of the Rehabilitaon Act of 1973 to each student with a physical or mental impairment that substanally limits one or more major life acvies, has a record of such impairment, or is regarded as having such an impairment. Those students who are found to sas fy all three of these criteria, through a mul-disciplinar y team process, are eligible to receive general educaon accommodaon and general educaon related aids and services that are designed to meet the needs of disabled students as adequately as the needs of non-disabled students. The team will develop a secon 504 service plan based on all available informaon. The team will be assembled by RSCS's 504 Coordinator or other designated staff and shall include the parent/guardian, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluaon data, placement opons, and accommodaons. The 504 team will review the student's exisng records; including but not limited to health, academic, social and behavioral records, and is responsible for making a determinaon in regard to eligibility for a secon 504 accommodaon plan as a qualified individual under secon 504. If the student has already been evaluated under the IDEA but found ineligible for special educaon instrucon or related services under the IDEA, those evaluaons may be used to help determine eligibility under Secon 504. The student evaluaon shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's major life acvity . This evaluaon will include consideraon of any behaviors that interfere with regular parcipa on in the educaonal program and/or acvies. The 504 t eam may also consider the following informaon in its e valuaon:

- Tests and other evaluaon materials that have been validated for the specific purpose for which they are used and are administered by trained personnel

- Tests and other evaluaon materials including those tailored to assess specific areas of educaonal need, and not merely those which are designed to provide a single general intelligence quoen t

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately

reflect the student's aptude or achievement level, or whatever factor the test purports to measure, rather than reflecng the student's impaired sensory, manual, or speaking skills

The final determinaon of whether the student will or will not qualify to receive services is made by the 504 team in wring and noce is given in wring to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluaon, the 504 team obtains informaon indicang possible eligibility of the student for special educaon per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have accommodaon needs under Secon 504, the 504 team shall be responsible for determining what, if any, accommodaons or services are needed to ensure that the student receives a free and appropriate public educaon. In developing the 504 Plan, the 504 team shall consider all relevant informaon uliz ed during the evaluaon of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by RSCS's professional staff.

The 504 Plan shall describe the Secon 504 disability and any program accommodaons, modificaons, or ser vices that may be necessary.

All 504 team staff, parents, guardians, teachers and any other parcipan ts in the student's educaon, including substut es and tutors, will have access to a copy of each student's 504 Plan. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan and connued eligibility .

English Learners

RSCS will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners ("LTELs") or ELs at risk of becoming LTELs, as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Please see Appendix L for English Learner Master Plan.

RSCS complies with all applicable federal and state laws concerning services and the education of EL students. RSCS has adopted policies and procedures ensuring the:

- Identification of EL students

- Development of a program designed to provide assistance to EL students

- Development of appropriate evaluation standards, including formalized testing procedures to identify the level of proficiency

Springs agrees with the California Department of Education on the vision for English Learners. As such we:

... *affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for* [our students]*.*

https://www.cde.ca.gov/sp/el/rm/

Under the management of the Superintendent, RSCS takes an active role in the recruitment and staffing of authorized personnel for all EL programs and makes it a priority to hire CLAD and BCLAD teachers. Teachers not currently authorized but who are serving ELs shall be required to sign a memorandum of understanding stipulating that they will be actively participating in professional development designed to secure an appropriate authorization within two years. The Superintendent, or designee, will then monitor attendance at professional development activies to ensure that such teachers remain on track to complete the necessary training for their authorizations.

A. Home Language Survey

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

If any of the first three responses on the HLS indicate a language other than English, the student is assessed within thirty days in English listening, speaking, reading, and writing using the English Language Proficiency Test for California (ELPAC) beginning with the 2018-2019 school

year. The results of these assessments enable school personnel to determine the English language proficiency level of the student. In addion, the student's informaon will be reviewed in CALPADS to ensure accuracy of the HLS.

For students who are transferring from a California school district, the applicaon with the HLS will sll be administered. However, the only HLS that is valid is the first one ever completed by the parent at the me of inial enrollment in a California school district. For placement purposes while cumulav e student records are in transit, the Assessment Department will verify previous English Language status through the California Longitudinal Pupil Achievement Data System (CALPADS). The student's language status, as determined by the originang district, shall be honored.

B. English Language Proficiency Assessment

Beginning in spring 2018, and each year thereafter the ELPAC will be given for annual progress monitoring. Annual progress will be scored based on 4 proficiency levels (Minimally Developed, Somewhat Developed, Moderately Developed, and Well Developed).

The speaking poron of the ELPAC is designed to assess the student's oral language proficiency. For all students, the oral poron of the test is administered individually, and it is scored as the student responds to each item.

The listening, reading, and wring poron of the test can be administered as group tests for grades 3-12. Students in grades TK-2 are assessed individually. Scores from each inial test are used to determine the designaon of the student as either an English Learner (EL) or the basis for re-designaon to Inially Fluent English Proficient (IFEP). Reading and wring scores are not used in determining English Learner status for students in grades TK-1. The assessment shall be conducted by qualified and trained assessors who report to the RSCS Assessment Department.

Test results are recorded on an assessment informaon sheet and placed in the RSCS cumulav e folder. The proficiency level is entered and recorded in the student informaon system (OASIS) database.

Transition to ELPAC

California is in the process of transioning to the ELPAC; full implementaon of ELPAC is projected for the 2018-19 school year. All students who indicate that their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the California ELD Standards.

RSCS will nof y all parents of its responsibility for ELPAC tesng and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency tesng.

Tesng mes will vary depending upon the grade level, domain, and individual student. The ELPAC consists of two separate assessments:

      1. Inial Assessmen t ("IA")
          The ELPAC IA is used to idenf y students as either an English Learner (EL), or as

Inially fluent in English (IFEP). The IA is administered only once during a student's me in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

2. Summav e Assessment ("SA")
ELs will take the SA every year unl they are reclassified as fluent English proficient (RFEP). The ELPAC SA is only given to students who have previously been idenfied as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains (Listening, Speaking, Reading, and Wring). The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educaonal placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

3. Tesng Windo ws
Both the ELPAC IA and SA are given in two separate tesng windows through the school year.

The IA tesng window will be year-round (July 1–June 30). Any new RSCS student whose primary language is other than English, as determined by the home language survey, and who has not been previously assessed using CELDT or ELPAC by a California public school, or for whom there is no record from an administraon of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA tesng window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

C. Reclassification Procedures

Title III requires that reclassified students be monitored for a period of at least 4 years following reclassificaon. The Coordinator of EL Services and the assistant superintendent overseeing EL will supervise the process of monitoring reclassified students. School staff will use the CAASPP, mulple measure scores, teacher assessments and observaons to semi-annually monitor the

progress of R-FEP students for a period no less than 4 years after reclassificaon. Student performance shall be reviewed at least at each semester. Those students found to be regressing in their academic performance will be referred to receive an academic intervenon in the specific area of need.

Reclassificaon procedures ulize mulple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

a) Assessment of language proficiency using an objecve assessment instrument including, but not limited to, the ELPAC

b) Parcipaon of the pupil's teachers and any other cerficated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery

c) Parental opinion and consultaon, achieved through noce to parents or guardians of the language reclassificaon and placement including a descripon of the reclassificaon process and the parents' opportunity to parcipate, and encouragement of the parcipaon of parents or guardians in the reclassificaon procedure including seeking their opinion and consultaon during the reclassificaon process

d) Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to parcipate effecvely in a curriculum designed for pupils of the same age whose nave language is English

e) The Student Oral Language Observaon Matrix (SOLOM) will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciaon, and grammar usage (River Springs sll ulizes this tool because staff find it valuable)

See EL Master Plan in the Appendix L for further details and informaon regarding redesignaon as the State transions to ELPAC.

D. Parent Notification and Involvement

The school shall send a noficaon of the results of English proficiency assessments within 30 days to all parents/guardians of pupils assessed, whether the pupil is designated as fluent English proficient or limited English proficient. These noficaons shall be wrien in English and Spanish (where applicable). In addion, the noce shall be given orally when staff has reason to believe that a wrien noce would not be understood. Before pupils are enrolled in a program for English language learners, parents/guardians also shall receive informaon about the program and their opportunies for parental involvement as specified by law. This informaon shall include the fact that an individual pupil's parcipaon in the program is voluntary on the part of the parent/guardian. In addion, the Director of Assessment will review monthly score reports and nofy school administrators and teachers of student performance levels.

E. Strategies for English Learner Instruction and Intervention

River Springs uses the ELA/ELD Framework to guide administrators and staff.

The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve (ELA/ELD Framework) breaks new ground by providing a blueprint for the implementation of two sets of interrelated standards:

- *California Common Core State Standards for English Language Arts and Literacy in History/ Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy), adopted by the California State Board of Education (SBE) in August 2010 (with minor modifications adopted in 2013) (California Department of Education [CDE] 2013a)*

- *California English Language Development Standards (CA ELD Standards), adopted by the SBE in November 2012 (CDE 2014a)*

These two sets of standards have wide-ranging importance: The ability to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts expands students' opportunities for career and college success and for full and wise participation in a democratic society and global economy.

Moreover, skill in literacy and language provides individuals with access to extraordinary and powerful literature that widens perspectives, illuminates the human experience, and deepens understandings of self and others. Since literacy and language are foundational to all learning, both sets of standards are crucial to ensuring that all California students achieve content standards in every discipline.

This ELA/ELD Framework addresses English literacy and language, including reading, writing, speaking, listening, and language and the use and development of these skills across the disciplines. The CA CCSS for ELA/Literacy and the CA ELD Standards define what students are expected to know and be able to do at each grade level or span and, in the case of the CA ELD Standards, the English language proficiency level. This ELA/ELD Framework guides the development of curriculum, instruction, assessment, instructional materials, and professional learning to ensure that all California learners benefit optimally and achieve their highest potential.

https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

Support for English Learners in RSCS programs is guided by the CA ELA/ELD Framework in both integrated and designated instrucon.   RSCS will create an environment in which non-English speaking families feel supported and welcomed. RSCS will employ bilingual staff whenever possible, and all communicaon   materials for parents and guardians will be available in English

or other home language. All meengs that involve parents or other members of the community will offer the appropriate translaon ser vices as needed.

Teachers will engage in best pracces to support ELs, with the specific strategy modified according to the need of the student and the program in which the student is enrolled. In the classrooms, ELs have daily access to the core curriculum and are taught in English with addional support as necessary such as CLAD and BCLAD instructors, tutors, peer support, and after-school study halls. In independent study/homeschool, students will be supported daily with a variety of online tools including i-Ready, Rosetta Stone, RAZ Kids, Reading A-Z, BrainPop, LEXIA, and Reading Plus. Canvas and Adobe Connect are used to enable students to connect with their credenaled teacher via a virtual platform. In addion, face-to-face instrucon with a credenaled CLAD or BCLAD ins tructor may occur each week.

These best pracces include, but are not limited to project-based learning with an emphasis on mulple ways of showing mastery of knowledge, online vocabulary skills development, heterogeneous groupings in core academic classes, supplemental pull out instrucon with a focus on academic language acquision, a fter-school support, and tutoring.

English Language Development is a part of each English Learner's instruconal program. ELD is integrated into all content areas and the RSCS I CAN! Standard are the focal standards for designated ELD instrucon. The ELD I CAN! Standards are the CA ELD Standards wri en in student friendly language.In addion to each student's ELA and mathemac I CAN! goals, students are assigned ELD standards to master based on their inial or summav e assessments and other mulple measures, including i-Ready diagnosc results. RSCS ELD I CAN! Statements are aligned to the ELA I CAN! Statements. Each program includes a poron of the day when the focus of instrucon is ELD and is geared towards each student's language proficiency level. In order to teach at the proficiency level of each student, teachers may combine or divide their students into homogeneous proficiency groupings.

ELD will be incorporated not only within the language arts curriculum, but also in all content areas in accordance with the CA CCSS for ELA/Literacy which includes developing reading and wring in all subjects. ELD will also be taught daily in designated me for a minimum of 20 minutes per instruconal day in grades K-12. However, RSCS recommends 30 minutes per instruconal day. High school classes will have scaffolded supports to help EL students understand and master the content-specific vocabulary. High School shadow classes for EL students are provided for English and mathemacs at all levels. Shadow classes include explicit instrucon for English Language Development including developing reading comprehension through teaching metacogniv e skills and strategies. Metacogniv e skills are developed through modeling and using "think-aloud" instrucon such as verbalizing the skills used when comprehending a text. Addional scaffolds include ensuring that the core instrucon is comprehensible through developing prior knowledge including vocabulary and ensuring that all students have the requisite foundaonal skills to access the grade-level content. These classes provide students with mulple opportunies f or pracce in a per sonalized seng.

Springs teachers use strategies that are specifically intended to develop English language. Strategies are intended to target vocabulary development, reading fluency, reading comprehension, and include explicit English language development. Skills are taught explicitly through modeling, explaining, and using skills in context. Teachers include mulple

opportunies for students to pracce skills and strategies before applying in authenc learning experiences such as developing a project.

The ELD curriculum is based on the California English Language Development Standards and may include state-adopted programs, Houghton-Mifflin, Harcourt and Cengage Learning, as well as supplemental English Language Development materials. In addion, the RSCS instruconal program is designed to promote language acquision and proficiency, oral language development, and enriched learning opportunies f or all ELs.

Subject area teachers, advisors, and the EL coordinator meet biannually to ensure that EL students receive EL and core content instrucon appropriate for their English proficiency and grade levels.

During these meengs, all students classified EL will be evaluated and placed into one of four categories through discussion, test scores, and/or other evaluaons:

- EL–Core: students who are recent English learners or immigrants, and will benefit most from strategies specifically directed at transioning them t o English
- EL–Reclassify: higher-skilled students who are listed as EL but who should be tested and reclassified as soon as possible
- EL–With Learning Differences: students who are likely to have tested as EL due to learning differences that may be better supported through an IEP plan
- EL – Low-Skilled: students who have tested as EL because they are below grade level, as opposed to being English learners or having learning differences

This list is shared with instructors and administrators, with the goal of allowing more targeted and effecv e intervenons to support ELs of all types. In addion, those EL students not ready for reclassificaon will be enrolled in an EL-specific after-school study program with addional scaffolding, bilingual-friendly environment, and one that meets their reading level in order to ensure that SSR is used to raise their reading fluency.

In order to determine the student's annual progress in English, each English Learner is assessed annually with the ELPAC. Addional assessmen ts obtained from the ELA and ELD curriculum, and teacher observaons ar e considered to determine progress aligned to the Catch-up Plan, according to a connuum of skills in the de velopment of English language proficiency.

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

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

RSCS staff will continue to receive professional development in Specially Designed Academic Instruction in English (SDAIE), ELD instructional strategies, and reading instruction per the Multi-Tiered System of Supports pyramid as part of their ongoing professional development activities. Instruction techniques, assessments, materials and approaches are aligned with California EL and Content Standards and focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills.

F. Monitoring and Ongoing Evaluation of Program Effectiveness

EL Students will be assessed on English language proficiency level in the fall and the spring annually. The EL Coordinator administers and reports ELPAC results to staff and monitors and supports reclassification of ELs on a continuous basis. ELA lead staff coordinates/conducts EL professional development, administers non-ELPAC assessments, coordinates additional EL interventions, and supports all content areas with EL strategies. Finally, administration monitors teacher qualifications for legal compliance and the availability of adequate resources.

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

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

G. English Learner Advisory Committee (ELAC)

When there are 21 or more English learners at RSCS, parent/guardian ELAC shall be maintained to serve the advisory functions specified in applicable law. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as their children represent of the total number of pupils in the school. ELAC has four legal responsibilities that is the focus of their work. They must advise the school and staff on the following:

- Development or revision of a master plan for English learner education for the individual school.
- Development of the school's needs assessment.
- Administration of the school's annual language census.
- Ways to make parents aware of the importance of regular school attendance

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the secon "Goals, Acons and Measurable Outcomes Aligned with the Eight State Priories" in Element B of the charter for a descripon of RSCS's annual goals to be achieved in the Eight State Priories schoolwide and for all pupil subgroups, as described in Educaon Code Secon 52060(d), and specific annual acons to achieve those goals, in accordance with Educaon Code Secon 47605.6(b)(5)(A)(ii). RSCS surveys parents, staff and students each year to ensure our fidelity to the eight state priories (See Appendix M)

Name: Alina Hernandez

Age: 15 **Grade**: 9

Why Springs? To have more time to practice my violin. Alina hopes to attend Julliard in New York City on scholarship and become a concert soloist.

Alina says: "The course work is fun and challenging, and I have an awesome teacher. It is so convenient to just walk across our hallway and "go to school", I am so happy that we found this school!"

She advises new students to do their best and talk to the teachers about anything that confuses them, because they are there to help. If you communicate with them regularly, you will never feel overwhelmed or lost.

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Element B: Measurable Pupil Outcomes

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605.6(b)(5)(B).

RSCS will measure student achievement in the following three (3) ways:

1. RSCS will maintain or increase the change rate via the State Dashboard annually in all numerically significant subgroups and school-wide in two (2) of the last three (3) years.

2. RSCS will meet state calculated state-mandated assessment parcipa on rate school-wide in two (2) of the last three (3) years.

3. Students who are idenfied as Mul-Tier ed Systems of Support (MTSS) Tier II will show improvement in proficiency as measured by the RSCS systemac online standards-based assessment tool in two (2) of the last three (3) years.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities
Pursuant to Educaon Code Secons 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), RSCS's annual goals, acons and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priories as described in Educaon Code Secon 52060(d), are described in the Local Control and Accountability Plan (LCAP) in Appendix N.

Each of these goals addresses the unique needs of all students attending RSCS, including our numerically significant student subgroups: students with disabilities, English Learners, socio-economically disadvantaged, and numerically significant ethnicity groups. RSCS will also analyze data on homeless and foster youth. The metrics associated with these goals help RSCS to ensure that these specific subgroups are making sas factory progress, and are provided with necessary addional supports made possible by addional funds fr om the Local Control Funding Formula.

RSCS shall develop and annually update and develop the LCAP in accordance with Educaon Code Secon 47606.5 and shall use the LCAP template adopted by the State Board of Educaon. RSCS reserves the right to establish addional and/or amend school-specific goals and corresponding assessments throughout the duraon of the charter through the annual LCAP update. RSCS shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Educaon Code Secon 47604.33.

RSCS has developed clearly defined schoolwide and student outcome goals in compliance with Educaon Code Secons 47605.6(b)(5)(B) and 52060(d).

Accomplishments in each of the goals and outcomes directly support the mission to foster the innate curiosity of students, empower their parents, and promote opmum learning by collaborav ely developing a personalized learning program for each student.

See Appendix N for current LCAP. All approved LCAPs will define metrics clearly for the current year and two following.

Element C: Methods of Measuring Student Progress

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a School Accountability Report Card. Education Code Section 47605.6(b)(5)(C).

RSCS expects all students will achieve the state content standards by graduaon but not all will progress at the same rate. Homeschool specialists shall consider each student's individual abilies, interests, and talents in ulizing these measurements. RSCS administers the mandated state assessments as an independent enty and also meets any required state performance standards developed. RSCS conducts tri-annual evaluaons of student academic performance in ELA and mathemacs to determine if students are achieving academic levels that are at least equivalent to or exceeding those achieved by students in similar type schools both within Riverside County and across the State of California.

Please refer to the table in Element B for a descripon of the assessments RSCS shall ulize in its educaonal program, which are aligned to the eight State Priories and demonstrate mulple measures for each subject area. (Also see LCAP in Appendix N.) RSCS affirms that its methods for measuring pupil outcomes for the Eight State Priories shall be consistent with the way informaon is reported on a School Accountability Report Card (SARC) as required by Educaon Code Secon 47605.6(b)(5)(C).

Addionally, student progress is assessed through the current state mandated assessment tool(s) per Educaon Code Secon 60605 and a variety of the following:

1. Monthly review of work
2. Annual porolios
3. Parent, student, and homeschool specialist observaon
4. Norm and criterion referenced tests
5. In-house formave student assessment,
6. Assessments given through Professional Learning Communies
7. Connuous, personalized assessments through independent study courses
8. Student demonstraons
9. Student projects
10. Student grades
11. Student work samples
12. Student self-evaluaons

The staff of RSCS believes all students can learn and will achieve at high levels when offered appropriate curriculum, me, and support. River Springs has idenfied power standards at each grade level, our I CAN!s. These I CAN!s are based on the CCSS for each grade level. Our pacing guide lists the I CAN!s to be addressed during each Milestone test window. These I CAN!s have been further developed into Proficiency Scales where each I CAN! has a clearly arcula ted list of skills

students will be able to show once they have mastered the I CAN! Teachers ulize these Proficiency Scales much like a rubric when they assess their students for mastery of the I CAN!.

All students will have a personalized learning plan developed that matches their current academic achievement level, learning style, and interests while developing skills to meet or exceed the challenges of grade level work. Students performing substanally below grade level expectaons will be referred to a team of teachers and administrators to discuss the parents' and teachers' concerns. This team will develop a plan for meeng the student's needs, including evaluang curriculum used by the student and the delivery method(s).

In addion, the school has Personalized Learning Paths developed for each I CAN! statement in order to ensure personalized learning (see Appendix O for sample). Because River Springs believes in developing the whole child, our Habits of Success, which are linked to our Graduate Learner Outcomes, delineate the social emoonal skills our students need to success. Each Habit of Success is clearly arculated with appropriate acvies for each level of mastery.

Finally, the charter's Adequate Progress policy ensures that students make progress in their school work. Each 20 school day Learning Plan, the TOR calculates the percent of work turned in. Students who turn in less than 70% of their assigned work are nofied and begin the MTSS process.

Teachers will meet monthly in Professional Learning Communies (PLCs) to evaluate student assessment data, idenfy targeted areas of improvement, and collaborate to plan instrucon for students in those areas. Student data will include standardized benchmark assessments, mastery quizzes by standard, authenc work products, and wring samples.

Each RSCS program will collaborate on analysis of their students' progress, including student demographics, attendance, behavior, achievement in all areas, retenon, budget, extracurricular acvies, parent involvement, etc.

Regular meengs are held with the parent and the student to review the progress of the student. It is a primary goal of RSCS to ensure that parents and students are empowered with informaon about their progress and support to help them reach their goals. These meengs occur regularly and include a focus on data-driven instrucon.

When students enter the ninth grade as RSCS, staff will ensure that they are informed of their course opons, tesng opons, and deadlines for test registraon. The staff will provide students with informaon on college selecon, financial aid, and scholarships as well as the opportunity to assess their own interests, values, and proclivies as related to educaon and career planning. The RSCS guidance team will adverse opportunies for students to apply for scholarships for which they may qualify.

A. **Assessment**

All students will be assessed using mulple measures including diagnosc, summave, and formave progress monitoring; please see Appendix P for our Assessment Plan and Calendar. Students will be assessed in the fall, winter and spring using the iReady diagnosc, a naonally normed test that idenfies the student's instruconal grade level for both Reading and Mathemacs and predicts CAASPP proficiency with an 80% success rate. Students also take

three benchmark assessments in October, January and March. These formave assessments are aligned with the Common Core State Standards. They are also aligned to the River Springs pacing guides. Teachers meet in grade level groups to disaggregate this data and pair students with skills that need remediaon prior to CAASPP. Teachers also look at subgroup data for each of these tests and use the results to evaluate their instrucon for students in significant subgroups such as: SWD, EL, and SED. In addion, our teachers uliz e mulple classroom formave assessment strategies such as using exit ck ets, whiteboards, and one sentence summaries.

Summave assessments are given for students to show evidence of their mastery of standards. These include chapter tests, projects, and presentaons. All of these assessments ready our students and inform our teaching strategies for success on the CAASPP test in the spring.

RSCS students will achieve competency in the skills outlined in the Common Core State Standards at each grade and authenc ally prepare for postsecondary success while in high school. All of the benchmark exams given at RSCS will be aligned to the Common Core State Standards and staff will both conduct in-house professional development and attend external professional development focused on reaching the goals set out in each of the standards. At RSCS, competency will be measured through a variety of assessments aimed at capturing a complete picture of student knowledge and recognizing a variety of intelligences. Competency will also be measured through a growth model recognizing where students are and seng achievable goals for individual students.

Diagnosc tesng is offered three mes per year in reading and math in order to gain deeper insight into a student's strengths and areas of growth early in the academic year. RSCS students also complete three benchmark exams designed to assess mastery of the grade-level I CAN!s (Springs' Power Standards). Diagnosc and benchmark test results are used to develop learning plans. The learning plans incorporate RSCS I CAN!s. Based on frequent student assessment outcomes, the curricula are modified and personalized as needed to ensure students are best prepared to meet rigorous performance goals.

RSCS uses i-Ready diagnosc assessments which are online adapv e reading and math assessments built for the Common Core State Standards. i-Ready assessment items are intended to match the rigor of the Common Core and cover the main domains of ELA (phonics, phonological awareness, high-frequency words, vocabulary, comprehension of literature, and comprehension of informaonal text), and math (number and operaons, algebra and algebraic thinking, measurement and data, and geometry).

> *The i-Ready Diagnostic is built from the ground up to be true to the details, rigor, and intent of the Common Core. In order to connect the latest research with practical application in the classroom, i-Ready continues to evolve with guidance from expert advisors and a thorough research base.*

> *The i-Ready diagnostic is developed by expert advisors. Assessment development includes research from renowned experts in psychometrics, reading, math, special education, English language learner education, and teacher preparation.*

The science behind i-Ready Diagnostic: Adaptive assessments, like i-Ready Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every student and to track student growth consistently and continuously over a student's entire K–12 career. [4]

Benchmark exams are developed in Illuminate using INSPECT and NWEA item banks. Both item banks offer extensive libraries of standards-based items. These items match the rigor and academic language of items found in the Common Core State Standards and offer a broad variety of ways to assess each standard. Benchmark assessments will determine student progress and prescribe targeted intervenons f or each student if needed.

We are commi ed to using the best assessment tools that are aligned to California state standards (Common Core State Standards). We value tools that not only include appropriate assessment items, but that also provide powerful reporng features that help administrators, teachers, and parents make meaning from complex assessment data, including disaggregaon of significant subgroups, program-level data, teacher-level data, and grade-level data. Illuminate and i-Ready both meet these requirements and we are commi ed to connuing the use of these tools; however, we realize that there may be a future need to change assessment tools as we connue the implementaon of Common Core State Standards. Our data analyst correlates our diagnosc and benchmark data to state test data. Teachers use diagnosc and benchmark data to ensure that their students are on grade-level and achieving expected growth. They also use this data to predict success on our high-stakes state achievement test. If we find that our assessment tools do not correlate with state achievement data, we will evaluate the tools and consider another opon t o replace i-Ready and Illuminate.

Students in the RTI process will complete addional diagnosc and benchmark tesng using a variety of assessments such as Dibels NEXT. There are three addional assessments required for students involved in Tier 2 of the RTI process. These assessments are each used to provide a different aspect of student achievement. Their purpose is to establish baselines in which to measure growth gains, and along with universal screening measures, are used to establish goals for the purpose of gaining and achieving grade-level equivalency. They are: Dibels NEXT, Oral Reading Fluency and Retell Fluency (ORF and RTF), Dibels Math, and San Diego Quick.

B. Use and Reporting of Data

RSCS will use Illuminate as a data warehousing platform to manage student progress. Illuminate has been aligned to the Common Core State Standards and CAASPP quesons and will be used to assess formav ely and summav ely. By using RSCS's INSPECT mastery quizzes, students will have the opportunity to follow their own progress and determine when they are ready to take larger benchmark assessments.

Addionally , RSCS will use the i-Ready platform to produce mely reports on a variety of measures for diagnosc assessments to determine how students perform overall, by standard, by numerically significant subgroup (including all unduplicated pupil groups, even if not

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[4] The Curriculum Associates. i-Ready Reseach, 2017, https://www.curriculumassociates.com/products/ready-research-iRdiag-why-it-works.aspx. Accessed 27 November 2017.

numerically significant), and in comparison to other charter schools in California. I-Ready reports are naonally normed and pr ovide a wealth of informaon in a par ent-friendly format.

RSCS will also annually create and post the School Accountability Report Card (SARC) with overall school condions, demographics, and performance. The SARC report will also allow for further disaggregaon of s tudent performance data by numerically significant subgroup.

RSCS teachers will use an online learning management/gradebook system, Canvas, and will enter a minimum of three grades per week across categories such as "homework," "ciz enship," or "performance assessments" in order to create a rich picture of student performance in each class.

RSCS students will also be required to regularly check their grades using the Canvas online student interface. Students will learn how to analyze this data, use it to advocate for themselves, and comprehend it deeply in order to make improvements. Teachers will use an individual student's grade data from Canvas to make decisions about necessary Student Support Plan meengs and will use this data during those meengs. RSCS parents will be educated at the beginning of the year about how to monitor their student's data via the Canvas online interface.

C. Improvement Plan

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

D. Cycle of Inquiry Stages
1. Idenf y an issue that relates to one of the measurable pupil outcomes
2. Frame the issue with quesons
3. Set goals and measures for success
4. Build a plan to meet said goals
5. Implement the plan
6. Analyze the data and reflect to inform ongoing pracce

E. Grade Level Teams

Teachers across disciplines meet as a grade level team and use discipline report data, classroom observaons, and grade reports to discuss progress on both social and leadership skills and core academic skills. Teachers are involved in a cycle of inquiry to raise the outcomes of the students in that grade level. Results are provided to the teachers of individual students so that pernen t informaon c an be used in personalized learning plan meengs with par ents and the student.

F. Department Teams

Teachers in the same department meet as a team and use formav e assessment data and classroom observaons to discuss progress primarily on the core academic skills. Teachers are

involved in a cycle of inquiry to idenf y ways to improve student achievement in that discipline. These focused data meengs t ake place monthly.

G. Reporting of Data to the RSCS Board and Community

RSCS compiles an annual school performance report for each program to be presented to the Board of Directors. This report includes, at a minimum, the following informaon:

- Summary data showing student progress toward the goals and outcomes specified in the charter from assessment instruments and techniques listed.

- An analysis of whether or not student performance is meeng the goals specified in the charter.

- Data on the level of parent involvement in program acvies.

- Data on numerically significant subgroups, always including unduplicated pupil groups.

- Data regarding the number of staff working at the program and their qualificaons.

- An overview of the program's demographics, including numbers of students enrolled, the number on waing lis ts, and the numbers of students expelled and/or suspended.

- Informaon demonstrang whether or not the program implemented the means listed in the charter to achieve a racially and ethnically balanced student populaon.

- Other informaon regarding the educaonal program and the administrav e, legal, and governance operaons of the school relav e to compliance with the terms of the charter generally.

The report is presented to the RSCS Board at the end of the school year at a public meeng. Data from the performance report is translated into the SARC that is published on River Springs Charter School's website.

H. Reporting of Data to Families and Students

Students and families will be informed of the results of their student's assessments at regular parent meengs along with discussion of the implicaon of the results and goals for future assessments. Individual student results will be relayed to parents during personalized learning plan meengs, and via grade reports and progress reports. Teachers will relay class-wide and grade-wide data to students after assessments. Teachers will help students review and analyze their own data on a regular basis and help students understand their own strengths and areas for growth.

I. SARC & LCAP

RSCS will comply with state mandated requirements applicable to charter schools regarding the SARC and Local Control and Accountability Plan (LCAP). The SARC will be accessible to all parents via the RSCS website. Progress toward LCAP goals will be tracked through a variety of instruments, such as OASIS, our student database system; OARS, our assessment reporng

system; and our budget. This data will be analyzed quarterly by administrav e leadership to help us meet our LCAP goals.

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Element D: School Governance Structure and Parental Involvement

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605.6(b)(5)(E).

A.   Legal Status

River Springs Charter School is a directly funded independent charter school operated by River Springs Charter School, Inc. (RSCS, Inc.), a California nonprofit public benefit corporaon.   It is a stand-alone corporaon   and not a subsidiary of a district or other body. As outlined in Educaon Code secon   47604(d): the authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporaon   shall not be liable for the debts or obligaons   of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school if the authority has complied with all oversight responsibilies r equired by law.

RCOE will not be liable for any acons   taken by RSCS or RSCS, Inc. Administraon   shall maintain comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizaons   of similar type and size, to protect both itself and RCOE. Details of this policy will be outlined in a Memorandum of Understanding (MOU) between RSCS and RCOE, and a copy of this policy will be available to RCOE upon request. RSCS will act as its own fiscal agent to the fullest extent of the law. RSCS shall implement the provisions of charter school legislaon and the State Department of Educaon dir ecv es regarding charter schools.

B.   Conflict of Interest

The RSCS, Inc. Board of Directors has adopted a Conflict of Interest Code that complies with the Polic al Reform Act and Government Code Secon   1090. Annual Form 700 financial interest disclosure statements shall be required of all RSCS Board members. For the full the Conflict of Interest Code, see Appendix Q. RSCS will abide by Government Code Secon   1090 in accordance with Educaon Code Secon 47604.1.

C.   Oversight

At any me,   RCOE staff has the right to inspect and observe any part of RSCS's operaons,   pursuant to Educaon Code 47607(a)(1).

D.   Board of Directors

RSCS is governed by the RSCS, Inc. Board of Directors, which shall follow the Bylaws found within Appendix R along with current board member bios. The board shall include five (5) to seven (7) vong   members. Board members shall be members of one of the following two groups: parents or community members. Board members must reside in Riverside County or in a conguous   county where RSCS students are served. In accordance with Educaon   Code Secon   47604(c), RCOE may appoint a representav e to sit on the Board of Directors.

The Board of Directors shall exercise final authority on all matters concerning RSCS. The Board of Directors' major roles and responsibilies will include approving all major educaonal and operaonal policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, approving the selecon of the Superintendent, and ensuring that all provisions of Charter School legislaon will be followed. The Superintendent will have the authority and responsibility of managing the day-to-day operaons of RSCS including the selecon of administrav e, cerfic ated, and classified personnel.

E.   Parent Involvement

Parents will be encouraged to parcipa te in the School Site Council and be encouraged to be involved in school acvies, fundraising, and advising the RSCS, Inc. Board of Directors on any and all matters related to the strengthening of the RSCS community. Parent parcipa on will play a vital role in the effecv eness of our program. Parents are also encouraged to attend the Brown Act compliant board meengs, and, if qualified, ar e welcome to apply for vacant Board posions.

In addion to encouraging parents to serve on the RSCS, Inc. Board of Directors, and parent parcipa on on the Parent Advisory Council, parents will be encouraged to volunteer at RSCS. The RSCS administraon shall maintain a comprehensive list of volunteer opportunies including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at Board meengs; parcipa on in the planning of, or attendance at, fundraising or academic/arts events; or, other acvies. No child will be excluded from RSCS or school acvies due to the failure of his or her parent or legal guardian to volunteer at the school, and in accordance with Educaon Code Secon 47605.6(n), parental involvement is not a requirement for acceptance to, or connued enr ollment at, the Charter School.

F.   Superintendent

The Superintendent will have the authority and responsibility of managing the day-to-day operaons of RSCS including the selecon of administrav e, cerfic ated, and classified personnel. Addionally , the Superintendent will direct, administer, and coordinate acvies in support of organizaonal policies, goals, and objecv es by performing the following dues personally or through subordinate managers (Organizaonal Chart c an be found in Appendix S):

- Serve as liaison between management and Board of Directors;

- Supervise members of the Senior Management Cabinet made up of management employees who direct department acvies that implement the organizaon's policies and procedures;

- Guide and direct management in the development, producon, promoon, and financial aspects of the organizaon's pr oducts and services;

- Direct the preparaon of short-term and long-range plans and budgets based on broad corporate goals and growth objecv es;

- Implement programs that meet corporate goals and objecv es;

- Create the structure and processes necessary to manage the organizaon's current acvies and its projected growth;

- Maintain a sound plan of corporate organizaon, establishing policies to ensure adequate management development and to provide for capable management succession;

- Direct the development and installaon of procedures and controls to promote communicaon and adequate informaon flow within the organizaon;

- Establish operang policies consistent with the board policies and objecves of the corporaon and ensure their execuon;

- Evaluate the results of overall operaons regularly and systemacally;

- Ensure that the responsibilies, authories, and accountability of all direct subordinates are defined and understood;

- Ensure that all organizaon acvies and operaons are carried out in compliance with local, state, and federal regulaons and laws governing business operaons;

- Ensure professional quality relaonships with contracted agencies; and

- Assist charter school directors in school accreditaon process.

G.   Board Meetings

All meengs of the Board of Directors shall comply with the Ralph M. Brown Act (Chapter 9 commencing with Secon 54950 of Division 2 of Title 5 of the Government Code) and the bylaws. Board meengs will occur no less than eight (8) mes per fiscal year, but may occur more regularly as called or scheduled by the Board. Meengs will be held at RSCS' administrave offices, located at 27740 Jefferson Ave., Temecula, CA 92590, or at another posted locaon within the County. In compliance with SB126 (effecve 1/1/2020), meengs will be available via teleconference at RSCS student sites, and an audio recording of each meeng will be posted on our website.

H.   Memorandum of Understanding

The details of the working relaonship between RCOE and RSCS will be delineated in a Memorandum of Understanding (MOU).

I.   Board Member Professional Development

Each board member will be required to attend mulple professional development trainings that will cover the following topics:

- Brown Act/GC1090/Conflict of Interest/Polic al Reform Act
- Family Educaonal Righ ts and Privacy Act (FERPA)
- Expulsion process
- Student achievement
- Finance/Budget
- Local Control and Accountability Plan (LCAP)
- One external conference per year

Element E: Qualifications of Individuals Employed by the Charter School

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605.6(b)(5)(F).

RSCS, Inc. will employ professional staff members who are cerficated in their teaching field and other qualified staff personnel who subscribe to the mission and educaonal philosophy of the school. In accordance with Educaon Code 47605.6(e)(1), RSCS is nonsectarian in their employment pracces and all other operaons. RSCS does not discriminate against any employee or potenal employee on the basis of race, ethnicity, religion, naonal origin, gender, gender identy, sexual orientaon, disability, or any other characterisc prohibited by state and federal law. All cerficated staff are issued licensure by the California Commission on Teacher Credenaling. All RSCS employees are "at-will" employees. All at-will employees may be terminated with or without cause.

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

A. **Recruitment of River Springs Staff**
   RSCS strives to recruit and hire the best-qualified candidate for each posion within the organizaon. To that end, vacancies are adversed in various locaons and formats. Applicaons are screened for competency and suitability for the parcular posion. Qualified candidates are tested and interviewed, and ulmately the best-suited candidate receives an offer of employment.

B. **General Qualifications for Key Positions**
   1) **Superintendent**
      As outlined in Board Policy, the Superintendent is responsible for overseeing all aspects of the school operaons and staff. The RSCS, Inc. Board delegates authority for the overall administraon of the Charter School's day-to-day affairs to the Superintendent. The Superintendent provides leadership and oversight for the instruconal, operaonal and financial aspects of each school, including RSCS. The Superintendent also provides leadership and supervision to ensure agency compliance with all federal, state, and county regulaons governing the educaon of students.

      The Superintendent will be responsible for:
      - Providing leadership and supervision for the development and implementaon of effecve instruconal programs for all students
      - Ensuring that all such programs comply with Educaon Code, IDEA and all regulaons
      - Ensuring adequate staffing in all departments and overseeing personnel pracces
      - Providing visionary instruconal leadership and sound fiscal management for all schools

- Attending all regular Board of Directors' meetings
- Providing leadership and supervision of professional development on an ongoing basis for all staff. Information regarding our professional development plan can be found in Appendix T.
- Ensuring departmental and academic goals are addressed and met on an annual basis

Person holding this position must possess, at minimum:
- A master's degree, with a minimum of 10 years of experience working with youth/adolescents
- Administrative and educational experience and appropriate credentials per California Commission on Teaching Credentialing requirements
- Previous administrative experience with charter schools or similar institution
- Excellent communication and community building skills
- Excellent financial, business and quantitative skills
- Demonstrated leadership, decision-making and managerial skills
- Passionate about working with youth/adolescents and their families

Preferred skills:
- Doctorate or other higher education degree

2) **Principal / Director**

The principal or resource center director supervises both instructional and non-instructional staff, and is responsible for implementing the mission and vision of the charter school, its philosophies and practices. The principal/resource center director is responsible for engaging the community and ensuring that program staff stress the importance of the community as the extended classroom. The principal/resource center director is responsible for ensuring that personalized instruction takes place for each student, each day, throughout the school year.

Other responsibilities include:
- Providing leadership for the development of school programs and curricula on a daily basis
- Serving as the liaison between parents, teachers, and students when appropriate
- Serving as the "voice" for her/his resource center and reporting to the superintendent as required
- Conducting research and implementing best instructional practices to meet the needs of each student on a personalized level

- Ensuring safest and most producve measures resulng in a producve school environment
- Fostering and nurturing a posive and supporve school culture for all students, staff and parents
- Collaborang with teachers, staff, parents, and students as stakeholders in key decisions that affect the school
- Providing professional development opportunies for all staff to grow professionally
- Ensuring that vacancies are filled with the best staff possible and working closely with the Human Resources department
- Evaluang staff and ensuring supervision of volunteers
- Collaborang with community agencies

Person holding this posion possess, at minimum:
- A master's degree, with a minimum of 5 years of experience working with youth/adolescents
- Administrave and educaonal experience and appropriate credenals per California Commission on Teaching Credenaling requirements
- Previous administrave experience with charter schools or similar instuon
- Excellent communicaon and community building skills
- Demonstrated leadership, decision-making and managerial skills
- Passionate about working with young/adolescents and their families

Preferred skills:
- Bilingual proficiency in English and Spanish

3) **Teachers, including Homeschool Specialists** (all whom are credenaled teachers)
Credenaled teachers are responsible for implemenng the educaonal programs for all students while personalizing instrucon to meet the needs of each individual student, and creang challenging acvies consistent with the subject matter under study. Teachers will assess students throughout the year and vary the modes of instrucon to the learning style of each student. Teachers will also be responsible for collaborang with other staff members, both within and outside their discipline/department. In addion to their classroom instruconal role, the dues of the teacher include, but are not limited to:

- Understanding the mission and vision and pracces of charter schools
- Overseeing student academic progress, including assessment and recommendaon(s)

- Promong a school cultur e/environment that maximizes student learning and cric al thinking
- Engaging in ongoing professional development acvies
- Collaborang with c olleagues and administraon
- Promong mulcultur al understanding and gender equity in and outside the classroom
- Communicang with par ents
- Ulizing the c ommunity as an extension of the classroom

All RSCS teachers (TK-12) will hold appropriate California teaching credenals (including CLAD and BCLAD if necessary), permits, and/or other documents issued by the Commission on Teacher Credenaling from the State of California, and to the extent required of charter schools. Core subject teachers providing instrucon in mathemacs, language arts, science, and history/social science will meet the requirements outlined in Educaon Code Secon 47605(l).

In RSCS all Transional Kindergarten (TK) teachers will be held to the standards as set forth in Educaon Code Secon 48000(g). At minimum, teachers will have completed 24 units of early childhood educaon or child development, professional experience in classroom seng with preschool age children, or a child development permit issued by the CTC.

When appropriate, RSCS also employs or retains non-cerfic ated staff to teach non-core classes, where a prospecv e staff member has an appropriate blend of subject matter experse, professional experience and has demonstrated capacity to work successfully as a teacher with school age children.

All RSCS teachers are expected to demonstrate the following abilies, experiences, and atudes:
- Professionalism and commitment to personalized learning
- Understanding and appreciaon f or diversity and the contribuon of each t o the learning environment
- Belief that all students should be prepared for college and or career upon high school graduaon
- Ability to communicate clearly and collaborate with other colleagues
- Capable of managing a well-disciplined and producv e classroom or home-study environment conducive to the needs of each student
- Understanding of how to modify lessons and differena te instrucon f or different learning styles
- Ability to work with parents in a friendly manner, demonstrang pr oblem solving skills
- Ability to mult ask

- Ability to empathize with students while still holding students responsible to a high level of social and academic standards
- Commitment to the development of students as young adults
- Desire to advocate on behalf of students and parents/families
- Commitment to academic rigor and utilizing data to drive instruction

4) Subject Specialists

Subject specialists are responsible for developing, coordinating and evaluating the assignments within their subject area. They are responsible for supporting the instructional department, teachers and homeschool specialists, as well as developing curriculum, mentoring teachers, and supporting the use of our online learning management tools. Subject Specialists must hold a valid California single subject teaching credential, possess a valid CA drivers license and be able to travel each week. Employee may be assigned additional related duties as required by RSCS.

Essential Duties and Responsibilities:
- Support the vision and work of River Springs Charter School
- Coach and support of all single subject teachers in the department, including mentoring new teachers in the induction program
- Develop curriculum and pacing guides for all high school classes within the department
- Attend monthly face-to-face meetings with assistant superintendent of education as required to develop department-meeting agendas and discuss departmental issues
- Develop the agenda and chair monthly departmental meetings to share best practices and effective instructional techniques within the department
- Perform monthly teacher support and informal observation in the classroom with the goal of developing the teachers' skills in personalizing education within the classroom setting
- Collaborate with members of the department regarding needs of students and parents and find solutions to meet needs, including attending Response to Intervention meetings as they are scheduled
- Establish basic competencies for each course offered by the department, as well as at each level (general education and CP/a-g)
- Support teachers in our online learning management system, including setting up course syllabi, assignments, grade book usage, and resources
- Support teachers in online synchronous course environments, such as Adobe Connect
- Provide support for TK-8 teachers in areas of curriculum and content delivery methods
- Assist in planning of academic staff development days

- Plan and implement quarterly parent/student workshops at Resource Center locaons

- Maintain the department web content under the direcon of the assistant superintendent of educaon

- Develop and maintain the annual department budget with input from department personnel

- Collaborate with grant writer, providing answers to quesons for grant submissions

- Inform site directors through RSCS email of the content of each PLC meeng, including attendance, content of discussions, and decisions made as a collaborave team

- Coordinate with each site director to supervise and support department teachers, sharing insights and strategies

- Develop addional curriculum for students during the summer months as assigned by the assistant superintendent of educaon

5) Homeschool Specialists

River Springs homeschool specialists are primarily responsible for ensuring that the school's educaonal program is implemented in the students' homes or the communies. Homeschool specialists act as instruconal leaders for the homeschool families, serving an ambassador role between the family and the school. Homeschool specialists must be able to support and disseminate curriculum in their subject area, as well as those areas created by other qualified teachers. Homeschool specialists will be expert assessors with the ability to assess in a variety of modes and for a variety of skills. Homeschool specialists are also responsible for collaborang with parents and other staff—both in their department and outside their department - to ensure the delivery of rigorous content and instrucon in a way that maintains consistency and works toward RSCS's mission of personalized learning.

In addion to their academic/instruconal leader role, the dues of homeschool specialists include, but are not limited to:
- Understanding the Charter and its mission and pracces
- Overseeing the students' academic progress
- Administering student assessment
- Promong a school culture that maximizes student learning and crical thinking
- Parcipang in the governance of the school
- Engaging in ongoing professional development acvies
- Collaborang with fellow faculty and administrators
- Promong mulcultural understanding and gender equity in and outside the classroom
- Communicang with parents

All RSCS homeschool specialists will hold appropriate California teaching credenals (including CLAD and BCLAD), permits, and/or other documents issued by the Commission on Teacher Credenaling from the State of California, and to the extent required of charter schools. Core subject teachers providing instrucon in mathemacs, language arts, science, and history/social science will meet the requirements outlined in Educaon Code Secon 47605.6(I).

All homeschool specialists are expected to demonstrate the following abilies, experiences, and atudes:

- Belief that all of our students can and should set and reach personalized academic goals
- Understanding and appreciaon of the backgrounds of our students
- Resilience and perseverance
- Professionalism and a commitment to the seriousness of our work
- Ability to communicate promptly and clearly
- Willingness to do "whatever it takes" to help our students succeed
- Assuming best intenons in our working relaonships
- Commitment to all students mastering RSCS's I CAN!s
- Promoon of academic rigor
- Desire to collaborate with other disciplines
- Capable of running a well-managed and producve classroom
- Ability to work with English Language Learners
- Understanding of how to modify lessons and differenate instrucons for different learning styles
- Ability to mul-task
- Desire to be self-reflecve about teaching
- Ability to clearly communicate learning goals and outcomes
- Dedicated to being an advisor in addion to a content-area teacher
- Desire to advocate on behalf of students
- Commitment to the development of our students as people
- Ability to empathize with students
- Honesty with self and with students
- Willingness and ability to hold all students to a high social and academic standard

6) Non-Instructional Staff

At RSCS, all non-instrucональ staff will possess experience and expertise appropriate for their position as outlined in their job description and consistent with personnel practices and policies.

With the assistance of the department of Human Resources, job descriptions, job qualifications, selection processes and evaluation tools appropriate for non-instrucональ staff members have been developed.

Minimum requirements for office administrative staff include but are not limited to:

- Computer skills (including working knowledge of word processing, spreadsheets, and internet communication management)
- Written and verbal communication in English
- Filing skills, including organizational management
- Phone etiquette and an interest/desire to promote best human resources practices
- Punctuality
- Ability to fulfill the physical requirements of the job as prescribed by the job description
- Strong work ethic
- Ability to communicate and interact with youth and adults in a positive manner

C. Training and Professional Development

All River Springs staff members will receive regular, ongoing professional development throughout the year, consistent with their location or area of concentration. Annually, all staff members participate in a concentrated, back-to-school professional training where speakers, breakout sessions, and particular areas of focus are provided for all staff members. Parents are also invited to participate, and specific topics are provided for them.

Employee Handbook can be found in Appendix U.
Staff Performance Evaluation procedure and rubrics can be found in Appendix V.

Element F: Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

    (i)   That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

    (ii)   The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

    (iii)   That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

Education Code Section 47605.6(b)(5)(G).

In order to provide safety for all students and staff, RSCS shall maintain health and safety procedures and risk management policies, which have been developed in consultaon with its insurance carriers and risk management experts.

RSCS shall occupy facilies that comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrav e building shall maintain an asbestos management plan.

A. Procedures for Background Checks

RSCS will comply with all applicable federal and state laws regarding criminal background checks and fingerprinng. RSCS will comply with the provisions of Educaon Code Secon 44237 and 45125.1 regarding the fingerprinng and background clearance of employees and contractors prior to employment and/or any more than limited contact with RSCS pupils. Employees, and contractors as applicable, must submit two sets of fingerprints to the California Department of Jusce. RSCS shall not hire any person, in either a cerfic ated or classified posion, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Educaon Code Secons 44830.1 and 45122.1. The Assistant Superintendent of Personnel shall monitor compliance with this policy as well as prepare quarterly board reports. The Superintendent shall monitor the fingerprinng and background clearance of the Assistant Superintendent. Volunteers outside of the direct supervision of a credenaled employee shall be fingerprinted and receive background clearance prior to volunteering.

B. Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and will follow all applicable reporng laws and the policies and procedures adopted by the RSCS, Inc. Board of Directors. The Charter School shall provide mandated reporter training to all employees annually in accordance with Educaon Code Secon 44691.

C. TB Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Educaon Code Secon 49406.

D. Immunizations

RSCS will adhere to all laws related to legally required immunizaons for entering students who receive classroom-based instrucon pursuant to Health and Safety Code Secon 120325-120375, and Title 17, California Code of Regulaons Secon 6000-6075 and will include the requirements for pertussis vaccinaon. Students will be required to submit verificaon of required immunizaons be fore enrolling in a RSCS classroom-based program.

E. Medication in School

RSCS will adhere to Educaon Code Secon 49423 regarding administraon of medicaon in school. RSCS will adhere to Educaon Code Secon 49414 regarding epinephrine auto-injectors and training for staff members. Medicaon policies will be included in the parent handbook (Appendix W) and will be explained to parents during a parent-student-school meeng prior to enrollment at RSCS.

F. Vision/Hearing/Scoliosis Screenings

RSCS will adhere to Educaon Code Secon 49450, et seq., as applicable to the grade levels served by RSCS.

G. Diabetes

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

- A descripon of type 2 diabe tes.
- A descripon of the risk f actors and warning signs associated with type 2 diabetes.
- A recommendaon tha t students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A descripon of tr eatments and prevenon me thods of type 2 diabetes.
- A descripon of the diff erent types of diabetes screening tests available.

H. Suicide Prevention Policy

RSCS will maintain a policy on student suicide prevenon in acc ordance with Educaon Code Secon 215.

I. Prevention of Human Trafficking

By January 1, 2020, the Charter School shall idenf y and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevenon r esources.

J. Feminine Hygiene Products

RSCS will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Educaon Code Secon 35292.6.

K. Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Educaon Code Secon 49552, with one nutrionally adequate free or reduced-price meal, as defined in Educaon Code Secon 49553(a), during each schoolday. The Charter School shall provide this meal for any eligible student on any schoolday that the student is scheduled for educaonal acvies, as defined in Educaon Code Secon 49010, lasng two or more hours, at a schoolsite, resource center, meeng space, or other sa tellite facility operated by the Charter School.

L. California Healthy Youth Act

The Charter School shall teach sexual health educaon and human immunode ficiency virus ("HIV") prevenon educ aon t o students in grades 7-12, at least once in junior high or middle school and at least once in high school, pursuant to the California Healthy Youth Act (Educaon Code Secon 51930, *et seq.*).

M. School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include idenf ying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Educaon Code Secon 32282(a)(2)(A)-(H):

- child abuse reporng pr ocedures
- roune and emer gency disaster procedures
- policies for students who commi ed an act under Secon 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendaons
- procedures to nof y teachers of dangerous students pursuant to Educaon Code Secon 49079
- a discriminaon and har assment policy consistent with Educaon Code Secon 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- procedures for conducng t acc al responses to criminal incidents

N. Emergency Preparedness

RSCS maintains a Comprehensive School Safety Plan (CSSP), consistent with Educaon Code Secon 32282(a)(2)(A)-(H), developed specifically for the needs of the school facilies. This handbook includes, but is not limited to, the following responses: fire, bomb threat, flood,

earthquake, crash, intrusion, pandemics, hostage situaons, or any other disaster. The purpose of the CSSP is to be prepared to handle any emergency with the safety of students and staff as our top priority. The CSSP will be reviewed and updated annually. See Appendix X for a public copy of a sample CSSP.

O. Blood Borne Pathogens

RSCS will meet state and federal standards for dealing with blood borne pathogens and other potenally infecous materials in the workplace. The Board maintains a wrien "Exposure Control Plan" designed to protect employees from possible infecon due to contact with blood-borne viruses, including Human Immunodeficiency Virus (HIV) and Hepas B Virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecng pr ocedures.

P. Drug Free/Alcohol Free/Smoke Free Environment

RSCS will maintain a drug, alcohol and smoke-free environment.

Q. Trainings

RSCS staff will receive training on CPR, sexual harassment, and other safety related issues annually as required based on their posion.

R. Facility Safety

RSCS shall comply with Educaon Code Secon 47610 by ulizing facilies that are either compliant with the Field Act or facilies that are compliant with the California Building Standards Code. RSCS will assess potenal and current school buildings for structural safety, using the exisng state, county and city standards. RSCS, at its own cost and expense, will be responsible for obtaining appropriate permits from the local public enty with jurisdicon over the issuance of such permits, including building permits, occupancy permits, fire/life safety inspecons and condional use permits, all as may be required to ensure a safe school and facilies for staff and students. RSCS will obtain a Cerfic ate of Occupancy prior to occupying any new facility.

RSCS shall conduct regular fire drills for staff and students. Addionally , RSCS will test sprinkler systems, fire exnguisher s, and fire alarms as required by law to ensure they are maintained.

S. Comprehensive Anti-Discrimination and Harassment Policies and Procedures

RSCS provides a school that is free from discriminaon and sexual harassment, as well as any harassment based upon the actual or perceived characteriscs of race, religion, creed, color, gender, gender identy , gender expression, naonality , naonal origin, ancestry, ethnic group idenfic aon, genec informaon, age, medical condion, marital status, sexual orientaon, sex and pregnancy, physical or mental disability, childbirth or related medical condions, military and veteran status, denial of family and medical care leave, or on the basis of a person's associaon with a person or group with one or more of these actual or perceived characteriscs, or any other basis protected by federal, state, local law, ordinance or regulaon. Please see Appendix Y for our Title IX policy. RSCS maintains a comprehensive policy to prevent

and immediately remediate any concerns about sexual discriminaon or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the RSCS an-discrimina on and har assment policy.

T. Bullying Prevention

By December 31, 2019, the Charter School shall adopt procedures for prevenng acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Educaon Code Secon 32283.5(a) t o cerfic ated schoolsite employees and all other schoolsite employees who have regular interacon with childr en

U. School Wellness Policy

This policy (Appendix Z) outlines the School's approach to ensuring environmments and opportunies f or all students to pracce health y eang and ph ysical acvity beha viors throughout the school day while minimizing commercial distracons.

Specifically, this policy establishes goals and procedures to ensure that:

- Students at the School's student centers parcipa ng in NSLP ha ve access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the student center – in accordance with Federal and state nutrion s tandards;

- Students receive quality nutrion educ aon tha t helps them develop lifelong healthy eang beha viors;

- Students have opportunies t o be physically acv e before, during and after school;

- Programs engage in nutrion and ph ysical acvity pr omoon and other acvies tha t encourage student wellness;

- All staff are urged to pracce health y nutrion and ph ysical acvity beha viors in and out of school;

- The community is engaged in supporng the w ork of the School in creang c onnuity between school and other sengs f or students and staff to pracce lif elong healthy habits; and

- The School establishes and maintains an infrastructure for management, oversight, implementaon, c ommunicaon about and monit oring of the policy and its established goals and objecv es.

This policy applies to all students, staff and programs in the School.

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Element G: Racial and Ethnic Balance

Governing Law: The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605.6(b)(5)(H).

RSCS shall acv ely seek to match the racial and ethnic backgrounds of the general populaon residing within the territorial jurisdicon of the County. RSCS will implement an open enrollment policy and acv e recruitment strategies to target the underrepresented student populaons generally reflecv e of the County's populaon. See Appendix AA for details on outreach efforts to achieve racial and ethnic balance.

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Element H: Admission Policies and Procedures

Governing Law: Admission policy and procedures, consistent with [Education Code Section 47605.6] subdivision (e). Education Code Section 47605.6(b)(5)(M).

A. Admission Requirements

RSCS actively recruits a diverse student population from Riverside County and surrounding contiguous counties eligible for enrollment under state law. The Charter School is nonsectarian in its programs, admission policies, and all other operations, does not charge tuition, and does not discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

RSCS shall admit all pupils who wish to attend the charter school. No test or assessment shall be administered to students prior to acceptance and enrollment into the charter school. RSCS complies with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, except as required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Students with exceptional needs will not be denied admission to RSCS solely due to missing copies of IEP or 504 plans, or due to the nature, extent, or severity of his or her disability or due to the student's request for, or actual need for, special education services.

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

Students admitted to RSCS must understand and value the school's mission and be committed to the school's instructional and operational philosophy. Admission to any RSCS program shall be open to any resident of Riverside County or a contiguous county as required by Education Code Section 51747.3. Prospective students and their parents will be briefed regarding RSCS's instructional and operational philosophy and will be informed of any student-related policies. At the time of enrollment, all parents must sign a parent/student contract regarding RSCS outcomes, philosophy, program, and any other applicable requirements. RSCS has established an annual recruiting and admissions cycle which shall include: (1) outreach and marketing, (2) orientation sessions for parents and students, (3) an admissions application period, (4) an admissions lottery if necessary, and (5) enrollment.

B. Public Random Drawing

RSCS may enroll students from a wide geographic area that includes Riverside County and contiguous counties. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that the number of students who wish to attend RSCS exceeds the charter school's capacity, a public random lottery will be used to determine those selected to attend, with the exception of existing students, who are guaranteed admission in the following school year. Admission

preference in the case of a public random drawing shall be granted in the following order: 1) foster youth and homeless youth, 2) siblings of students admitted to or attending RSCS, 3) children of currently employed RSCS staff, and 4) residents of Riverside County.

In the event of a drawing, the county board of education shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

The Charter School and the RCOE agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605.6(e)(2)(B)(i)-(iv).

C. Lottery Procedures

The lottery will be led by the Superintendent or designee. The lottery will be open to the public; however, families are not required to be present at the time of the drawing to be eligible for admission.

Numbers, each representing an application submitted to RSCS, will be placed on cards that are of equal size and shape, grouped by priority. The cards will indicate if the applying student has any siblings that are applying for admission the same year. The name on each card will be read as it is placed into a container or lottery device that will randomly mix the cards. The person leading the lottery will draw the cards one at a time at random and read the name on the card. As each card is pulled it will be posted visibly on a display in the order it was chosen. Names will be given a numerical ranking based on the order they were chosen. The drawing will continue until all cards have been drawn and all names have been assigned a numerical ranking. These rankings will be recorded in an electronic database that will be double-checked by the lottery official.

Separate lotteries shall be conducted for each grade and program in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. The first lottery will consist of foster and homeless youth, based on student application information. If additional spaces are available, a second lottery consisting of siblings of students admitted to or attending RSCS will occur. If additional spaces are still available then a third lottery will occur consisting of children of currently employed RSCS staff. If, after all three lotteries are complete, there are additional spaces available then a fourth lottery will be held consisting of students who are residents of Riverside County.

Due to preference given to siblings admitted to or attending RSCS, if a card is drawn that indicates a sibling (of any grade) is also applying, the sibling will also be assigned the next available numerical ranking for the appropriate grade level.

If an applicant drawn during the process described above has a sibling(s) who has (have) also applied for admission during the current enrollment period and for the same grade level, that sibling(s) will be offered the next available slot(s) or if no such slot(s) remain they will be placed in the first available slot(s) on the appropriate waiting list. If maximum capacity has been reached in a particular grade level and the applicant drawn in the lottery has a twin, triplet, or other siblings of a multiple birth that has also submitted a timely application, enrollment shall be determined on a case-by-case basis as

determined by the superintendent. If an applicant drawn during the process described above has a sibling(s) who has (have) also applied for admission during the current enrollment period and for a different grade level which has already been assigned slots, that sibling(s) will be offered an open slot, if available, or placed in the first available slot(s) on the appropriate waing list. If an applicant drawn during the process described above has a sibling(s) who has (have) also applied for admission during the current enrollment period and for a different grade level which has not yet been assigned slots, that sibling(s) will be given sibling preference (as defined above) at the me of assignment of slots for their grade level. At no me will the admission preference for children of staff exceed 10% of the total enrollment.

D. Waiting List

Once maximum enrollment is reached, the remaining names will be placed on a waing list in the order received. If vacancies occur during the school year, the vacancies may be filled according to the waing list, which will be priorized in the same manner described in the previous secon according to rank on the list of preferences.

Families will be immediately nofied by phone call or email of their placement on the waing list within two weeks of the loery. Families may call the main office to track their status on the waing list.

Students who are not offered seats for the academic school year for which the loery was held will remain on the waing list unl the end of that academic school year unless otherwise requested in wring by the parent to be removed. Students who remain on the waing list at the end of the academic year will be required to enter the loery again for the next school year. In no circumstance will a waitlist carry over to the following school year. Applicaon documents for those not enrolled in the charter will be entered into the student informaon system as never attended and retained per state guidelines.

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Element I: Independent Financial Audit

Governing Law: The manner in which annual, independent, financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved. Education Code Section 47605.6(b)(5)(I).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures.

The RSCS, Inc. Board of Directors will contract with an independent auditor experienced in charter school finance to conduct an annual audit of RSCS's financial affairs. The auditor will have at a minimum, a CPA and educational institution audit experience, and be approved by the California Department of Education to conduct audits for LEAs. The audit will verify the accuracy of RSCS's financial statements and reporting practices. The audit will be conducted in accordance with generally accepted accounting principles applicable to public schools and in compliance with the audit provisions of the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. Each annual budget will include an expenditure for this service.

The Board of Directors will review any audit exceptions or deficiencies and determine the means for resolving any such exceptions or deficiencies, including costs. Audit exceptions must be resolved to the satisfaction of the Riverside County Board of Education.

Audit reports will be completed and available for review by the school members and the public and submitted to Riverside County Office of Education, the California Department of Education, and the State Controller's Office by December 15 of each year. Procedures and/or processes that caused the exceptions and/or deficiencies will be modified to meet the auditor's specifications and such modifications will be sent to the Board of Directors within three (3) months of the auditor's report. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

RSCS shall comply with the provisions of Education Code 47604.33 regarding financial reporting and accountability. In addition, as outlined in Education Code Section 47604.3, RSCS shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding its financial records, from the County Office of Education or from the Superintendent of Public Instruction, and shall consult with the requesting entity regarding any inquiries. Finally, in accordance with Education Code Section 47604.4, RSCS recognizes the authority granted to the County Superintendent of Schools to monitor the operations of a charter school located within the County and conduct an investigation into the operations of that charter school, based upon written complaints by parents or other information that justifies the investigation.

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Element J: Suspension, Expulsion, and Student Disciplinary Procedures

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).—California Education Code Section 47605.6(b)(5)(J)

This Student Suspension and Expulsion Policy (hereafter "Policy") has been established in order to promote learning and protect the safety and well-being of all students at River Springs Charter School. In creang this policy, the Charter School has reviewed Educaon Code Secon 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Educaon Code Secon 48900 et seq. The Charter School is commied to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modificaon of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instrucon. This policy shall serve as RSCS's policy and procedures for student suspension and expulsion, and it may be amended from me to me to mirror changes to the suspension and expulsion offenses applicable to school districts in Educaon Code Secon 48900 without the need to

amend the charter so long as the amendments conform to legal requirements. RSCS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectaons.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detenon during and after school hours, use of alternav e educaonal environments, suspension, expulsion, and other means of correcon.

In accordance with AB 1729, other means of correcon include, but are not limited to, among other things, a posiv e behavior support approach with er ed intervenons that occur during the schoolday on campus, a conference between school personnel, the pupil's parent or guardian, and the pupil, parcipa on in a restorav e jusce program, and after-school programs that address specific behavioral issues or expose pupils to posiv e acvies and beha viors.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful inflicon of, or willfully causing the inflicon of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

RSCS administraon shall ensure that students and their parents/guardians are nofied in wring upon enrollment of all discipline policies and procedures. The noce shall state that these Policy and Administrav e Procedures are available on request from the Administraon Office.

Suspended or expelled students shall be excluded from all school and school-related acvies unless otherwise agreed during the period of suspension or expulsion.

A student idenfied as an individual with disabilies or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilies Educaon Improvement Act of 2004 ("IDEA") or who is qualified for services under Secon 504 of the Rehabilitaon Act of 1973 ("Secon 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general educaon students except when federal and state law mandates addional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Educaon Code, when imposing any form of discipline on a student idenfied as an individual with disabilies or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protecons in acc ording due process to such students.

In accordance with AB 1360, no student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided wri en noce of intent to remove the student no less than five school days before the effecv e date of the acon. The wri en noce shall be in the nav e language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educaonal rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or

educaonal rights holder requests a hearing, the Charter School shall uliz e the same hearing procedures specified below for expulsions, before the effecv e date of the acon to involuntarily remove the student. If the student's parent, guardian, or educaonal rights holder requests a hearing, the student shall remain enrolled and shall not be removed unl the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school acvity or school attendance occurring at any me including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored acvity .

I. Enumerated Offenses

A. Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the pupil:

1) Caused, attempted to cause, or threatened to cause physical injury to another person.

2) Willfully used force of violence upon the person of another, except self-defense.

3) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Secons 11053-11058, alcoholic beverage, or intoxicant of any kind.

4) Unlawfully offered, arranged, or negoa ted to sell any controlled substance as defined in Health and Safety Code Secons 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

5) Commi ed or attempted to commit robbery or extoron.

6) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

7) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

8) Possessed or used tobacco or products containing tobacco or nicone products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This secon does not prohibit the use of his or her own prescripon pr oducts by a pupil.

9) Commi ed an obscene act or engaged in habitual profanity or vulgarity.

10) Unlawfully possessed or unlawfully offered, arranged, or negoa ted to sell any drug paraphernalia, as defined in Health and Safety Code Secon 11014.5.

11) Disrupted school acvies or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their dues.

   a) Except as provided in Educaon Code Secon 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.

12) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

13) Possessed an imitaon firearm, i.e.: a replica of a firearm that is so substanally similar in physical properes to an exisng firearm as to lead a reasonable person to conclude that the replica is a firearm.

14) Harassed, threatened, or inmida ted a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of prevenng that student from being a witness and/or retaliang ag ainst that student for being a witness.

15) Unlawfully offered, arranged to sell, negoa ted to sell, or sold the prescripon drug Soma.

16) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of inia on or preinia on into a pupil organizaon or body, whether or not the organizaon or body is officially recognized by an educaonal instuon, which is likely to cause serious bodily injury or personal degradaon or disgrace resulng in physical or mental harm to a former, current, or prospecv e pupil. For purposes of this secon, "hazing" does not include athlec events or school-sanconed e vents,

17) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this secon, "terrorisc threat" shall include any statement, whether wri en or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, uncondional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execuon of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protecon of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

18) Commi ed sexual harassment, as defined in Educaon Code Secon 212.5. For the purposes of this secon, the conduct described in Secon 212.5 must be considered by a reasonable person of the same gender as the vicm to be sufficiently severe or pervasive to have a negav e impact upon the individual's academic performance or to

create an inmidang , hosle, or offensive educaonal environment. This secon shall apply to pupils in any of grades 4 to 12, inclusive.

19) Caused, attempted to cause, threaten to cause or parcipated in an act of hate violence, as defined in subdivision (e) of Secon 233 of the Educaon Code. This secon shall apply to pupils in any of grades 4 to 12, inclusive.

20) Intenonally harassed, threatened or inmidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupng class work, creang substanal disorder and invading the rights of either school personnel or volunteers and/or student(s) rights by creang an inmidang or hosle educaonal environment. This secon shall apply to pupils in any of grades 4 to 12, inclusive.

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

a) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communicaons made in wring or by means of an electronic act, and including one or more acts commied by a student or group of students which would be deemed hate violence or harassment, threats, or inmidaon, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceponal needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceponal needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substanally detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substanal interference with his or her academic performance.

iv. Causing a reasonable student to experience substanal interference with his or her ability to parcipate in or benefit from the services, acvies, or privileges provided by the Charter School.

b) "Electronic Act" means the creaon or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communicaon device, computer, or pager, of a communicaon, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posng to or creang a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creang a credible impersonaon of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonaon" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creang a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a ficous pupil or a profile using the likeness or aribut es of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the disseminaon of, or the solicitaon or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depicon of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is idenfiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depicon, portrayal, or image that has any serious literary, ars c, educaonal, polic al, or scienfic value or that involves athlec events or school-sanconed acvies.

(c) Notwithstanding subparagraphs (a) and (b) above, an electronic act shall not constut e pervasive conduct solely on the basis that it has been transmi ed on the Internet or is currently posted on the Internet.

23) A pupil who aids or abets, as defined in Secon 31 of the Penal Code, the inflicon or attempted inflicon of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have commi ed, as an aider and abettor, a crime of physical violence in which the vicm suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (A)(1)-(2).

24) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained wri en permission to possess the item from a cerfic ated school employee, with the Superintendent or their designee's concurrence.

B. Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

1) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
2) Brandishing a knife at another person.
3) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
4) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

C. Discretionary Expellable Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

1) Caused, attempted to cause, or threatened to cause physical injury to another person.

2) Willfully used force or violence upon the person of another, except self-defense.

3) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

4) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

5) Committed or attempted to commit robbery or extortion.

6) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

7) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

8) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

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

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

11) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

12) Possessed an imitaon firearm, i.e.: a replica of a firearm that is so substanally similar in physical properes to an exisng firearm as to lead a reasonable person to conclude that the replica is a firearm.

13) Harassed, threatened, or inmida ted a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of prevenng that student from being a witness and/or retaliang ag ainst that student for being a witness.

14) Unlawfully offered, arranged to sell, negoa ted to sell, or sold the prescripon drug Soma.

15) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of inia on or preinia on into a pupil organizaon or body, whether or not the organizaon or body is officially recognized by an educaonal instuon, which is likely to cause serious bodily injury or personal degradaon or disgrace resulng in physical or mental harm to a former, current, or prospecv e pupil. For purposes of this secon, "hazing" does not include athlec e vents or school-sanconed e vents.

16) Made terrorisc threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this secon, "terrorisc threat" shall include any statement, whether wri en or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, uncondional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execuon of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protecon of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

17) Commi ed sexual harassment, as defined in Educaon Code Secon 212.5. For the purposes of this secon, the conduct described in Secon 212.5 must be considered by a reasonable person of the same gender as the vicm to be sufficiently severe or pervasive to have a negav e impact upon the individual's academic performance or to create an inmida ng , hosle, or offensive educaonal environment. This secon shall apply to pupils in any of grades 4 to 12, inclusive.

18) Caused, attempted to cause, threatened to cause or parcipa ted in an act of hate violence, as defined in subdivision (e) of Secon 233 of the Educaon Code. This secon shall apply to pupils in any of grades 4 to 12, inclusive.

19) Intenonally harassed, threatened or inmida ted school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupng class work, creang substanal disorder and invading the rights of either school personnel or volunteers and/or student(s) rights by creang an inmida ng or hosle educaonal environment. This secon shall apply to pupils in any of grades 4 to 12, inclusive.

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

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      i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceponal needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceponal needs) or students in fear of harm to that student's or those students' person or property.

      ii. Causing a reasonable student to experience a substanally detrimental effect on his or her physical or mental health.

      iii. Causing a reasonable student to experience substanal interference with his or her academic performance.

      iv. Causing a reasonable student to experience substanal interference with his or her ability to parcipate in or benefit from the services, acvies, or privileges provided by the Charter School.

   b) "Electronic Act" means the creaon or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communicaon device, computer, or pager, of a communicaon, including, but not limited to, any of the following:

      i. A message, text, sound, video, or image.

      ii. A post on a social network Internet Web site including, but not limited to:

         (a) Posng to or creang a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

         (b) Creang a credible impersonaon of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonaon" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

         (c) Creang a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a ficous pupil or a profile using the likeness or aributes of an actual pupil other than the pupil who created the false profile.

      iii. An act of cyber sexual bullying.

         (a) For purposes of this clause, "cyber sexual bullying" means the disseminaon of, or the solicitaon or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to

school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depicon of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is idenfiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depicon, portrayal, or image that has any serious literary, ars c, educaonal, polic al, or scienfic value or that involves athlec events or school-sanconed acvies.

c) Notwithstanding subparagraphs (a) and (b) above, an electronic act shall not constut e pervasive conduct solely on the basis that it has been transmi ed on the Internet or is currently posted on the Internet.

22) A pupil who aids or abets, as defined in Secon 31 of the Penal Code, the inflicon or attempted inflicon of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have commi ed, as an aider and abettor, a crime of physical violence in which the vicm suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (C)(1)-(2).

23) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained wri en permission to possess the item from a cerfic ated school employee, with the Superintendent or designee's concurrence.

D. Non-Discretionary Expellable Offenses
Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

1) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object Unless, in the case of possession of any object of this type, the student had obtained wri en permission to possess the item from a cerfic ated school employee, with the Superintendent or designee's concurrence.
2) Brandishing a knife at another person.
3) Unlawfully selling a controlled substance listed in Health and Safety Code Secon 11053, *et seq*.
4) Comming or attempng to commit a sexual assault or comming a sexual battery as defined in Educaon Code Secon 48900(n).

If it is determined by the Administrav e Panel that a student has brought a firearm or destrucv e device, as defined in Secon 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for

one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of noce and a hearing as r equired in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projecle by the acon of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destrucv e device. Such term does not include an anque fir earm.

The term "destrucv e device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

II.   Suspension Procedure

Suspensions shall be inia ted according to the following procedures:

A. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or the Superintendent's designee with the student and his or her parent and, whenever pracc al, the teacher, supervisor or Charter School employee who referred the student to the Superintendent or designee.

The conference may be omi ed if the Superintendent or designee determines that an emergency situaon exists. An "emergency situaon" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be nofied of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary acon and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Educaon Code Secon 47605.6(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceraon or hospitalizaon. No penales may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be conng ent upon attendance by the pupil's parent or guardian at the conference.

B. Notice to Parents/Guardians

At the me of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be nofied in wring of the suspension and the date of return following suspension. This noce shall state the specific offense commi ed by the student. In addion, the noce may also state the date and me when the student may return to school. If Charter

School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

C. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Superintendent or Superintendent's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Superintendent or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

III. Authority to Expel

As required by Education Code Section 47605.6(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law

A student may be expelled by a neutral and impartial Administrative Panel following a hearing before it, and preceded by recommendation from the Superintendent or designee. The Charter School's Board of Directors will appoint a neutral and impartial Administrative Panel. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School's Board of Directors. The Administrative Panel may be comprised of educators within the Springs community, in local charter schools, or in local school districts. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents/guardians may appeal an expulsion decision by the Administrative Panel to the neutral and impartial Charter School Board of Directors, which will make the final determination. The Board of Directors shall be presided over by a designated neutral hearing chairperson. Following the appeal hearing, the Board of Directors will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing.

IV. Expulsion Procedures

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the

Superintendent or designee determines that the pupil has committed an expellable offense and recommends the pupil for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the Superintendent or designee, to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1) The date and place of the expulsion hearing;

2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

3) A copy of the Charter School's disciplinary rules which relate to the alleged violation;

4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;

5) The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6) The right to inspect and obtain copies of all documents to be used at the hearing;

7) The opportunity to confront and question all witnesses who testify at the hearing;

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

A. **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2) The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3) At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the

complaining witness shall be entled to be represented by a parent, legal counsel, or other support person. Reputaon or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

B. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete wri en transcripon of the proceedings can be made.

C. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admi ed and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determinaon by the Administrav e Panel to expel must be supported by substanal evidence that the student commi ed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declaraons may be admi ed as tesmon y from witnesses of whom the Administrav e Panel determines that disclosure of their identy or tesmon y at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a wri en request by the expelled pupil, the hearing is held at a public meeng , and the charge is comming or attempng to commit a sexual assault or comming a sexual battery as defined in Educaon Code Secon 48900, a complaining witness shall have the right to have his or her tesmon y heard in a session closed to the public.

The decision of the Administrav e Panel shall be in the form of wri en findings of fact.

If the Administrav e Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educaonal pr ogram.

D. Written Notice to Expel

The Superintendent or designee, following a decision of the Administrav e Panel to expel, shall send wri en noce of the decision to expel, including the Administrav e Panel's adopted findings of fact, to the student or parent/guardian. This noce shall also include the following: (a) Noce of the specific offense commi ed by the student; (b) Noce of appeal rights/procedures; and (c) Noce of the student's or parent/guardian's obligaon to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Superintendent or designee shall send a copy of the wri en noce of the decision to expel to the authorizer. This noce shall include the following: (a) The student's name; and (b) The specific expellable offense commi ed by the student.

As indicated in the Affirmaons and Declaraon secon, above, the Charter School shall nof y the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves RSCS without graduang or compleng the school year for any reason

and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades,, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School.

E. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

F. Right to Appeal

Parents/guardians (or student aged 18 or over) may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board of Directors within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened [within thirty (30) days] at which time the parent(s)/guardian(s) (or student aged 18 or over) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal.

Following the appeal hearing, the Board of Directors will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing. The Superintendent or designee will send written notice to the student or parent/guardian of the Board's decision within seven (7) calendar days of the appeal hearing.

The Charter School Board of Directors' decision to uphold the Administrative Panel's decision to expel shall be final.

G. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

H. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

I. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the expulsion administrative panel and the pupil and parent/guardian or representative to determine whether the pupil has

successfully completed the rehabilitaon plan and to determine whether the pupil poses a threat to others or will be disrupv e to the school environment. The administrav e panel shall make a decision regarding their determinaon. The parent/student may decide to appeal the decision of the administrav e panel to the RSCS Board of Directors. The Board shall then make a final decision regarding readmission during the closed session of a public meeng , reporng out any acon taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also conng ent upon the Charter School's capacity at the me the student seeks admission or readmission.

J. Notice to Teachers

The Charter School shall nof y teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Educaon Code Secon 49079 and the corresponding enumerated offenses set forth above.

K. Students with Disabilities

1) Notification of SELPA

The Charter School shall immediately nof y the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2) Services During Suspension

Students suspended for more than ten (10) school days in a school year shall connue to receive services so as to enable the student to connue to parcipa te in the general educaon curriculum, although in another seng (which could constut e a change of placement and the student's IEP would reflect this change), and to progress toward meeng the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a funconal behavioral assessment and behavioral intervenon services and modificaons, that are designed to address the behavior violaon so that it does not recur. These services may be provided in an interim alternav e educaonal se ng.

3) Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendaon for expulsion or any decision to change the placement of a child with a disability because of a violaon of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant informaon in the student's file, including the child's IEP/504 Plan, any teacher observaons, and any relevant informaon provided by the parents to determine:

a) If the conduct in queson was caused by, or had a direct and substanal relaonship t o, the child's disability; or
b) If the conduct in queson was the direct result of the local educaonal agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestaon of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determinaon that the conduct was a manifestaon of the child's disability, the IEP/504 Team shall:

a) Conduct a funconal behavioral assessment and implement a behavioral intervenon plan for such child, provided that the Charter School had not conducted such assessment prior to such determinaon before the behavior that resulted in a change in placement;
b) If a behavioral intervenon plan has been developed, review the behavioral intervenon plan if the child already has such a behavioral intervenon plan, and modify it, as necessary, to address the behavior; and
c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modificaon of the beha vioral intervenon plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestaon of the student's disability and that the conduct in queson was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilies in the same manner and for the same duraon as the procedures would be applied to students without disabilities.

4) **Due Process Appeals**
The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestaon determinaon, or the Charter School believes that maintaining the current placement of the child is substanally likely to result in injury to the child or to others, may request an expedited administrav e hearing through the Special Educaon Unit of the Office of Administrav e Hearings or by ulizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relang to the placement of the student or the manifestaon determinaon has been requested by either the parent or the Charter School, the student shall remain in the interim alternav e educaonal seng pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Secon 1415(k), unl the expiraon of the forty-five (45) day me period provided for in an interim alternav e educaonal seng, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Secon 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestaon determinaon, or if the Charter School believes that maintaining the current placement of the child is substanally likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternav e educaonal seng for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substanally lik ely to result in injury to the child or to others.

5) **Special Circumstances**
Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternav e educaonal seng for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestaon of the student's disability in cases where a student:

   a) Carries or possesses a weapon, as defined in 18 U.S.C. Secon 930, to or at school, on school premises, or to or at a school funcon;
   b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school funcon; or
   c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Secon 1415(k)(7)(D), upon a person while at school, on school premises, or at a school funcon.

6) **Interim Alternative Educational Setting**
The student's interim alternav e educaonal seng shall be determined by the student's IEP/504 Team.

7) **Procedures for Students Not Yet Eligible for Special Education Services**
A student who has not been idenfied as an individual with disabilies pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrav e regulaon only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following condions e xists:

a) The parent/guardian has expressed concern in wring , or orally if the parent/guardian does not know how to write or has a disability that prevents a wri en statement, to Charter School supervisory or administrav e personnel, or to one of the child's teachers, that the student is in need of special educaon or related services.

b) The parent has requested an evaluaon of the child.

c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special educaon or t o other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protecons available to IDEA-eligible children with disabilies, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluaon if requested by the parents; however the student shall remain in the educaon placement determined by the Charter School pending the results of the evaluaon.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluaon, refused services, or if the student has been evaluated and determined to not be eligible.

Element K: Retirement Systems

Governing Law: The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605.6(b)(5)(K).

Cerfic ated employees of RSCS shall parcipa te in the State Teachers' Rer ement System (STRS). Non-cerfic ated employees of RSCS shall parcipa te in the Public Employees' Rer ement System (PERS), and Social Security. The RSCS, Inc. Board of Directors reserves the right to offer its employees addional rer ement opons such as a 403(b) or 401(k) program. Eligibility of new employees in a parcular rer ement program will be determined by the Human Resources Department as part of the new hire process. The Human Resources Department shall be responsible for ensuring that appropriate arrangements for rer ement coverage have been made for all employees. A complete list of the posions covered under each system resides in the RSCS Human Resources Department and are available for inspecon b y RCOE.

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Element L: Public School Attendance Alternatives

Governing Law: *The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school. Education Code Section 47605.6(b)(5)(N).*

Attendance at RSCS is enr ely voluntary on the part of the students who enroll and no student may be required to attend RSCS. If a student chooses not to attend RSCS, they have the opon of attending a public school in their district of residence or to pursue other educaonal alternav es. Parents and guardians of each student enrolled in RSCS will be informed on admissions forms that the students have no right to admission in a parcular school of a local educaon agency as a consequence of enrollment in RSCS, except to the extent that such a right is extended by the local educaon ag ency.

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Element M: Return Rights of County Employees

Governing Law: The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and of any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school. Education Code Section 47605.6(b)(5)(O).

No RCOE employee shall be required to work at RSCS. Persons employed at RSCS are not considered employees of RCOE for any purpose whatsoever. Employees of RCOE who resign from employment to work at RSCS and who later wish to return to RCOE shall be treated the same as any other former RCOE employee seeking reemployment and will have no automac rights of return to RCOE after employment by RSCS unless specifically granted by RCOE through a leave of absence or other agreement.

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Element N: Dispute Resolution Procedures Related to Charter Provisions

Governing Law: The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter. Education Code Section 47605.6(b)(5)(L).

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

Any dispute between RSCS and RCOE (collectively "the Parties") shall be resolved in accordance with the following procedure. The term "dispute" means any alleged violation, misinterpretation, or misapplication of a specific provision of this Charter or the MOU between the Parties which does not constitute a severe and imminent threat to the health and safety of pupils.

In the event of a dispute between RSCS and RCOE, RSCS staff, employees, and Board Directors and RCOE agree to first frame the issue in written format ("dispute statement") and to refer the issue to the County Superintendent and Superintendent of the Charter School, or their respective designees. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, RSCS requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind RCOE to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to RCOE's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Charter School Superintendent and County Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the County Superintendent and the Superintendent of the Charter School, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If the Parties are unable to reach agreement, the dispute may be referred to non-binding mediation before a single neutral mediator. A request for mediation shall be in writing and must be received by the Parties no later than fourteen (14) calendar days from the date the Parties last met to discuss the dispute and attempted to reach an agreement. A request for mediation shall succinctly state the nature of the dispute and the relevant provisions of the Charter and/or MOU. The mediator shall be selected by mutual agreement from a list of mediators provided by the American Arbitration Association or other mutually acceptable alternative dispute resolution service. The mediation shall commence within thirty (30) calendar days from the date of receipt of the request for mediation unless extended by mutual agreement for the convenience of the parties and/or mediator. The costs of mediation shall be shared equally by the Parties. The cost to RSCS for the dispute resolution process will be paid for

through unrestricted dollars. No party shall commence any action in connection with a dispute under this Charter or an MOU without exhausting this dispute resolution procedure.

If the mediation result is not mutually agreeable, both Parties will have been deemed to have "exhausted their administrative remedies" and may pursue other legal options for resolution. All timelines and procedures in this section may be revised upon mutual written agreement of RCOE and RSCS.

RSCS is aware that the County Board of Education's discretion to revoke the Charter is not proscribed by the requirement to participate in the dispute resolution process. Additionally, RSCS will ensure that parties involved will sign a privacy disclosure form agreeing that no comments will be made publicly during the dispute resolution process, adhering to state and federal laws governing mediation and conflict resolution.

Internal Disputes

RSCS shall maintain a Uniform Complaint Policy and Procedure (Appendix BB), as required by law, as well as a General Complaint policy, to be used for all internal disputes related to RSCS's operations. Parents, students, Board members, volunteers, and staff at RSCS will be provided with a copy of RSCS's policies and internal dispute resolution process. In the event that RCOE receives a dispute not related to a possible violation of the Charter or law, RCOE will promptly refer the matter to RSCS.

Element O: Closure Procedures

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605.6(b)(5)(P).

In the event that RSCS decides to cease operaons, the f ollowing procedures will ensue:

1) The RSCS, Inc. Board of Directors shall adopt a resoluon elecng to close the charter school. The resoluon shall idenf y the reason for closure. The Superintendent, or another individual selected by the Board, will be responsible for closure-related acvies.

2) RSCS will promptly nof y parents and students of RSCS, the County, the Charter School's SELPA, the rer ement systems in which RSCS's employees parcipa te (e.g., Public Employees' Rer ement System, State Teachers' Rer ement System, and Federal Social Security), and the California Department of Educaon of the closure as well as the effecv e date of the closure. This noce will also include the name(s) of and contact informaon for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific informaon on completed courses and credits that meet graduaon r equirements.

3) RSCS will ensure that the nofic aon to the parents and students of RSCS of the closure provides informaon to assist parents and students in locang suitable alternav e programs. This noce will be provided promptly following the Board's decision to close RSCS.

4) RSCS will also develop a list of pupils in each grade level and the classes they have completed, together with informaon on the pupils' district of residence, which they will provide to the enty r esponsible for closure-related acvies.

5) As applicable, RSCS will provide parents, students, and RCOE with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educaonal Rights and Privacy Act ("FERPA") 20 U.S.S. §1232g. RSCS will ask RCOE to store original records of RSCS students. All RSCS student records will be transferred to RCOE upon closure. If RCOE will not or cannot store the records, the Charter School shall work with the County to determine a suitable alternav e locaon f or storage.

6) All state assessment results, special educaon records, and personnel records will be transferred to and maintained by the enty responsible for closure-related acvies in accordance with applicable law.

7) As soon as reasonably praccal, RSCS will prepare final financial records. RSCS will also have an independent audit completed within six months after closure. RSCS will pay for the final audit. The audit will be prepared by a qualified Cerfied Public Accountant and selected by RSCS, Inc. and will be provided to RCOE promptly upon its compleon. The final audit will include an accounng of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounng of the liabilies, including accounts payable and any reducon in apporonments as a result of audit findings or other invesgaons, loans, and unpaid staff compensaon, and an assessment of the disposion of any restricted funds received by or due to RSCS.

8) RSCS will complete and file and annual reports required pursuant to Educaon Code secon 47604.33.

9) On closure of RSCS, all assets of RSCS, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apporonments and other revenues generated by students attending RSCS, remain the sole property of the RSCS, Inc. nonprofit public benefit corporaon. Upon the dissoluon of the nonprofit public benefit corporaon, all net assets shall be distributed to another public school that sasfies the requirements of paragraphs (a) through (e) of secon III.A of Noce 2015-07 issued by the Internal Revenue Service and the Treasury Department entled "Relief for Certain Parcipants in § 414(d) Plans" or any final regulaons implemenng 26 U.S.C.§ 414(d) or to a State, polical subdivision of a State, or agency or instrumentality thereof. Any assets acquired from RCOE or RCOE property will be promptly returned upon RSCS closure to RCOE. The distribuon shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any condions established when the donaon of such materials or property was accepted.

10) On closure, RSCS shall remain solely responsible for all liabilies arising from the operaon of the Charter School.

11) As RSCS is operated by a nonprofit public benefit corporaon, should the corporaon dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporaons Code for the dissoluon of a nonprofit public benefit corporaon and file all necessary filings with the appropriate state and federal agencies. The sole statutory member has the right to vote on any elecon to dissolve the nonprofit public benefit corporaon and to vote on the disposion of all or substanally all of the nonprofit public benefit corporaon's assets.

12) As specified in the RSCS budget, RSCS will ulize the reserve fund to undertake any expenses associated with the closure procedures idenfied above.

The RSCS, Inc. Board of Directors will designate a school employee(s) to remain on the payroll of the charter school beyond the charter school's closing for the purpose of overseeing the transfer of student records and distribuon of asse ts, as well as matters directly related to the closure procedures.

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Additional Provisions

A. Revision/Amendments of the Charter

This Charter may be amended by the written mutual agreement of the RSCS, Inc. Board of Directors and RCOE. Material revisions to the charter may be made only with the RCOE's approval and shall be governed by Education Code Section 47607 and the same standards and criteria that apply to new charter petitions as set forth in Education Code Section 47605.6.

Any material revision to the charter must be presented to RCOE for approval.

In the event of changes to state law or regulations applicable to charter schools enacted subsequent to granting this charter that are inconsistent with the terms of this charter, the parties agree to amend this charter and any applicable MOU provisions to accord with any such changes.

B. Term of the Charter

The term of this charter renewal shall be five years commencing July 1, 2018 through and including June 30, 2023 and may be renewed for subsequent five-year terms by the County Board of Education.

C. Revoking the Charter

The County Board of Education may pursue revocation of the charter pursuant to Education Code Section 47607 and its implementing regulations if any of the following apply:

1) RSCS committed a material violation of any of the conditions, standards, or procedures set forth in the charter or MOU.

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

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

4) RSCS violated any provision of law.

D. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605.6(h).

Details of any business or administrative services, special education services, costs, and funding between RCOE and RSCS shall be detailed in a separate MOU.

RSCS shall operate its primary Administrative Offices at 27740 Jefferson Avenue, Temecula, CA 92590.

The current MOU outlines the respecve roles and responsibilies of RSCS, its Board of Directors, and the Charter Schools. A copy of the MOU shall be provided to RCOE promptly anyme upon request. The RSCS, Inc. Board of Directors reserves the right to contract with a different back-office provider at any me pursuant to the needs of RSCS and budget consideraons as determined by the Board.

Pursuant to California law, RCOE will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resoluon processes, and considering charter amendment and renewal requests. In accordance with Educaon Code Secon 47613(a), RCOE may charge for the actual costs of supervisorial oversight of RSCS not to exceed one (1) percent of the revenue of the charter school. Pursuant to Educaon Code Secon 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Educaon Code Secon 42238.02, as implemented by Educaon Code Secon 42238.03.

RSCS agrees to and submits to the right of RCOE to make random visits and inspecons in order to carry out its statutorily required oversight in accordance with Educaon Code Secons 47604.32 and 47607.

E. Facilities

Governing Law: The facilities to be used by the charter school. Education Code Section 47605.6(h).

Governing Law: The location of each charter school facility that the petitioner proposes to operate. Education Code Section 47605.6(b)(5)(D)

Education Code sections 47605.6, subdivisions (e)(1) and (e)(2)(A) require a charter school to enroll all students who wish to attend and specifically prevents the school from discriminating against applicants on the basis of residency. Education Code Section 51747.3, subdivision (b)(1) modifies this requirement for those charter schools providing independent study, in that it limits such charter schools to claiming average daily attendance for those students who are residents of the county in which the charter school is authorized or are residents of any county immediately adjacent to the county in which the charter school is authorized. Taken together, these sections require that a non classroom-based/independent study charter school accept all residents of the "home county" (i.e., the county in which the charter school's authorizer is located) or adjacent counties who wish to attend the school.

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

As RSCS is a non-classroom based/independent study charter school, RCOE and RSCS understand and agree that RSCS must serve any interested students throughout Riverside County and adjacent counties pursuant to Education Code Section 51747.3, and 47605.6, subdivisions (e)(1) and (e)(2)(A). Additionally, RSCS must provide appropriate services and resources to enable RSCS's students to complete their independent study successfully. As such, RSCS utilizes resource centers to facilitate its independent study program and offer supporting services to students including, but not limited to, testing, tutoring, wet labs, special education services, and teacher-student meetings.

RSCS may also rent occasional temporary space for events and activities.

RSCS's facilies are located as follows and copies of documents relang to each locaon can be found in Appendix CC:

Main Administrative Offices (PLAZA)	27740 Jefferson Ave., Temecula CA 92590
Curriculum Warehouse	43397 Business Park Drive, Temecula CA 92590
IT/Tech Support, Facilities, Springs Event Center	43174 Business Park Drive, Temecula CA 92590
Bookmart and Lending Center	43250 Business Park Drive, Temecula CA 92590
Corona Student Center	510 W. 2nd Street, Corona CA 92882
Corona Keys Study Zone	1861 California Avenue Ste. 101, Corona CA 92879
Riverside Student Center	3050 Chicago Avenue, Riverside CA 92507
Magnolia Student Center	4020 Jefferson Street, Riverside CA 92504
FAPA Student Center and Riverside Keys Study Zone	4130 Mennes Avenue, Riverside, CA 92509 *Temporary Location:4260 Tequesquite Ave, Riverside CA 92501 (aka Pathfinder Student Center)*
iShine Student Center	42145 Lyndie Lane, Temecula CA 92591
Temecula Student Center	43040 Margarita Road, Temecula CA 92592
Murrieta Student Center	41866 Kalmia Street, Murrieta CA 92562
Bear River Student Center and Keys Menifee Study Zone	26800 Newport Road, Menifee CA 92584
Hemet Quest Student Center Keys Hemet Study Zone	790 W. Acacia Avenue, Hemet CA 92543 760 W. Acacia Avenue, Hemet CA 92543
Hemet Student Center	105 N. Girard Street, Hemet CA 92544 *moving to 1091 W. Esplanade Ave, San Jacinto, CA or TBD*
Palm Academy and Keys Indio Study Zone	46601 Vargas Road, Indio CA 92201 *moving to 81840 Avenue 46, Indio, CA or TBD*
Keys Cherry Valley Study Zone	10257 Beaumont Avenue, Cherry Valley, CA 92223
Del Rio Student Center	745 N. Perris Boulevard, Perris, CA 92570
Keys Enterprise Study Zone	27447 Enterprise Circle W., Temecula, CA 92590

F. Budgets and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605.6(h).

- See Appendix DD along with all items formerly reported to RCOE staff.

RSCS shall provide reports to the County Superintendent of Schools as follows as required by Educaon Code Secon 47604.33, and may provide addional fiscal reports as requested by RCOE:

1) By July 1, a preliminary budget for the current fiscal year.

2) By July 1, a local control and accountability plan (LCAP) and an annual update to the LCAP required pursuant to Educaon Code Secon 47606.5.

3) By December 15, an interim financial report for the current fiscal year reflecng chang es through October 31. Addionally , on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to State Controller, State Department of Educaon and Coun ty Superintendent of Schools.

4) By March 15, a second interim financial report for the current fiscal year reflecng changes through January 31.

5) By September 15, a final unaudited report for the full prior year. The report submi ed to RCOE shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

G. Insurance

RSCS shall maintain general liability, workers compensaon, and other necessar y insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendaons pr ovided by RCOE and RSCS's insurer. The County Board of Educaon shall be named as an addional insur ed on all policies of RSCS.

H. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. Education Code Section 47605.6(h).

RSCS shall be operated by RSCS, Inc., a California nonprofit public benefit corporaon. This corporaon is organized and operated exclusively for charitable purposes within the meaning of Secon 501(c)(3) of the Internal Revenue Code and California Revenue and Taxaon Code Secon 23701(d).

Pursuant to Educaon Code Secon 47604(d), an enty that grants a charter to a charter school operated by or as a non-profit public benefit corporaon shall not be liable for the debts or obligaons of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilies required by law. RSCS shall work diligently to assist RCOE in meeng any and all oversight obligaons under the law, including monthly meengs, reporng , or other requested protocol to ensure RCOE shall not be liable for the operaon of R SCS.

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

As stated above, insurance amounts shall be determined by recommendaon of RCOE and RSCS's insurance company for schools of similar size, locaon, and student populaon. RCOE shall be named an addional insured on the general liability insurance of RSCS.

The RSCS, Inc. Board shall maintain appropriate risk management pracces as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resoluon.

Memorandum of Understanding and Indemnificaon

RSCS ancipates that it shall enter into a memorandum of understanding ("MOU") with RCOE to outline the agreement of RSCS and RCOE governing the pares' respecve fiscal and administrave responsibilies, legal relaonship, and operaon of RSCS.

The MOU shall include an indemnificaon provision to cover the acons of RSCS under this Charter. As RSCS recognizes that it cannot bind RCOE to an indemnificaon clause to which RCOE does not agree, the following language is intended as a starng point and may be amended per the MOU between the pares:

RSCS shall, to the fullest extent permied by law, indemnify, defend, and hold harmless RCOE, its officers, directors, and employees, attorneys, agents, representaves, volunteers, successors and assigns (collecvely hereinafter "RCOE and RCOE Personnel") from and against any and all acons, suits, claims, demands, losses, costs, penales, obligaons, errors, omissions, or liabilies, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against RCOE and/or RCOE Personnel, that may be asserted or claimed by any person, firm or enty arising out of, or in connecon with, RSCS's performance under this Agreement, the Charter or any acts or errors or omissions by RSCS or its board of directors, administrators, employees, agents, representaves, volunteers, successors and assigns; provided, however, that RSCS shall not have any obligaon to indemnify, hold harmless or defend RCOE and/or RCOE Personnel against and from any and all acons, suits, claims, demands, losses, costs, penales, obligaons, errors, omissions, or liabilies, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against RCOE and/or RCOE Personnel, that may be asserted or claimed by any person, firm or enty arising out of, or in connecon with, RSCS's performance under this Agreement, resulng from or arising out of the negligence or intenonal acts, errors or omissions of RCOE and/or RCOE Personnel.

Works Cited

Hae, J . A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* London: Routledge, page 49.

Hae, J . A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* London: Routledge, page 173-177.

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

The Curriculum Associates. i-Ready Research, 2017. hp s://www.curriculumassociates.com/products/ready-research-iRdiag-why-it-works.aspx. Accessed 27 November 2017.

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Countywide Charter Renewal Petition

APPENDIX

All items contained herein are current as of the date of submission (March 20, 2018) and are subject to annual revisions.

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Kathleen Hermsmeyer Ed.D.

1920 Alderwood Circle
Vista, California 92081
(951) 252-8800 (W)
(760) 716-7112 (C)

Career Experience

Harbor Springs & Empire Springs Charter Schools   **July 2013 to Present**

Business Park Drive, Temecula, CA
Superintendent

> *Received and developed two additional non-classroom based charter schools, one in San Bernardino County and one in San Diego County, to serve as "sister schools" to River Springs Charter (below)
> *Enrolled and served over 1200 students between the two schools
> *Managed a budget in excess of 8 million dollars.
> *Developed and opened 4 student classroom locations throughout Southern California

River Springs Charter School   **July 2006 to Present**

Business Park Drive, Temecula, CA
Executive Director/Superintendent

> *Received and developed a non-classroom charter school program sponsored through Riverside County Office of Education.
> *Built program of 5200 K-12th grade students which provides independent study, classroom-based learning and community-based learning activities.
> *Managed a budget in excess of 39 million dollars.
> *Created mission-driven programs that provide students with voice and choice and the skills to learn independently
> *Created interactive, choice-driven online curriculum for independent study students
> *Developed and opened 12 student classroom locations throughout Southern California

Eagles Peak Charter School   **July 2000 to January 2007**

Vale Terrace Drive, Vista, CA
Executive Director

> *Built and developed Southern California's largest non-classroom based charter school (approximately 4,000 students).
> *Oversaw a budget in excess of 23 million dollars.
> *Managed all departments throughout the school.
> *Developed a wide variety of "site-based" support programs.

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

>   *Mentored parents who homeschooled their children, and worked with high school students who chose to obtain their diplomas via independent study. Duties included assigning and grading work, ordering curriculum materials, setting and recording goals and objectives and assessing student progress.

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

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

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

>   *Taught graduate courses on multiculturalism, Ed 570, entitled "Voice, Diversity, Equity and Social Justice."
>   *Taught graduate courses in computers, Ed 551, entitled, "Microcomputers for educators."

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

>   *Taught Pre-K to 12th grade fieldwork course *CURR 87) Summer '97, '98, '99 and 2000
>   Graduate Assistant for the School of Education
>   *Provided inservice computer training and technical support for faculty and staff (Fall, 1997)
>   *Supported and scheduled fieldwork students in their public school assignments (1995-1997)
>   *Assisted two professors with research on fieldwork students (1995-1997)

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

>   *Taught one month graduate course required for all multiple subject credential candidates, "Teaching Math and Science in the CLAD Elementary Classroom"

St. Mary's College   **January 1996 to August 1996**

Moraga, CA

Lecturer/Supervisor for CLAD Student Teachers

> *Taught two summer school sessions of "Microcomputers for Elementary School Teachers"
> *Scripted, evaluated and supported CLAD student teachers during their full-time student teaching

Monroe Elementary School   **September 1993 to August 1995**

701 N. Madison St., Stockton, CA

Language Arts Resource Specialist

> *Assisted teachers in planning and implementing their reading/language arts programs
> *Provided oral language support for ESL students
> *Led support groups for children in crisis using the "Rainbows" curriculum
> *Began a community involvement project focused on building a love of reading

Southbank International School   **September 1991 to June 1993**

36-38 Kensington Park Rd., London

Grade K/1 teacher and computer resource teacher K-6 (9/92-6/93)

> *Taught children from all over the world using many ESL techniques
> *Presented workshops on various topics for the International School Association
> *Wrote computer curriculum for grades K-6
> *Produced creative arts programs for parents and guests which included song, dance and drama
> *Taught computing to all classes K-6; Coordinated K-6 computers and network
>
> Computer Teacher grades 4-12, Science Teacher grade 7 (9/91-6/92)
> *Taught all aspects of computing, including IGCSE level
> *Taught general science using all lab apparatus and equipment
> *Founded and supervised a school newspaper, produced on the computer
> *Cooperated with teachers from other subject areas to provide an integrated program

Stockton Unified School District   **September 1988 to August 1991**

701 N. Madison St., Stockton, CA

Monroe Elementary School   (9/89-6/91)

First Grade Teacher

> *Used a "whole-language" literature-based approach to teach all subjects
> *Piloted a semantic-based phonics program with great success
> *Aided in the installation of the new computer system and in-service of teachers on the computer

Roosevelt Elementary School   (9/88-6/89)

Fourth Grade Teacher

> *Used cooperative learning to enhance student involvement
> *Implemented Fred Jones' Positive Classroom Discipline after receiving training by Fred Jones

Professional Honors & Education-Related Experience

*Research consultant for Lodi Unified School District (see attached)
*Book review published in Educational Studies, Summer 1996 edition
*Traveled to Japan as Stockton's Exchange Teacher to Shimizu, Japan in June, 1994
*California Teacher's Society
*Alpha Chi Omega Society
    (Public Relations Chairman, Song and Spirit Leader)

Education

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

Stockton, CA

Doctorate in Curriculum and Instruction, minor in Educational Administration
Dissertation: Training Low-Income Parents of First Grade Students in Paired Reading: The Effects
on Reading Fluency and Attitudes Toward Reading School.

California Polytechnic State University, San Luis Obispo

San Luis Obispo, CA

Master of Arts in Computer-Based Education

Received June, 1991. GPA 3.83 Bachelor of Arts in Liberal Studies
Received June, 1987. GPA 3.65 – Cum Laude

California Multiple Subject Credential

Clear status attained June, 1991

Language Development Specialist Certificate

Received June, 1994

Student Achievement Data

River Springs disaggregates data in a variety of ways to analyze how the students are achieving, specifically in comparison to the county. As a county-wide benefit charter, staff believe that the county comparison is the most comparable as we serve students in nearly every district in the county.

CAASPP Overall Data

River Springs has increased CAASPP met/exceeded rates over the past 3 years in both ELA and math. Typically, the charter's met/exceeded rates are also higher than county averages.

Overall Students
% Met/Exceeded on CAASPP

Legend: 2015 RSCS, 2015 County, 2016 RSCS, 2016 County., 2017 RSCS, 2017 County

ELA: 42%, 41%, 46%, 45%, 47%, 45%
Math: 28%, 28%, 30%, 31%, 34%, 32%
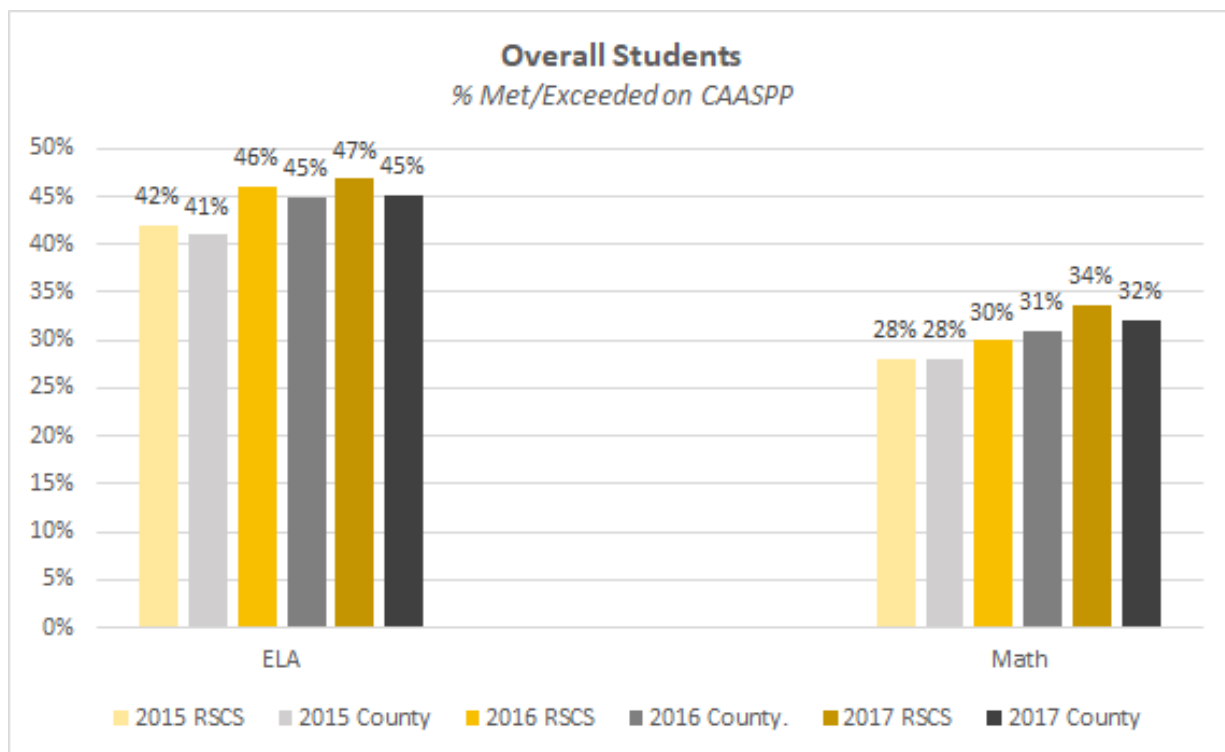
As shown below, River Springs is serving the underserved more than ever! Our teachers use diagnostic testing to assess where to begin with each child in order to build their skills, personalizing the content for each student even if students are far below grade level. Springs does not teach to the test, but builds skills in a personalized way based on CA State Standards.

Over our last five year term, we have seen an increased proportionate enrollment of students with disabilities, English Learners, and economically disadvantaged students from 2013 to 2018.

Significant Subgroups Enrollment

	2013	2014	2015	2016	2017
% SPED	9.0%	7.5%	10.0%	12.0%	12.1%
% EL	3.7%	4.7%	5.1%	5.1%	4.8%
% SED	33.8%	41.0%	46.4%	49.7%	48.7%
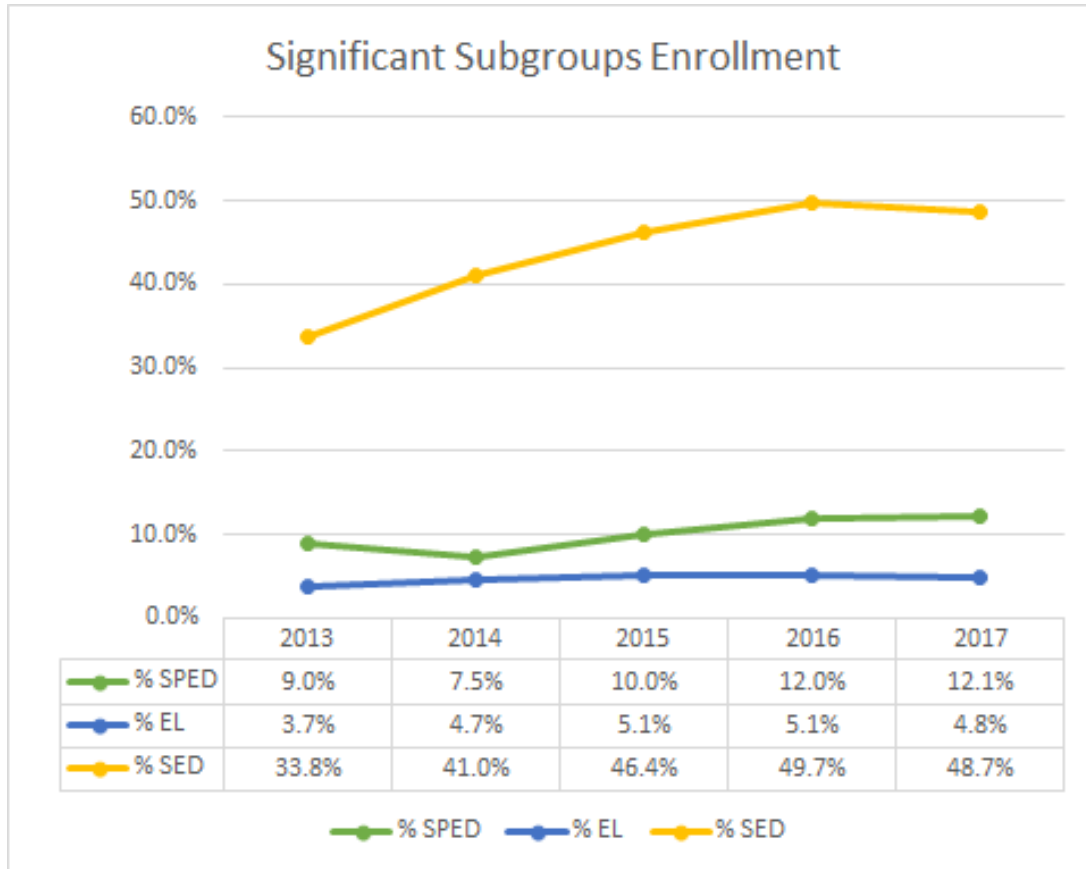
Source: DataQuest, School Enrollment by Subgroup 2015, 2016, 2017 (as of CBEDS); DataQuest, SPED Enrollment 2013, 2014 (as of December CASEMIS)

River Springs has increased CAASPP met/exceeded rates over the past 3 years in both ELA and math for students with disabilities. The charter's met/exceeded rates are also above county averages.
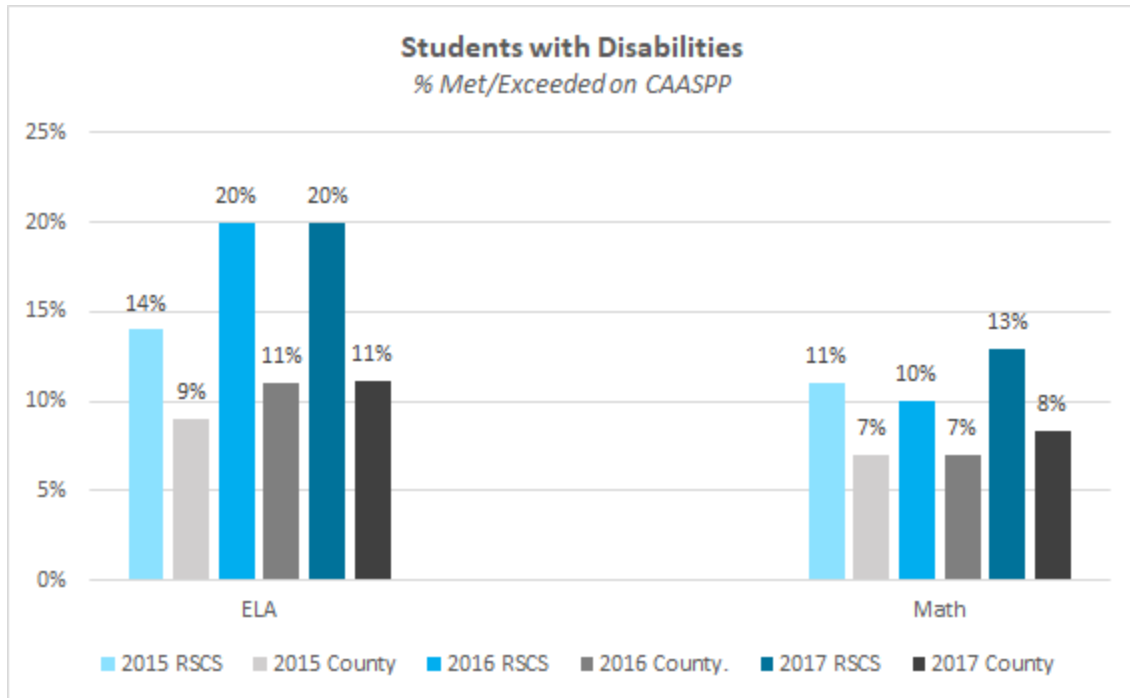
Source: https://caaspp.cde.ca.gov 2015, 2016, 2017

River Springs has increased CAASPP met/exceeded rates over the past 3 years in both ELA and math for English Learners. The charter's met/exceeded rates are also above county averages.
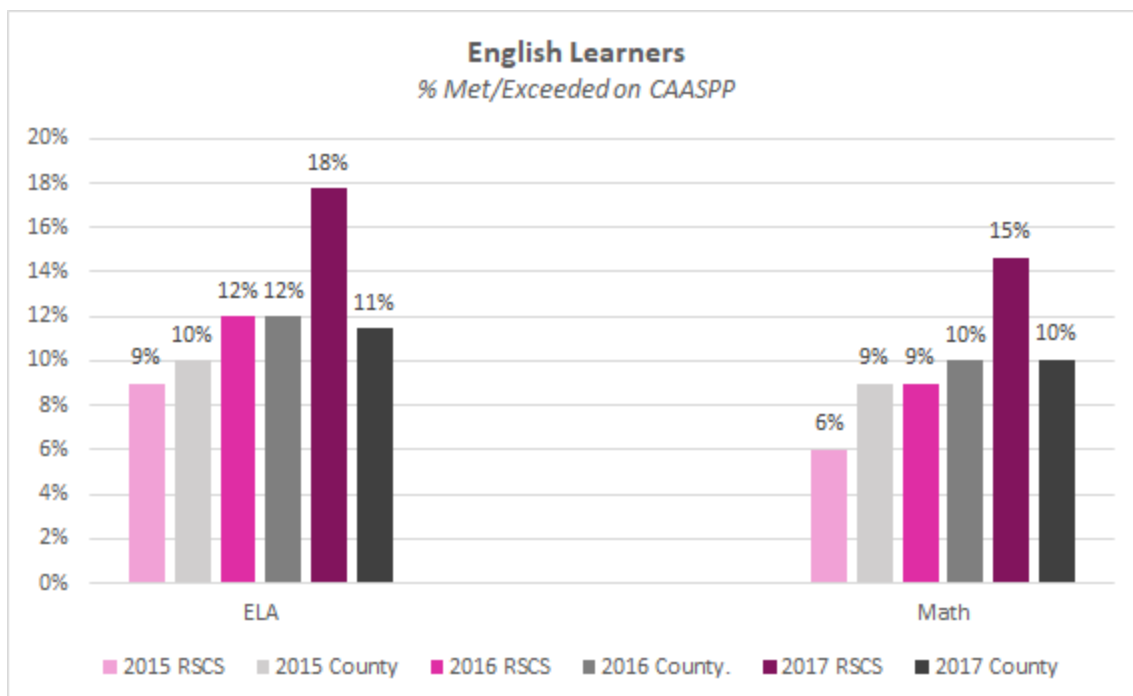
Source: https://caaspp.cde.ca.gov 2015, 2016, 2017

River Springs has increased CAASPP met/exceeded rates over the past 3 years in both ELA and math for economically disadvantaged students. The charter's met/exceeded rates are also above county averages.
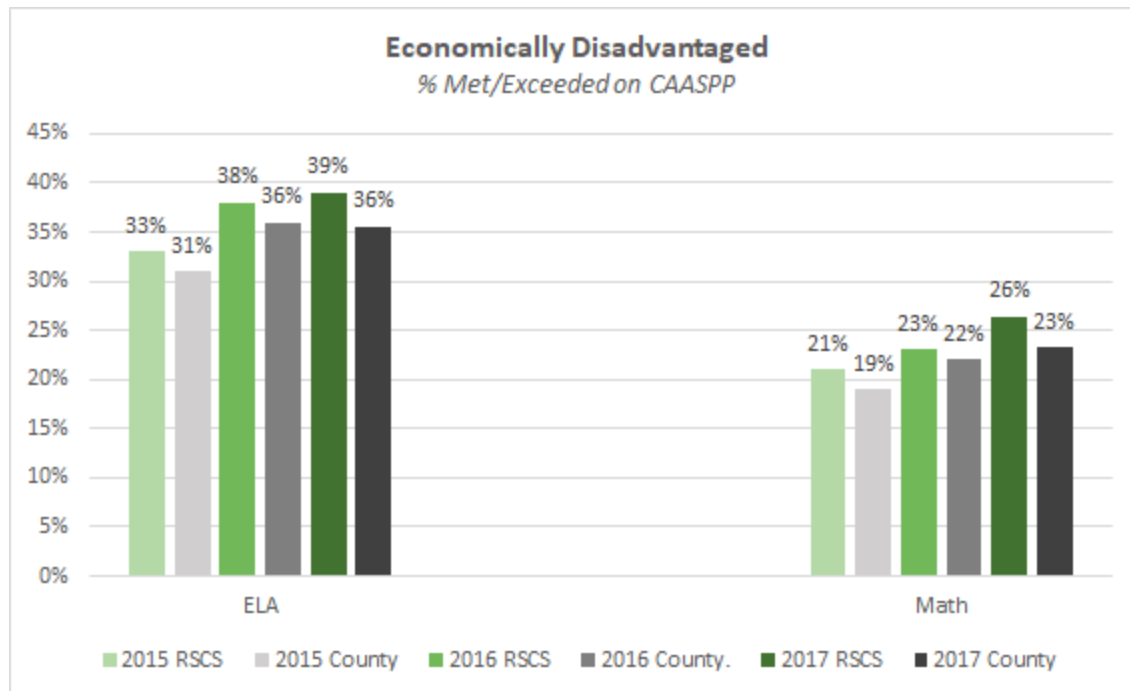
Economically Disadvantaged
% Met/Exceeded on CAASPP

Source: https://caaspp.cde.ca.gov 2015, 2016, 2017

River Springs has increased CAASPP met/exceeded rates over the past 3 years in both ELA and math for Hispanic students. The charter also has a met/exceeded rate above the county average in ELA and is equal to the county in math.
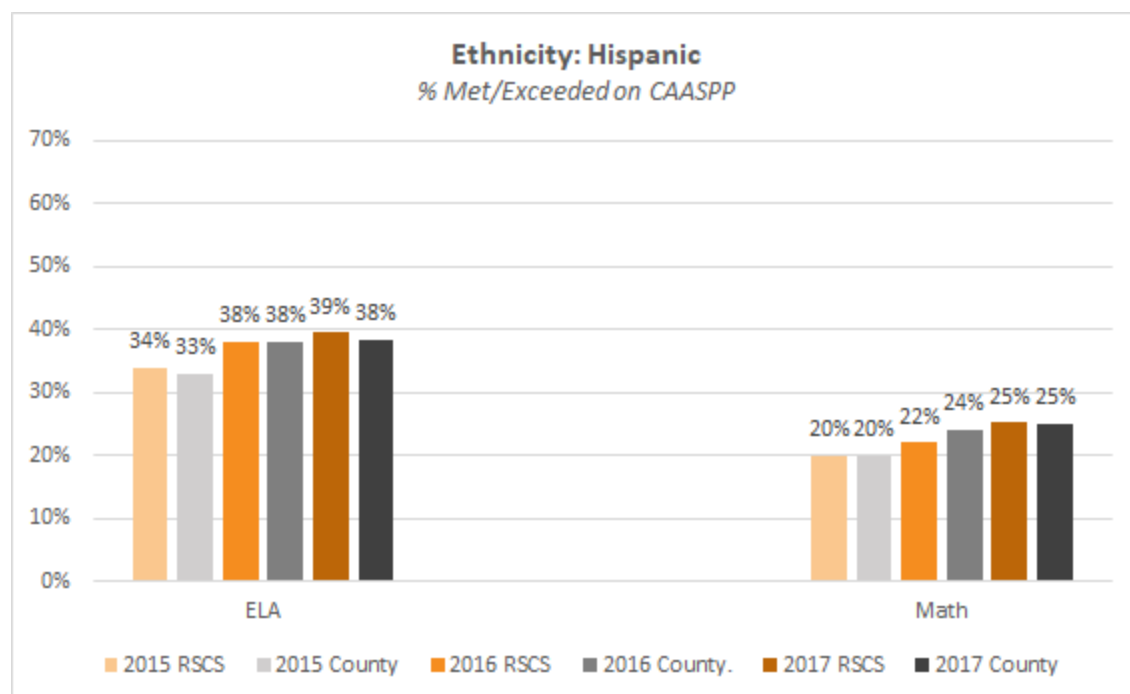
Ethnicity: Hispanic
% Met/Exceeded on CAASPP

Source: https://caaspp.cde.ca.gov 2015, 2016, 2017

River Springs has increased CAASPP met/exceeded rates over the past 3 years in both ELA and math for students with 2+ races. The charter also has a met/exceeded rate equal to county averages and is 1pp below the county in math.
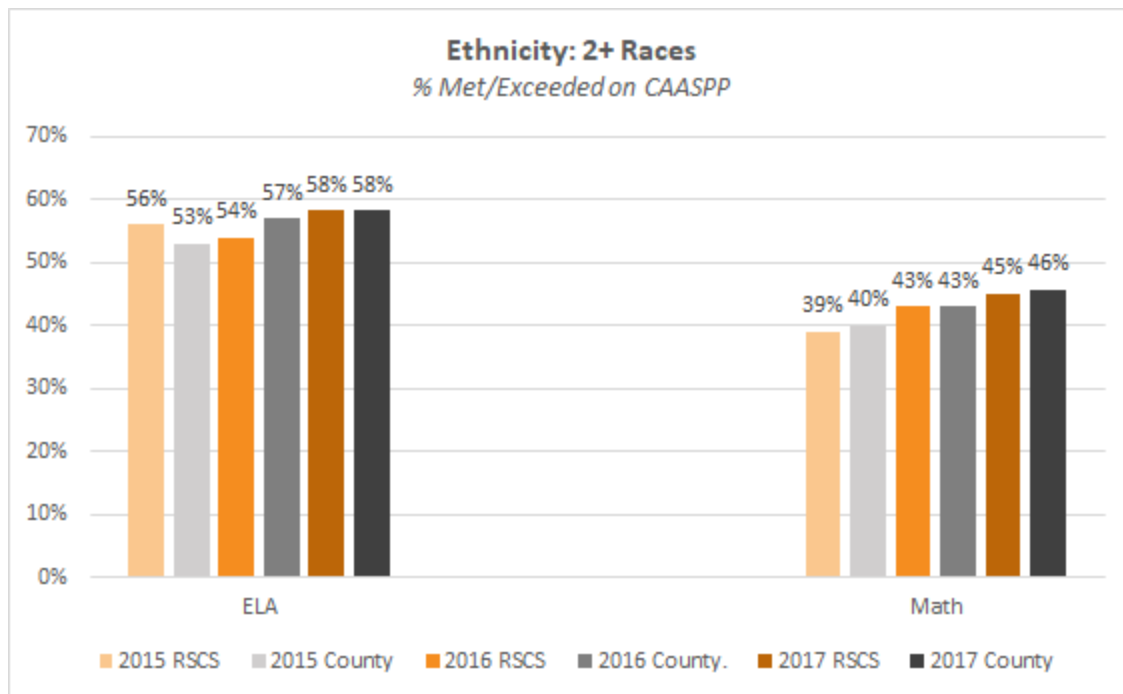
Ethnicity: 2+ Races
% Met/Exceeded on CAASPP

ELA: 56%, 53%, 54%, 57%, 58%, 58%
Math: 39%, 40%, 43%, 43%, 45%, 46%

Legend: 2015 RSCS, 2015 County, 2016 RSCS, 2016 County., 2017 RSCS, 2017 County

Source: https://caaspp.cde.ca.gov 2015, 2016, 2017

River Springs has increased CAASPP met/exceeded rates over the past 3 years in both ELA and math for White students. However, the charter is below met/exceeded rates as compared to county averages.
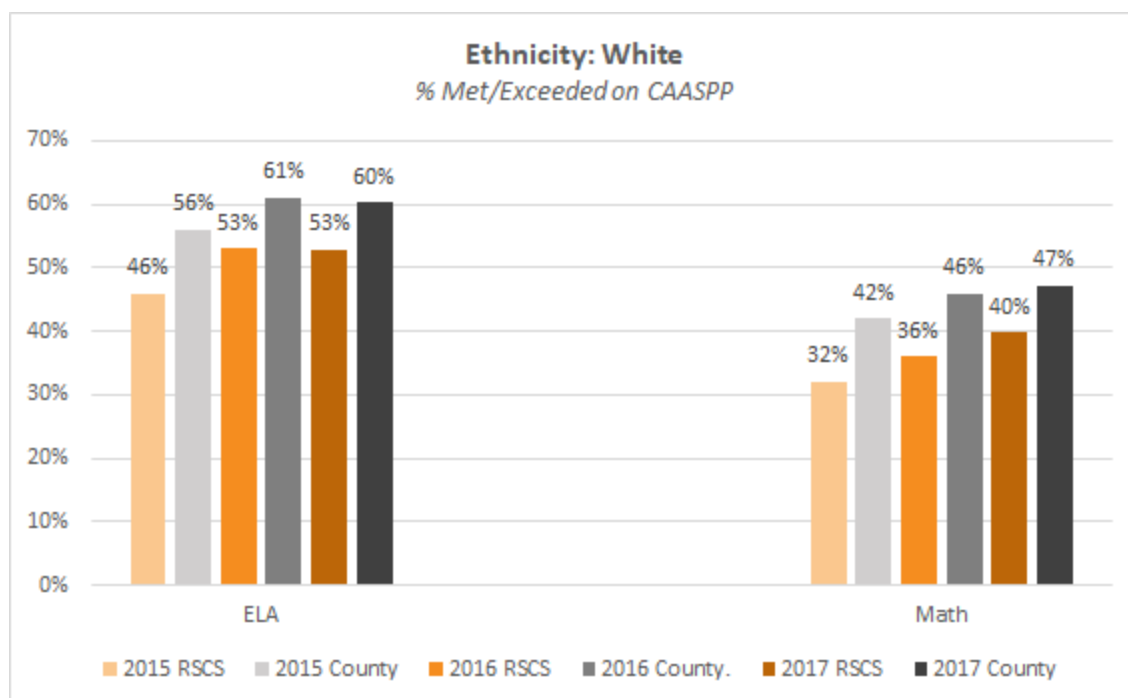
Ethnicity: White
% Met/Exceeded on CAASPP

ELA: 46%, 56%, 53%, 61%, 53%, 60%
Math: 32%, 42%, 36%, 46%, 40%, 47%

Legend: 2015 RSCS, 2015 County, 2016 RSCS, 2016 County., 2017 RSCS, 2017 County

Source: https://caaspp.cde.ca.gov 2015, 2016, 2017

River Springs has increased CAASPP met/exceeded rates over the past 3 years in math for African American students. However, 2017 rates did dip slightly in ELA, and the charter is below met/exceeded rates as compared to county averages. The RSCS 2017-18 LCAP has specified goals to focus on this identified area of need.

Source: https://caaspp.cde.ca.gov 2015, 2016, 2017
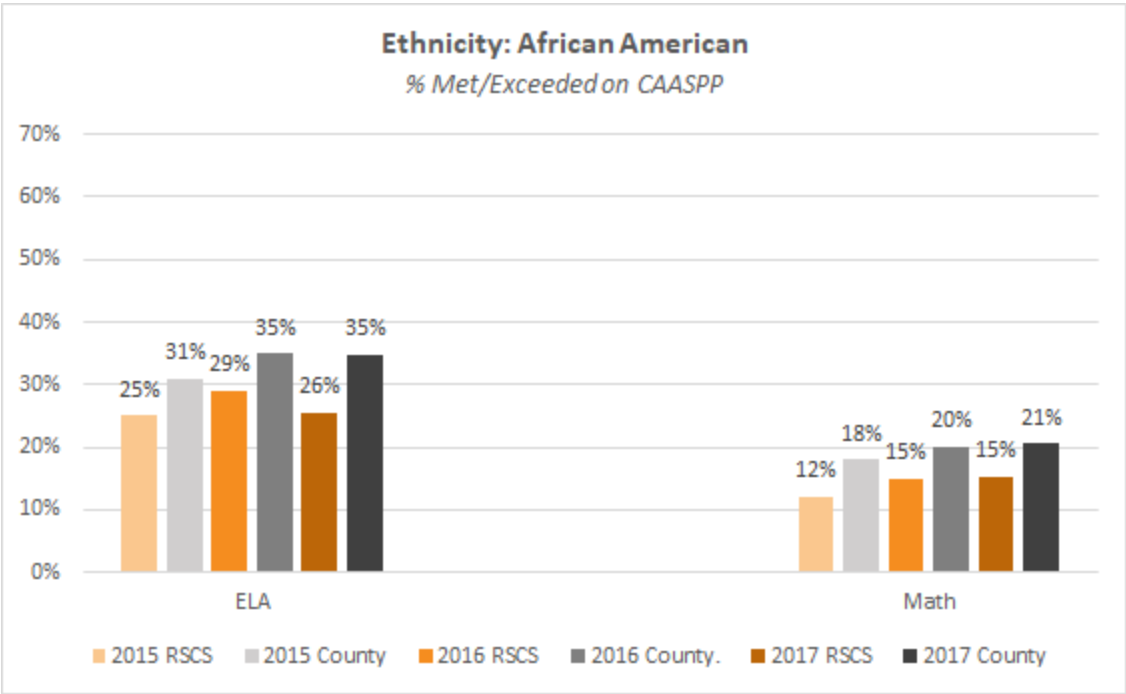
Many students come to River Springs due to lack of success. We are pleased to report that our results show that students increase their achievement the longer they stay with River Springs. One way staff measure student achievement data is through the i-Ready assessment. When students enroll, i-Ready is used as a diagnostic and then students are re-assessed throughout their enrollment.

The charts below show that in every subgroup, students achieve at higher levels if they remain in River Springs for at least 3 years. Furthermore, our overall growth from year 1 to year 3 across the charter shows students rising on average 49 points in ELA and 28 points in math. This data illustrates that continuous enrollment in River Springs increases student achievement. River Springs is especially pleased with the growth rates in the traditionally underserved populations: English Learners (EL), students with disabilities (SWD), and economically disadvantaged (SED).
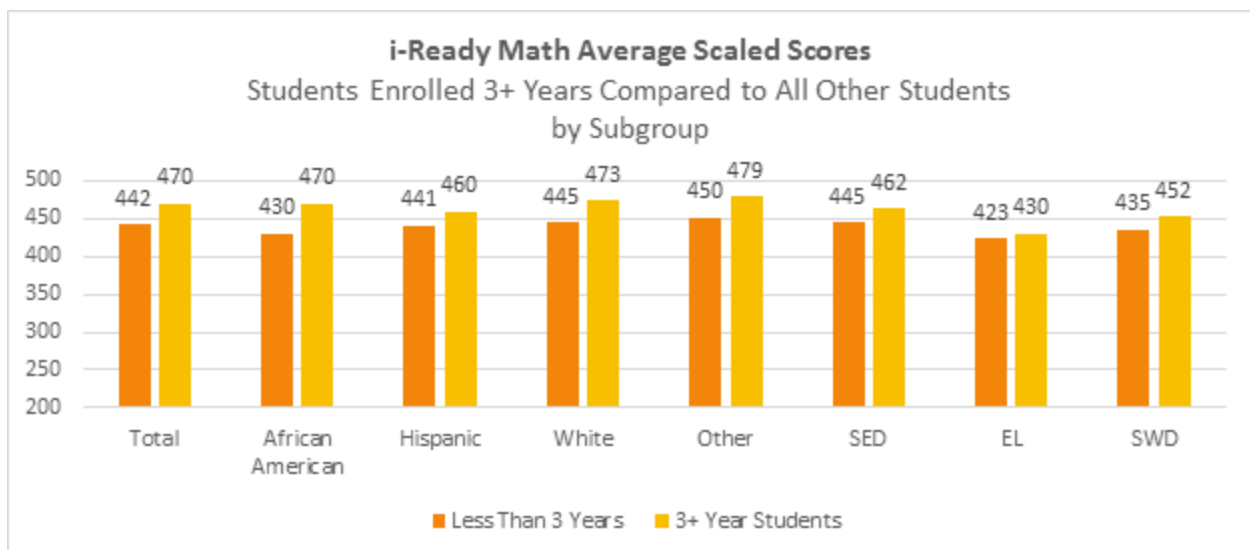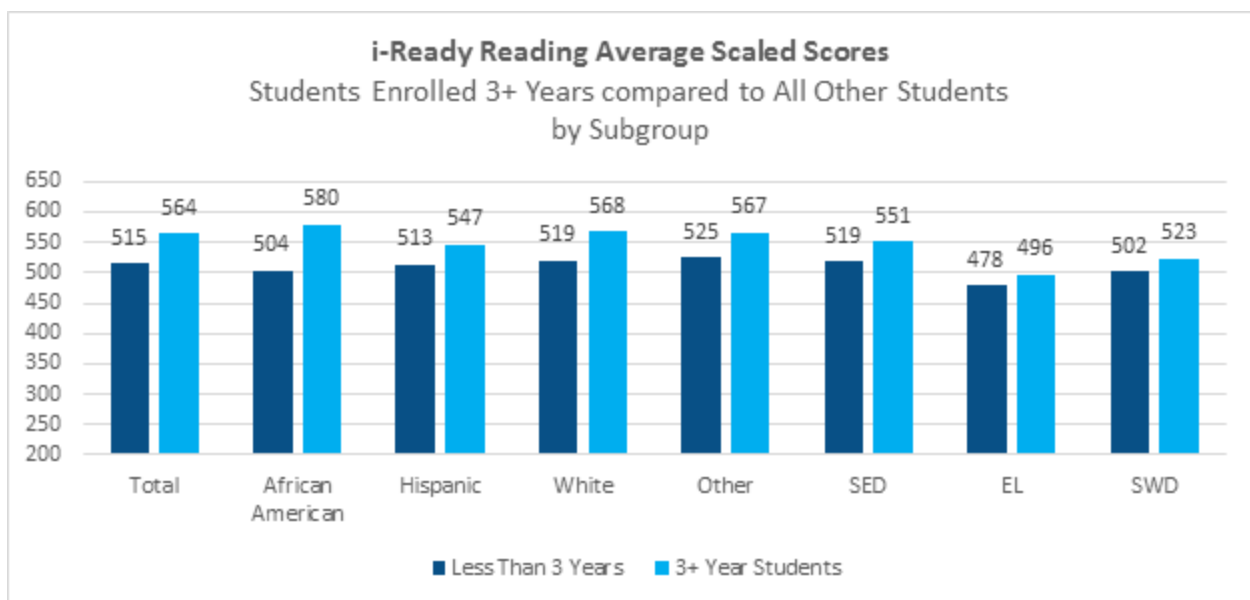
The charts below show that in nearly every grade level, students achieve at higher levels if they remain in the charter for at least 3 years. Furthermore, our overall growth from year 1 to year 3 across the charter shows students rising 65 points in ELA and 31 points in math. This data illustrates that continuous enrollment in River Springs gives the students a chance to achieve at higher levels.

i-Ready ELA Average Scaled Scores
Students Enrolled 3+ Years Compared to All Other Students by Grade

Grade	Less than 3 Years	3+ Year Students
1	417	482
2	466	491
3	501	508
4	529	546
5	547	583
6	565	579
7	583	594
8	595	606
9	595	610
10	589	593
11	640	653
12	636	

i-Ready Math Average Scaled Scores
Students Enrolled 3+ Years Compared to All Other Students by Grade

Grade	Less than 3 Years	3+ Year Students
1	386	417
2	408	424
3	425	434
4	447	458
5	458	475
6	470	478
7	480	495
8	489	498
9	489	496
10	496	494
11	517	517
12	509	

River Springs uses i-Ready for to measure student achievement internally and to use for internal data sets. As shown above and below, i-Ready scores for River Springs students increase the longer the students remain enrolled with charter <u>and</u> the progress toward targeted goals for the current year are being met in nearly every grade level. With 100% as the one year growth target, the charter is showing 17 pp over the threshold in reading. Further, the charter is either nearly meeting, meeting, or exceeding expected progress in every statistically significant grade level.

District Summary

District	Progress Towards Targeted Growth (Average Across All Students) Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target
Springs Charter School -AP	117%	+28	26

District Detail by Grade

Grade	Progress Towards Targeted Growth (Average Across All Students) Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target
Grade K	96%	+44	46
Grade 1	98%	+45	46
Grade 2	102%	+40	39
Grade 3	88%	+26	30
Grade 4	151%	+29	19
Grade 5	106%	+20	19
Grade 6	133%	+20	15
Grade 7	130%	+17	13
Grade 8	146%	+19	13

i-Ready Math Growth by Grade

In mathematics, the one year growth target is also 100%. The charter is exceeding this goal with 108% overall for math. The charter is either nearly meeting, meeting, or exceeding expected progress in every statistically significant grade level.

District Summary

District	Progress Towards Targeted Growth (Average Across All Students) Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target
Springs Charter School -AP	108%	+23	22

District Detail by Grade

Grade	Progress Towards Targeted Growth (Average Across All Students) Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target
Grade K	101%	+32	32
Grade 1	108%	+32	30
Grade 2	104%	+28	27
Grade 3	97%	+26	27
Grade 4	105%	+23	22
Grade 5	86%	+17	20
Grade 6	131%	+17	13
Grade 7	142%	+16	11
Grade 8	106%	+12	11

CELDT Data

The charts below show that River Springs is exceeding expectations in CELDT Early Advanced and Advanced Scores as compared with county averages. With 13 pp over the county average charter-wide and exceeding averages in 10 out of 13 grade levels, River Springs is proud to be serving the English Learners well in Riverside County.

CELDT Criterion: RSCS Compared to Riverside County Average		
Grade	**Percent Meeting CELDT Criterion**	
	River Springs	**Riverside County**
Total	**50%**	**37%**
K	50%	11%
1	65%	42%
2	43%	28%
3	43%	29%
4	39%	41%
5	44%	51%
6	48%	42%
7	35%	49%
8	83%	49%
9	57%	36%
10	50%	42%
11	67%	51%
12	60%	49%

CELDT Overall Performance Levels: RSCS Compared to Riverside County Average										
Grade	**Beginning**		**Early Intermediate**		**Intermediate**		**Early Advanced**		**Advanced**	
	RSCS	**County**	**RSCS**	**County**	**RSCS**	**County**	**RSCS**	**County**	**RSCS**	**County**
Total	**11%**	**14%**	**9%**	**14%**	**23%**	**32%**	**32%**	**30%**	**25%**	**9%**
K	17%	36%	11%	27%	22%	26%	25%	9%	25%	2%
1	9%	9%	4%	13%	22%	35%	43%	33%	22%	9%
2	13%	10%	9%	17%	22%	38%	30%	27%	26%	7%
3	16%	12%	14%	17%	22%	40%	22%	23%	27%	8%
4	14%	10%	7%	10%	29%	37%	32%	32%	18%	11%
5	4%	8%	22%	8%	26%	31%	19%	39%	30%	14%
6	6%	10%	10%	10%	19%	34%	42%	35%	23%	10%
7	12%	11%	8%	9%	23%	27%	42%	41%	15%	13%
8		11%		9%	17%	28%	33%	39%	50%	13%
9	14%	15%		12%	14%	33%	57%	33%	14%	7%
10	17%	15%	8%	11%	25%	30%	17%	36%	33%	8%
11		12%		9%	33%	25%		39%	67%	14%
12		14%	10%	9%	30%	25%	50%	37%	10%	15%

Redesignation of English Learners to Fluent English Proficient

Each year River Springs re-designates English Learners to Fluent English Proficient (R-FEP) based on the student meeting a number of criteria (see ELD Master Plan in Appendix for details). For the past three years, River Springs has served English Learners and Redesignated as shown below.   The county average for Riverside R-FEP is **11.6%**.

While River Springs is comparable to the county average, staff always strive to get students achieving at higher levels academically. Thus, increasing redesignation rates.

Year	Total English Learners	Total Redesignated Fluent English Proficient	Total Percent Redesignated
2016-17	274	34	12%
2015-16	264	42	16%
2014-15	238	24	10%

Source: OASIS

Traditional Schools Data

Education Code Section 47607(b): The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

River Springs methodology: Since River Springs covers the entire county and nearly every school district, internal data has been displayed in four regionalized "zones." Each zone is based on a county map with borders derived from the boundaries of traditional districts.

Looking at these zones, staff assigned every student to one of the four based on their home address. These students' CAASPP scores were then calculated into met/exceeded percentages and aggregated into their zone. Each zone was then given an overall met/exceeded percentage.

The comparison schools are based on the following factors:
1. For every 300 assessed students in a zone, staff give one traditional school as a comparable. (eg: Zone 1 has 3,231 tested students/300 = 10.77. So, 11 schools are in the comparison table.) With the caveat that there are no fewer than two comparison schools in any zone.
2. Comparison schools are based on:
    a. similar demographics
    b. schools where our students would otherwise attend
    c. elementary, middle, and high schools (if we have a numerically significant amount in our data)
    d. comparables with two different districts represented

District	School	ELA Met/Exceeded	Math Met/Exceeded
River Springs	**Zone 1 (North) (3,231)**	**46.77%**	**33.73%**
Corona-Norco Unified	Coronita Elementary (315)	41.27	32.3
Corona-Norco Unified	Jefferson Elementary (419)	39.14	32.94
Corona-Norco Unified	Lee V. Pollard High (291)	27.84	1.03
Riverside Unified	Castle View Elementary (356)	46.07	32.96
Riverside Unified	Central Middle (617)	39.61	24.12
Riverside Unified	Highland Elementary (407)	28.75	16.63
Riverside Unified	John W. North High (503)	41.55	25.74
Riverside Unified	Longfellow Elementary (439)	35.99	20.63
Riverside Unified	Ramona High (464)	54.74	21.30
Riverside Unified	Sierra Middle (766)	31.98	20.33
Riverside Unified	William Howard Taft Elementary (392)	43.62	25.82

District	School	ELA Met/Exceeded	Math Met/Exceeded
River Springs	**Zone 2 (Central) (226)**	**41.59%**	**26.79%**
Menifee Union Elementary	Hans Christensen Middle (810)	42.82	28.99
Val Verde Unified	Manuel L. Real Elementary (309)	35.92	22.58

District	School	ELA Met/Exceeded	Math Met/Exceeded
River Springs	**Zone 3 (South) (1,314)**	**52.74%**	**40.23%**
Murrieta Valley Unified	Avaxat Elementary (361)	50.69	38.23
Murrieta Valley Unified	Murrieta Elementary (439)	53.76	47.38
Murrieta Valley Unified	Warm Springs Middle (853)	57.56	38.1
Temecula Valley Unified	Temecula Elementary (292)	51.03	32.88
Temecula Valley Unified	Vail Elementary (262)	44.27	34.22

District	School	ELA Met/Exceeded	Math Met/Exceeded
River Springs	**Zone 4 (Desert) (678)**	**34.81%**	**21.24%**
Desert Sands Unified	John F. Kennedy Elementary (269)	29.85	23.72
Hemet Unified	Acacia Middle (768)	32.59	12.25
Hemet Unified	Mcsweeny Elementary (349)	24.64	18.75

Planning for Higher Achievement

While River Springs is pleased overall with the achievement data of our students, there is always room for growth. We believe that all students can achieve at high rates through our data-driven, personalized learning program.

River Springs staff regularly reviews assessment data in a variety of ways, at multiple points throughout each school year. Analysis is done on methods and instructional materials to determine which strategies are working, to create improvement plans each year, and to refine Data Day practices. With this in mind, RSCS shares the following background information and improvement plan.

Why Families Choose River Springs

Families choose charter schools for multiple reasons. We find that while parents care deeply about the academic achievement of their child, they care equally about:
- Culture on campus
- Personalized learning
- Flexible teachers
- Social/emotional support
- An administration who listens to their needs

The top five reasons parents have chosen River Springs are because they encountered one or more of the following at the district school:
- Poor campus culture and lack of friendships
- Bullying and social/emotional issues
- Lack of flexibility in the classroom
- Reduction in arts and electives available to their child(ren)
- Lack of support from administrators regarding student's needs

Source: Parent & Student Satisfaction Survey, Springs 2016 WASC Self-Study School Report, pages 70-74

Increasing Math Proficiency

Math proficiency is our weakest area, as it is for many schools. River Springs has unique challenges in implementing math improvement plans for our homeschooled populations. Many students come to us below grade-level, and need more time for mathematics instruction and practice in their personalized zone of proximal development to build up foundational skills

Our staff has implemented a number of specific strategies to increase scores:
- Professional development ensures teachers are confident in the standards to the CCSS grade-level rigor and equips teachers to further understand the nuances of the standards.

- Math fluency practice has been increased across all grade levels.

- Core skills are being taught and re-taught to ensure mastery for all students..

- Math instruction time has increased to 90 minutes per school day at most student centers. A significant portion of each day's math time is devoted to personalized mastery of the State Standards through our I CAN! resources.

- Instructional Leadership staff focused the implementation of the core math curriculum with exciting projects, continual assessment, tutorials, STEM projects by strand and standard for each grade, and web-based interactive homework. Professional development was provided to teachers this year to help them ensure that all students remain engaged and learning at high levels.

- Staff improved the implementation of ST Math, a research-proven online conceptual math program. All students are expected to complete 70% of the grade level syllabus by the upcoming CAASPP. ST Math is a visual instructional program that builds a deep conceptual understanding of math through rigorous learning and creative problem solving to engage, motivate and challenge K-8 students toward higher achievement. Formerly this program was elective, but data suggests that students who complete 70% or better of the ST Math grade level content show marked improvement in standardized test scores, so we are pushing for all students to complete this requirement.

- Staff implemented I-Ready to support reading and math improvement across all grade levels. I-Ready is an online diagnostic assessment tool and Common Core support, which combines a valid and reliable growth measure and individualized instruction.

- Additional staff development was provided to teachers. The teachers meet in Professional Learning Communities (PLC) to review common assessment data and student work exemplars. In addition, our multidisciplinary STAR teams (teacher, instructional aide, special education providers, counselor, and school leadership) meet bi-monthly to discuss the progress of every student identified as RTI 2 or RTI 3 and brainstorm methods to improve success.

With these changes, our internal assessments already show predictor score increases.

Notes

We are confident that all River Springs programs will continue to show healthy gains and achievement levels.

It is also important to note that River Springs works relentlessly to ensure that our students achieve academic success in traditional measures, but we will also work to ensure that our students are empowered in their learning journey in authentic ways, that they enjoy and are engaged in the learning process at all grade levels, and that they develop their personal goals and interests. We believe that these characteristics are required for success in this 21st century world.

Instructional Materials

River Springs Charter School uses a variety of instructional materials, which varies by program. All academy programs use state-adopted curriculum and Homeschool families are given choice based on student needs/interests.

Bookmart is the vehicle River Springs uses for parents, working in collaboration with their credentialed Homeschool Specialist, to choose the right curriculum for Homeschool students. This online shopping cart can be viewed at http://bookmart.springscs.org/.

The most used curriculum can be found on the pages that follow.

Recommended Curriculum List
Activities for Learning Inc: Right Start Math
Addison Wesley: Precalculus Graphical Number
Alfred Music: Meet the Great Composers
AmsMar Publishers: Excel Math
Aspen Publishers: Introduction to Paralegal Studies
Barton Workbooks
Brookes Publishing: Phonemic Awareness in Young Children
Castlemoyle Books: Spelling Power
Cengage Learning: Fundamentals of Anatomy & Physiology
Chicago Review Press: Culinary Reactions: The Everyday Chemistry of Cooking
CMAT: Math Links
Curriculum Associates: CAMS
Curriculum Associates: Ready Common Core Instruction Math
Curriculum Associates: Ready Common Core Instruction Reading
Curriculum Associates: STAMS
Delmar Cengage Learning: Introduction to Medical Terminology
Delmar Cengage Learning: Outcomes in Coding Practice
Design-A-Study: Natural Speller
DK Eyewitness Books
Educators Pub Svc: Explode the Code
Educators Pub Svc: Wordly Wise 3000
Educators Publishing Service: Primary Phonics Storybook Set
Evan-Moor : Spell & Write
Evan-Moor: Daily Language Review
Evan-Moor: Daily Paragraph Editing
Five in a Row: Five in a Row
Focal Press: Cinematography - Image Making for Cinematographers and Directors
Glencoe: Accounting: Real-World Applications & Connections
Glencoe: Life Science
Glencoe: Physical Science
Glencoe: Science: Life's Structure and Function
Glencoe: Science: The Nature of Matter
Good Apple: Making Big Words Grades 3 to 6
Great Source: Science Daybook (Earth)
Great Source: Science Daybook (Life)
Great Source: Science Daybook (Physical)
Great Source: ScienceSaurus: A Student Handbook
Handwriting Without Tears
Harcourt: CA Excursions
Harcourt: Science
Houghton Mifflin Harcourt: CA Go Math
Houghton Mifflin: History-Social Science
IEW: Teaching Writing Structure and Style
Institute for Excellence in Writing: Phonetic Zoo
Institute for Excellence in Writing: Student Writing Intensive
Isha Enterprises: Daily Grams: Guided Review Aiding Mastery Skills

Isha Enterprises: Easy Grammar
Jeppesen Sanderson: Guided Flight Discovery - Private Pilot
Jossey-Bass: Science Chef: 100 Fun Food Experiments and Recipes for Kids
Learning Press: All About Reading
Learning Press: All About Spelling
Learning Wrap Ups
Letterland International: Letterland
Literacy Unlimited: English From The Roots Up
Marketing Essentials, Mathematics for Marketing
McDougal Littell: Algebra Structure and Method
McDougal Littell: Creating America US history through WWI
McDougal Littell: Earth Science
McDougal-Littell: World History Medieval and Early Modern Times
McGraw-Hill Physics: Principles and Problems
McGraw-Hill: All-Star Phonics
McGraw-Hill: Food For Today
McGraw-Hill: Introduction To Business, Student Edition
McGraw-Hill: The Theater Experience
Modern Curriculum Press: MAPS Charts Graphs
Modern Curriculum Press: Spelling Workout
Moving Beyond the Page
National Writing Ins: Writing Strands
Novels: various - all genres, all levels
Origo: Stepping Stones
Pearson Prentice Hall: Magruder, American Government
Pearson Prentice Hall: World History: The Modern World
Pearson: A Short Course in Photography
Pearson: Campbell Biology Study Guide
Pearson: Intermediate Algebra: Concepts and Applications
Pearson: Math II
Pearson: Mathematics 1
Pearson: Mathematics 2
Pearson: Mathematics 3
Pearson: Stats: Modeling the World
Pearson: Teaching Language and Literacy
Perfection Learning: Themes: An Introduction to Literature
Prentice Hall: Geometry Common Core
Prentice Hall: Algebra 1 Common Core
Prentice Hall: Biology
Prentice Hall: Calculus: Graphical, Numerical, Algebraic
Prentice Hall: Chemistry
Prentice Hall: Economics
Prentice Hall: Literature (Silver)
Prentice Hall: Literature (American Experience)
Prentice Hall: Literature (Gold Level)
Prentice Hall: Literature (Platinum)
Prentice Hall: United States History: Modern America

QSL Biology Lab Kit
QSL Earth Science Lab Kit
QSL MicroChem Kit
QSL Physics Lab Kit
Rainbow Resource: Draw Write Now
Saunders: Insurance Handbook for the Medical Office
Saunders: Kinn's The Medical Assistant An Applied Learning Approach
Saunders: Step-by-Step Medical Coding
Saxon: Math
Scholastic: Bob Books
Scott Foresman: D'Nealian Handwriting
Singapore: Primary Mathematics
Sopris West: Alternative Math Techniques
Spectrum: Reading
Spectrum: Vocabulary
Spectrum: Writing
Springs: Spring into Math
Springs: The Reading Path
Starfall
Steck-Vaughn: America's History Land of Liberty-Beginning to 1877
Steck-Vaughn: Critical Thinking Reading, Thinking and Reasoning Skills
Steck-Vaughn: Decisions for Health
Steck-Vaughn: Think Alongs
Teaching & Learning: Four Square: Writing Method
Teaching Resouces: 6 + 1 Traits of Writing for primary grades
The Well Trained-Mind Press: First Language Lessons for the Well-trained Mind
The Well-Trained Mind Press: Story of the World
The Well-Trained Mind Press: Writing with Ease
Triump Learning: Common Core Support Coach Foundational Math
Triumph Learning: Common Core Support Coach Reading Comprehension
Triumph Learning: Write Math
Vista Higher Learning: Panorama
Vista Higher Learning: Descubre
Vista Higher Learning: Promenades
Visual: Top 100 Simplified Tips and Tricks for PS6
Wiley: Level Up! The Guide to Great Video Game Design
William Morrow: Understanding Comics: The Invisible Art
Worth Publishers: Developing Person Through Childhood & Adolescence

Appendix D

Student Agreement

Choose one: ___ **Citrus Springs**   ___ **Empire Springs**   ___ **Harbor Springs**   ___ **River Springs**

Student Name: Student, Fictitious_____   Student SSID #: _____

Date Last Attended Previous School: _____

Grade Level: 04_____   Program: Homeschool_____   School Year: 2017-2018_____

Contract Begins: 2017/08/28_   Ends: 2018/06/12_   Duration: 175 Days_____

Manner, Time, Frequency, Place for Submitting Assignments & Reporting Progress:

Manner: Face-to-face learning plan meeting   Time: _____am/pm

Frequency: At least once every 20 school days   Place:_____

Methods of Study: Activities selected as the means to reach the objectives may include, but are not limited to: reading, research, essays, term papers, flash cards, illustrations, oral reports, demonstrations, participation, group projects, lesson exercises, games, projects, comprehension questions, computer programs, educational activities, simulations, discussions, note taking, videos, audio tapes, coloring, and other educational activities. Learning Plans will include descriptions of the major objectives and activities of the course of study covered by the agreement that were used within each assignment period.

Student Educational Objectives: The student must make adequate and appropriate progress toward the attainment of the Student Standards outlined in the charter document.

Specific Resources, Including Materials and Personnel, That Will Be Made Available to the Student: This student is entitled to school services and resources including, but not limited to, all school personnel, a credentialed teacher, textbooks, computers and software, supplementary materials, educational activities, and community resources.

Measurements of Academic Accomplishment or Course Credits:

Choose one: ___ **K-8:** Meeting California Common Core State Standards (I CANS)   ___ **High School Students:**

K-8 Students:
COURSE TITLE
English-Language Arts
Mathematics
Science
Social Studies
Life Skills
Special Interests

Methods of Evaluation - Mandatory Evaluations: Portfolio samples, monthly review of work, parent and teacher/ES observation, and California test or Charter School grade level assessment. Other evaluations include meeting Common Core State Standards which will include at minimum norm and criterion referenced tests, textbook assessments and project completion.

Board Policies: For all grade levels and all programs offered by the Charter School, no more than 20 school days may pass between when an assignment is made and the date by which a K-12 student must complete the assigned work in this Charter School.

The number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the student to remain in independent study shall be one (1). All students are expected to complete 100% of the work assigned.

Student/parent also understands the following: Independent study is an optional educational alternative in which no pupil may be required to participate. This student will remain eligible to enroll in a school located in the district in which he/she resides. This contract becomes null and void if the parent fails to complete the Student Registration Packet between July 1 and the first day of attendance.

By signing this contract, I agree to all of the above statements.*(blue ink only)*

Student Name: Student, Fictitious

Student's Signature:_____   Date:_____

Parent/Guardian/Care Giver Name (for students under the age of 18): Fictitious Parents and

Parent/Guardian/Care Giver's Signature:_____   Date:_____

Assigned Supervising Teacher/Educational Specialist's Name: Teacher, Fictitious

Teacher/Educational Specialist's Signature:_____   Date:_____

Interim Teacher/ES of Record or Counselor:_____   Date:_____

Other Person Who has Direct Responsibility for Providing Assistance to the Student:

Printed Name:_____

Signature:_____   Date:_____

Other Person Who has Direct Responsibility for Providing Assistance to the Student:

Printed Name:_____

Signature:_____   Date:_____

Other Person Who has Direct Responsibility for Providing Assistance to the Student:

Printed Name:_____

Signature:_____   Date:_____

Other Person Who has Direct Responsibility for Providing Assistance to the Student:

Printed Name:_____

Signature:_____   Date:_____

Springs CHARTER SCHOOLS

2017-18 FALL Semester

FIELD TRIPS

Dream Big DIVE DEEP

Performing Arts

Science

History

Special Interest

Math

Field Trip Date	Field Trip Name	Registration Opens	Registration Closes	Student Cost
SEPTEMBER 2017				
Wednesday, 6th	DISCOVERY SCIENCE CENTER ~ Santa Ana	August 1st	August 29th	$17
Friday, 8th	L.A. COUNTY FAIR FAIRKIDS	August 1st	August 29th	$0.01
Monday, 11th	USS MIDWAY	August 1st	August 29th	$11
Friday, 15th	Meet Benjamin Franklin and The Cons ~ I.P.M.	August 1st	August 29th	$21
Thursday, 28th	Ontario Reign Edu Day	August 1st	August 29th	$15
Friday, 29th	Pumpkin Patch and Veggie Farm	August 1st	August 29th	$19
OCTOBER 2017				
Tues.- Fri., 3rd-6th	San Diego Safari Park ~ Escondido	August 1st	September 15th	$0.01
Monday, 9th	Californian Challenge	August 1st	September 15th	$55
Weds., 11th	La Brea Tar Pits	August 15th	September 15th	$0.01
Friday, 13th	Roald Dahl's The Witches **NEW**	August 15th	September 15th	$13
Tuesday, 17th	Natural History Museum of Los Angeles	August 15th	October 1st	$0.01
Thurs., 19th	1001 Symphonic Tales: The MAGIC of Scheherazade **NEW**	August 15th	September 15th	$10
Friday, 20th	The Addam's Family ~ RCC **NEW**	August 15th	September 15th	$13
Weds. 25th & Fri. 27th	Sea Star Ocean Classroom	August 1st	October 1st	$43
NOVEMBER 2017				
Wednesday, 1st	Tuck Everlas The Musical ~ S.D. Jr. Theater **NEW**	Sept. 1st	October 1st	$12
Tuesday, 2nd	Kumeyaay-Ipai Inte ve Center ~ Poway **NEW**	Sept. 1st	October 15th	$9
Wednesday, 3rd	People of the Earth ~ Hidden Valley Nature Center	Sept. 1st	October 1st	$10
Wednesday, 8th	Fron r Cabin Adventure ~ Riley's APPLE Farm **NEW**	Sept. 1st	October 15th	$22
Thursday, 9th	A Christmas Story— CAT Corona **NEW**	Sept. 1st	October 15th	$13
Thursday, 16th	Journey to OZ ~Segerstrom **NEW**	Sept. 1st	October 15th	$13
Monday, 27th	Mission San Luis Rey	Sept. 1st	October 15th	$9
Tuesday, 28th	Children's Discovery Museum of the Dessert	Sept. 1st	October 15th	$14

(OVER ⟹)

Field Trip Date	Field Trip Name	Registran Opens	Registran Closes	Student Cost
December 2017				
Friday, 1st	Indoor Ice Skg	October 1st	Nov. 4th	$18
Monday, 4th	Mtn. High Winter Sports	October 1st	Nov. 4th	TBD
Thursday, 7th	The Nutcracker ~ The Barclay Theater	October 1st	Nov. 15th	$17
Friday, 8th	Kno's Christmas	October 1st	Nov. 15th	$24
Wednesday, 13th	The Western Science Center	October 1st	Nov. 15th	$13
January 2018				
Thursday, 10th	Disney YES	November 1st	Dec. 15th	TBD
Friday, 12th	La Brea Tar Pits	November 1st	Dec. 15th	$0.01
Wednesday, 17th	The Magic Tree House ~ Pirates Past Noon S.D. Jr. Theater	November 1st	Dec. 15th	$12
Tuesday, 23rd	Rock On! Geology ~ HVNC	November 1st	Dec. 15th	$10
Wednesday, 24th	Gold Rush Adventure ~ Riley's Farm	November 1st	Dec. 15th	$21
Tuesday, 30th	Palm Springs Aerial Tramway	November 1st	Jan. 15th	$15.50

(Mtn. High Winter Sports marked: TENTATIVE)
(Disney YES marked: TENTATIVE)
(The Magic Tree House marked: NEW)

Venues, Programs, Dates, and Pricing are all Subject to Change

♦ NOTE: Only the student designated to their IF account can use those funds to register for a d trip. Any duplicate orders for the same eld trip on one student's account will not be allowed. Anyone other than the student using their IF account to register for a d trip must be registered using PayPal.

How To View Field Trip Flyers and News & Announcements:

Go to Springscharterschools.org
Select Our Programs; Homeschool—All Couns (K-12)
Select Field Trips
Click on the "2017-18 Field Trips" link.
Click on the eld trip you are wan to view to see the in-formnal er.
At boom of each ier there is a link to register that will take you to the BookMart registra page.

hp://springscharterschools.org/programs/homeschool/homeschool-k-12 eld-trips/

How To Register:

PLEASE CHECK BOTH PURCHASING OPTIONS FOR TICKET AVAILABILITY PRIOR TO REGISTERING.

Go to Springscharterschools.org
Select Our Programs; Homeschool—All Couns (K-12_
Select BookMart/Akademos
Click on the "Please click here to get to BookMart" link.
Once on the BookMart page, select Field Trips in the upper right corner.
View the video tutorial for assistance on how to register.

hp://bookmart.springscs.org/index.php ld-trips

How To Cancel:

To cancel a eld trip registraon, you must forward your email registra conmn that you received at the e you registered from SCS OPS and/or PAYPAL to eld.trips@springscs.org along with a detailed message of what you want canceled.

ALL cancellaon requests must be received prior to the deadline date and me indicated on the ier. NO REFUNDS will be processed he deadline date and me. **NO EXCEPTIONS.**

Please contact Kathy Crudo, Field Trip Coordinator at ld.trips@springscs.org **with any eld trip inquiries.**

Subject: Independent Study

Effective Date: September 1, 2005

RATIFIED: March 8, 2007

Revised: January 16, 2013

Approved By: Board of Directors

Policy: 5006.1

River Springs Charter School operations shall be governed by Ed Code 51747.

K-12 public school guidelines for independent study will be evident in the annual audit.

Procedure

1. A master agreement shall be kept on file for each independent study student for each semester the student attends River Springs Charter School.

2. Appropriately credentialed teachers will meet with each family a minimum of once every 20 days to collect work and to assign work.

3. The school will ensure that guidelines of Ed Code 51747 are met regarding the ratio of ADA to FTE certificated employees.

4. RSCS will provide resources including, but not limited to, all school personnel, a credentialed teacher, textbooks, computers and software, supplementary materials, educational activities, group courses, and community resources. Highly qualified single subject specialists overseeing high school students will be listed on the Student Agreement.

5. It will be made clear to parents that enrollment in RSCS is voluntary. The student will always be eligible to return to his/her local school district.

6. In the event that one or more assignments are missed by a student, an evaluation may be completed to determine whether it is in the best interests of the student to remain in independent study. This evaluation will be documented in the attendance record and learning record documents. If adequate progress has not been made, the school personnel will proceed in accordance with truancy policy and procedures. This evaluation shall be maintained for three years from the date of the evaluation and, if the pupil

transfers to another California public school, the record shall be forwarded to that school.

7. The Student Agreement shall be completed for each student each semester. This attached agreement addresses all elements contained in Education Code 51747, and this form is the adopted independent study policy of RSCS.

8. The manner, time, frequency, and place for submitting a pupil's assignments and for reporting her/his progress is on the Student Agreement.

9. The objectives and methods of study for the pupil's work and the methods utilized to evaluate that work are included in the Student Agreement.

10. The assigned courses and credits to be earned for these courses are listed on the Student Agreement.

11. The Student Agreement must be signed prior to the commencement of independent study by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil.

12. The appropriately credentialed teacher will complete attendance records, including contemporaneous records, pursuant to Ed Code 51474.5(b).

2018 ELA Pacing Guide, Transitional Kinder

Dates	I CAN!s	Unit
Use weekly and monthly thematic units to introduce and develop skills in Listening & Speaking, Reading & Writing. Early childhood themes (e.g. animals, weather, holidays, family, etc.) provide natural context for vocabulary development which leads to reading and writing development. Suggested timeframes for introducing skills are below.		
8/28-9/8/17 (2 Weeks)	Week of Welcome Orientation Week, Beginning of the Year Assessment, & Learning Styles Identified	
September/October 9/11-10/27/17 (7 Weeks)	Listening & Speaking: 1.1, 1.2, 2.1, 2.2 Reading: 1.1, 1.2, 3.1, 3.2, 3.3, 4.1 Writing: 1.1, 1.3	
November/December 10/30-12/13/17 (6 Weeks)	Listening & Speaking: 3.1 Reading: 4.2, 5.1	
January 1/2-1/26/18 (4 Weeks)	Listening & Speaking: 1.4, 3.2 Reading: 5.2 1/16-1/26/18 Midyear Assessments	
1/26/18	Semester 1 Ends	
February/March 1/29-3/23/18 (8 Weeks)	Listening & Speaking: 1.3, 2.3 Reading: 2.1, 2.2	
April/May 4/1-5/25/18 (8 Weeks)	Continuation of building, applying, and presenting language skills.	
5/25-6/12/18 (2 Weeks) Essential Question: What have I learned? How have I changed?	End of the Year Assessments Onramp to next grade level.	

TK Sight Words

Dolch Preschool Sight Words
(40 words)
a, and, away, big, blue, can, come, down, find, for, funny, go, help, here, I, in, is, it, jump, little, look, make, me, my, not, one, play, red, run, said, see, the, three, to, two, up, we, where, yellow, you

Three Letter Words

Thirteen of the Dolch preschool sight words are three letter words. Other three letter, high frequency words for four year olds include:

all, and, any, are, bad, bet, big, box, boy, bye, can, car, cat, cup, cut, day, did, dog, dry, eat, eve, fly, for, get, had, has, her, him, his, hot, how, huh, hum, let, lot, man, may, mom, new, not, off, old, one, our, out, pet, put, red, run, saw, say, see, she, sit, some, the, too, top, try, two, use, was, way, who, why, yes, yet, you

Vocabulary Development

Domain-Specific/Thematic	Basic Conceptual Words	Natural Contexts
Animals	Direction (up, down)	Read or tell stories (Ask questions, Ask for a different word, Ask student to retell story, Show how the context of the story can explain the meaning of a word)
Weather	Position (inside, outside, first)	Tell jokes or tall tales (Why is it funny? Unusual? Odd? Retell changing a key word)
Self-esteem	Size (large, big, little, small)	Reading Aloud (story structure, print awareness, Models fluency, prosody, emotion)
Family	Comparison (longer, shorter)	
Holidays	Texture (smooth, rough)	
World Cultures	Quantity (many, few)	
Community	Shapes (star, circle, triangle)	

http://images.pearsonclinical.com/images/Assets/pdfs/ImportantVocabularytoTeachinPreschool-091310.pdf

Suggested Assessments:
- Anecdotal Records
- Daily Work and Portfolios
- Phonics Inventory
- Writing Sample
- Springs Kindergarten Assessment

The following TK Standards are taken from The Alignment of the California Preschool Foundations with Key Early Education Resources (e.g. Common Core Standards).

For more information on these milestones as well as examples of each one, visit California Learning Foundations, Vol. 1: pp. 56-70.

TK ELA Standards: Listening & Speaking, Reading, and Writing

Listening and Speaking
1.0 Children extend their understanding and usage of language to communicate with others effectively
    1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.
    1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.
    1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.
    1.4 Use language to construct extended narratives that are real or fictional.

2.0 Vocabulary
    2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
    2.2 Understand and use accepted words for categories of objects encountered in everyday life.
    2.3 Understand and use both simple and complex words that describe the relations between objects.

3.0 Grammar
    3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.
    3.2 Understand and typically use age-appropriate grammar including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.

Reading
1.0 Concepts about print
    1.1 Display appropriate book-handling behaviors and knowledge of print conventions.
    1.2 Understand that print is something that is read and has specific meaning

2.0 Phonological Awareness
    2.1 Orally blends and delete words and syllables without the support of pictures or objects.
    2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with support of pictures or objects.

3.0 Alphabetics and Word/Print Recognition
    3.1 Recognize own name or other common words in print.
    3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.
    3.3 Begin to recognize that letters have sounds.

4.0 Comprehension and Analysis of Age-Appropriate Text
    4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
    4.2 Use information from Informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.

5.0 Literacy Interest and Response
    5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.
    5.2 Engage in more complex routines associated with literacy activities.

Writing
1.0 Writing Strategies
    1.1 Adjust grasp and body position for increased control in drawing and writing.
    1.2 Writes letter or letter -like shapes to represent words or ideas.
    1.3 Writes first name nearly correctly

Three Core Considerations of DAP (Developmentally Appropriate Practice)

• Knowing about child development and learning.
Knowing what is typical at each age and stage of early development is crucial. This knowledge, based on research, helps us decide which experiences are best for children's learning and development. (See "12 Principles of Child Development and Learning" from NAEYC's DAP Position Statement below.)

• Knowing what is individually appropriate.
What we learn about specific children helps us teach and care for each child as an individual. By continually observing children's play and interaction with the physical environment and others, we learn about each child's interests, abilities, and developmental progress.

• Knowing what is culturally important.
We must make an effort to get to know the children's families and learn about the values, expectations, and factors that shape their lives at home and in their communities. This background information helps us provide meaningful, relevant, and respectful learning experiences for each child and family.

12 Principles of Child Development and Learning

1. All areas of development and learning are important.
2. Learning and development follow sequences.
3. Development and learning proceed at varying rates.
4. Development and learning result from an interaction of maturation and experience.
5. Early experiences have profound effects on development and learning.
6. Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.
7. Children develop best when they have secure relationships.
8. Development and learning occur in and are influenced by multiple social and cultural contexts.
9. Children learn in a variety of ways.
10. Play is an important vehicle for developing self-regulation and promoting language, cognition, and social competence.
11. Development and learning advance when children are challenged.
12. Children's experiences shape their motivation and approaches to learning.

2018 ELA Pacing Guide, Kindergarten

Dates	I CAN!s	Unit
Use weekly and monthly thematic units to introduce and develop skills in Listening & Speaking, Reading & Writing. Early childhood themes (e.g. animals, weather, holidays, family, etc.) provide natural context for vocabulary development which leads to reading and writing development. Suggested timeframes for introducing skills are below.		
8/28-9/8/17 (2 Weeks)	Week of Welcome Orientation Week, iReady Diagnostic, Beginning of the Year Assessment, & Learning Styles Identified	
September/October 9/11-10/27/17 (7 Weeks)	K.1, K.2 K.5 c K.7, K.10 Ongoing Reading & Language Skills: K.12-K.17	Reading Focus: **Narrative** Literature units should be planned for this 7 week time frame.
November/December 10/30-12/13/17 (6 Weeks)	K.3, K.4 K.5 b, K.6 K.8 Ongoing Reading & Language Skills: K.12-K.17	Reading Focus: **Informative** Informational text units should be planned for this 6 week time frame.
January 1/2-1/26/18 (4 Weeks)	K.9 Ongoing Reading & Language Skills: K.12-K.17	Focus: **Vocabulary & Grammar** 1/16-1/26/18 Midyear Assessments
1/26/18	Semester 1 Ends	
February/March 1/29-3/23/18 (8 Weeks)	K.5 a, K.7, K.8, K.11 Ongoing Reading & Language Skills: K.12-K.17	Focus: **Speaking** Speaking and Listening are the foci for these 8 weeks. Including these concepts in both literature and informational text units would be ideal.
April/May 4/1-5/25/18 (8 Weeks)	Ongoing Reading & Language Skills: K.12-K.17	Continuation of building, applying, and presenting language skills.
5/25-6/12/18 (1 Week) Essential Question: What have I learned? How have I changed?	End of the Year Assessments Onramp to next grade level.	

Kindergarten Dolch Sight Words

(52 words)

all, am, are, at, ate, be, black, brown, but, came, did, do, eat, four, get, good, have, he, into, like, must, new, no, now, on, our, out, please, pretty, ran, ride, saw, say, she, so, soon, that, there, they, this, too, under, want, was, well, went, what, white, who, will, with, yes

Marzano's Vocabulary Words

Science	Social Studies	Language Arts	Math
air	calendar	alphabet	above
alike	chore	back cover	balance
animal	communicate	book	behind
day	community	cover	below
different	fairness	date	between
Earth	flag	first name	calendar
energy	globe	front cover	cent
gas	group	last name	circle
heat	hero	letter	clock
light	holiday	magazine	coin
liquid	job	movie	corner
living	lake	newspaper	counting
magnet	language	alphabet	day
matter	leader	back cover	dime
moon	map	book	equal
night	money	cover	graph
nonliving	mountain	date	inside
observe	neighborhood	first name	minute
plant	pictograph	front cover	near
pulling	president	last name	nickel
pushing	rule	letter	number
seed	safety	magazine	pattern
shadow	season	movie	penny
sky	symbol	newspaper	rectangle
solid	today		shape
sound	tomorrow		square
star	tool		triangle
sun	transportation		week
thermometer	weather		whole
weather	yesterday		zero

Suggested Assessments:
- Springs Kindergarten Assessment
- DIBELS
- Reading a-z Running Records
- Phonics Inventory
- Writing Prompt

Kindergarten I CAN!s and CAN I?s

	Standards	I CAN!s	Can I?s
Themes: Teacher directed thematic units. These units can be scaffolded to reach the individual learning needs of each student in a class.			
Reading Literature			
k.1	**Key Ideas & Details** RL k.1 RL k.2 RL k.3 **Integration of Knowledge & Ideas** RL k.7 RL k.8 RL k.9 RL k.10	**I CAN! read and understand kindergarten stories.**	a) CAN I? With prompting and support, ask and answer questions about key details in a text. b) CAN I? With prompting and support, retell familiar stories, including key details. c) CAN I?With prompting and support, identify characters, settings, and major events in a story. d) CAN I?With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). e) CAN I? With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. f) CAN I? Actively engage in group reading activities with purpose and understanding.
k.2	**Craft & Structure** RL k.4 RL k.5 RL k.6	**I CAN! use text features to read kindergarten stories and poetry.**	a) CAN I? Ask and answer questions about unknown words in a text. b) CAN I? Recognize common types of texts (e.g., storybooks, poems). c) CAN I? With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Reading Informational Text			
k.3	**Key Ideas & Details** RI k.1 RI k.2 RI k.3 **Integration of Knowledge & Ideas** RI k.7 RI k.8 RI k.9 RI k.10	**I CAN! read kindergarten informational books.**	a) *CAN I?* With prompting and support, ask and answer questions about key details in a text. b) *CAN I?* With prompting and support, identify the main topic and retell key details of a text. c) *CAN I?*With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. d) *CAN I?*With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). e) *CAN I?* With prompting and support, identify the reasons an author gives to support points in a text. f) *CAN I?* With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). g) *CAN I?* Actively engage in group reading activities with purpose and understanding.
k.4	**Craft & Structure** RI k.4 RI k.5 RI k.6	**I CAN! use text features to read kindergarten informational text.**	a) *CAN I?* With prompting and support, ask and answer questions about unknown words in a text. b) *CAN I?* Identify the front cover, back cover, and title page of a book. c) *CAN I?*Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Writing			
k.5		**I CAN! write for different tasks.**	a) *CAN I?* Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). b) *CAN I?* Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. c) *CAN I?* Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
k.6	**Production and Distribution of Writing**	**I CAN! Add details to my writing with help.**	a) *CAN I?* With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. b) *CAN I?* With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

k.7	Comprehen-sion & Collaboration	**I CAN! talk with others about kindergarten topics.**	a) *CAN I?* Participate in conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. b) *CAN I?* Listen to others and take turns speaking about the topics and texts under discussion. c) *CAN I?* Continue a conversation through multiple exchanges. d) *CAN I?* Ask and answer questions to get help or information presented orally if something is not understood.
k.8	Presentation & Knowledge of Ideas	**I CAN! Present my work and ideas.** (formerly follow 2 step directions)	a) *CAN I?* Ask and answer questions in order to seek help, get information, or clarify something that is not understood. b) *CAN I?* Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. c) *CAN I?* Add drawings or other visual displays to descriptions as desired to provide additional detail. d) *CAN I?* Speak audibly and express thoughts, feelings, and ideas clearly.

Language

k.9	Vocabulary Acquisition and Use	**I CAN! Use word clues to understand new words.**	a) *CAN I?* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. b) *CAN I?* Identify new meanings for familiar words and apply them accurately (e.g., knowing <u>duck</u> is a bird and learning the verb to <u>duck</u>). c) *CAN I?* Use the most frequently occurring inflections and affixes (e.g., <u>-ed</u>, <u>-s</u>, <u>re-</u>, <u>un-</u>, <u>pre-</u>, <u>-ful</u>, <u>-less</u>) as a clue to the meaning of an unknown word.
k.10	Vocabulary Acquisition and Use	**I CAN! with help from adults, show understanding of words and their particular meanings.**	a) *CAN I?* Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b) *CAN I?* Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
k.11	Vocabulary Acquisition and Use	**I CAN! use words and phrases I've learned in conversations, reading and being read to.**	a) *CAN I?* Identify real-life connections between words and their use (e.g., note places at school that are <u>colorful</u>). b) *CAN I?* Distinguish shades of meaning among verbs describing the same general action (e.g., <u>walk</u>, <u>march</u>, <u>strut</u>, <u>prance</u>) by acting out the meanings.

Steps: Student driven mastery learning skills.

Reading Foundational Skills

k.12	Print Concepts	**I CAN! name the letters and understand how print works.**	a) *CAN I?* Follow words from left to right, top to bottom, and page by page. b) *CAN I?* Recognize that spoken words are represented in written language by specific sequences of letters. c) *CAN I?* Understand that words are separated by spaces in print. d) *CAN I?* Recognize and name all upper- and lowercase letters of the alphabet.
k.13	Phonemic Awareness Phonemes	**I CAN! blend sounds into words.**	a) *CAN I?* Recognize and produce rhyming words. b) *CAN I?* Count, pronounce, blend, and segment syllables in spoken words. c) *CAN I?* Blend and segment onsets and rimes of single-syllable spoken words. d) *CAN I?* Blend two to three phonemes into recognizable words. e) *CAN I?* Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)**Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.**
k.14	Phonics and Word Recognition	**I CAN! use phonics and word analysis skills to sound out words.**	a) *CAN I?* Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b) *CAN I?* Associate the long and short sounds with common spellings (graphemes) for the five major vowels.**Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel.** c) *CAN I?* Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d) *CAN I?* Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
k.15	Fluency	**I CAN! read at grade level.**	a) *CAN I?* Read emergent-reader texts with purpose and understanding.

Language			
k.16	Conventions of Standard English	**I CAN! use correct grammar and usage when writing or speaking.**	a) *CAN I?* Print many upper- and lowercase letters. b) *CAN I?* Use frequently occurring nouns and verbs. c) *CAN I?* Form regular plural nouns orally by adding /s/ or /es/ (e.g., <u>dog</u>, <u>dogs</u>; <u>wish</u>, <u>wishes</u>). d) *CAN I?* Understand and use question words (interrogatives) (e.g., <u>who</u>, <u>what</u>, <u>where</u>, <u>when</u>, <u>why</u>, <u>how</u>). e) Use the most frequently occurring prepositions (e.g., <u>to</u>, <u>from</u>, <u>in</u>, <u>out</u>, <u>on</u>, <u>off</u>, <u>for</u>, <u>of</u>, <u>by</u>, <u>with</u>). f) Produce and expand complete sentences in shared language activities.
k.17	Conventions of Standard English	**I CAN! use correct capitalization, punctuation, and spelling when writing.**	a) *CAN I?* Capitalize the first word in a sentence and the pronoun I. b) *CAN I?* Recognize and name end punctuation. c) *CAN I?* Write a letter or letters for most consonant and short-vowel sounds (phonemes). d) CAN I? Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

2018 ELA Pacing Guide, Grade 1

Dates	I CAN!s	Unit
8/28-9/8/17 (2 Weeks)	Week of Welcome Orientation Week, iReady Diagnostic, Beginning of the Year Assessments, & Learning Styles Identified	
9/11-10/20/17 (6 Weeks)	1.1, 1.2 1.5 c, 1.6 Ongoing Reading & Language Skills: 1.12-1.17	Writing Focus: **Narrative** Literature units should be planned for this 6-8 week time frame.
10/23-11/9/17	Flex Weeks	
11/13/17-1/12/18 (6 Weeks)	1.3, 1.4 1.5 b, 1.7 1.8, 1.9 Ongoing Reading & Language Skills: 1.12-1.17	Writing Focus: **Informative** Informational text units should be planned for this 6 - 8 week time frame.
1/12-1/26/18	Midyear Assessment Semester 1 Ends	
1/29-3/2/18 (5 Weeks)	1.8, 1.9 1.10, 1.11 Ongoing Reading & Language Skills: 1.12-1.17	Writing Focus: **Creative Writing** Vocabulary and Speaking and Listening are the foci for this 4 week unit. Including these concepts in both literature and informational text units would be ideal.
3/5/18 - 3/23/18	Flex Weeks	
4/2-5/18/18 (7 Weeks)	1.5 a, 1.11 Ongoing Reading & Language Skills: 1.12-1.17	Writing Focus: **Opinion** Integrating opinion writing with both literature and informational text would be ideal
5/21-6/1/18	End of the Year Assessments	
6/4-6/12/18 (1 Week) Essential Question: What have I learned? How have I changed?	Demonstration of Discovery/Exhibitions I CAN demonstrate mastery by applying new skills to complex, real-life problems. Onramp to next grade level	

Dolch Sight Words

First Grade:

after again an any as ask by could every fly from give going had has her him his how just know let live may of old once open over put round some stop take thank them then think walk were when

Marzano's Vocabulary Words

Science	Social Studies	Language Arts	Math
balance	budget	author	addend
energy	capital	beginning consonant	addition
evaporation	citizen	blend	a.m.
food chain	continent	consonant blend	analog
force	country	dictionary	attribute
gas	earn	ending consonant	celsius
gravity	freedom	letter-sound relationship	chart
habitat	folktale	long vowel	cylinder
heat	geography	lowercase	decrease
life cycle	history	margin	degree
light	inventor	parts of a book	digital
liquid	law	poem	even number
living	market	print	Fahrenheit
mass	needs	rhyme	fraction
matter	ocean	short vowel	height
nonliving	opportunity	sight word	increase
planet	patriotic symbols	title	length
predict	plain	title page	line
recycle	population	uppercase	number line
resource	recycle	vowel combination	odd number
rock	region	vowel sound	order
season	resource		place value
shadow	river		p.m.
soil	shelter		side
solid	trade		subtraction
sound	transportation		sum
speed	volunteer		table
temperature	vote		tally
vibrate	wants		timeline
volume	world		weight

Suggested Assessments:
- DIBELS
- Reading a-z Running Records
- Phonics Inventory
- Writing Prompt
- i-Ready

Grade 1 I CAN!s and CAN I?s

	Standard	I CAN!s	Can I?s
Themes: Teacher directed thematic units. These units can be scaffolded to reach the individual learning needs of each student in a class.			
Reading Literature			
1.1	Key Ideas & Details RL 1.1 RL 1.2 RL 1.3 Integration of Knowledge & Ideas RL 1.7 RL 1.8 RL 1.9 RL 1.10	**I CAN! read first grade books and poems.**	a) CAN I? Ask and answer questions about **key details** in a text. b) CAN I? Retell stories, including key details, and demonstrate understanding of their central message or **lesson**. c) CAN I? Describe **characters**, **settings**, and **major events** in a story, using key details. d) CAN I? Use **illustrations** and **details** in a story to describe its characters, setting, or events. e) CAN I? **Compare and contrast** the adventures and experiences of characters in stories. f) CAN *I?* With prompting and support, read first grade **prose** and **poetry**.
1.2	Craft & Structure RL 1.4 RL 1.5 RL 1.6	**I CAN! use text features to understand stories.**	a) CAN I? Identify words and **phrases** in stories or **poems** that suggest feelings or appeal to the **senses**. b) CAN I? Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. c) CAN I? Identify who is telling the story at various points in a text.
Reading Informational Text			
1.3	Key Ideas & Details RI 1.1 RI 1.2 RI 1.3 Integration of Knowledge & Ideas RI 1.7 RI 1.8 RI 1.9 RI 1.10	**I CAN! read and understand informational texts.**	a) CAN *I?* Ask and answer questions about key details in a text. b) CAN *I?* Identify the main topic and retell key details of a text. c) CAN *I?* Describe the connection between two individuals, events, ideas, or pieces of information in a text. d) CAN *I?* Use the illustrations and details in a text to describe its key ideas. e) CAN *I?* Identify the reasons an author gives to support points in a text. f) CAN *I?* Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). g) CAN I? With prompting and support, read grade level informational texts.
1.4	Craft & Structure RI 1.4 RI 1.5 RI 1.6	**I CAN! use text features to read and understand text books, websites, and reference books.**	a) CAN *I?* Ask and answer questions to help determine or clarify the **meaning** of words and phrases in a text. b) CAN *I?* Know and use various text **structures (e.g., sequence)** and **text features** (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. c) CAN *I?* Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Writing			
1.5		**I CAN! write for different tasks, purposes, and audiences.**	a) CAN *I?* Write **opinion** pieces introducing the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of **closure**. b) CAN *I?* Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. c) CAN *I?* Write **narratives** in which they recount two or more appropriately sequenced events, include some details regarding what happened, use **temporal words** to signal event order, and provide some sense of closure.
1.6	Production and Distribu-tion of Writing	**I CAN! use the writing process to develop my writing.**	a) CAN *I?* With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. b) CAN *I?* With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Speaking and Listening			
1.7	Comprehension & Collaboration	**I CAN! listen to others and ask and answer questions..**	a) *CAN I?* Participate in collaborative conversations with partners about first grade topics and texts with peers and adults in small and larger groups. b) *CAN I?* Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). c) *CAN I?* Continue a conversation through multiple exchanges. d) *CAN I?* Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
1.8	Presentation & Knowledge of Ideas	**I CAN! Follow one and two step directions.**	a) *CAN I?* Ask and answer questions in order to seek help, get information, or clarify something that is not understood. b) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. c) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. d) Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on pages 18 and 19 for specific expectations.)
Language			
1.9	Vocabulary Acquisition and Use	**I CAN! use new vocabulary words correctly.**	a) *CAN I?* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content,* choosing flexibly from an array of strategies. b) *CAN I?* Use sentence-level context as a clue to the meaning of a word or phrase. c) *CAN I?*Use frequently occurring affixes as a clue to the meaning of a word. d) *CAN I?* Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
1.10	Vocabulary Acquisition and Use	**I CAN! with help from adults, explore word relationships and meanings.**	a) *CAN I?* Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b) *CAN I?* Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
1.11	Vocabulary Acquisition and Use	**I CAN! Use words and phrases learned in conversations, reading, and being read to.**	a) *CAN I?* Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). b) *CAN I?* Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings. c) *CAN I?* use frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibblet because she nibbles too much*).
Steps: Student driven mastery learning skills.			
Reading Foundational Skills			
1.12	Print Concepts	**I CAN! show understanding of the basic features of print.**	a) *CAN I?* Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
1.13	Phonemic Awareness Phonemes	**I CAN! demonstrate understanding of spoken words, syllables, and sounds.**	a) *CAN I?* Distinguish long from short vowel sounds in spoken single-syllable words. b) *CAN I?* Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c) *CAN I?* Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d) *CAN I?* Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
1.14	Phonics and Word Recogni-tion	**I CAN! use phonics and word analysis skills to sound out words.**	a) *CAN I?* Know the spelling-sound correspondences for common consonant digraphs. b) *CAN I?* Decode regularly spelled one-syllable words. c) *CAN I?* Know final -e and common vowel team conventions for representing long vowel sounds. d) *CAN I?* Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e) CAN I? Decode two-syllable words following basic patterns by breaking the words into syllables. f) CAN I? Read words with inflectional endings. g) CAN I? Recognize and read grade-appropriate irregularly spelled words.

1.15		**I CAN! read fluently at grade level.**	a) CAN I?Read on-level text with purpose and understanding. b) CAN I?Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c) CAN I?Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Language			
1.16	**Conven-tions of Standard English**	**I CAN! use correct grammar and usage when writing or speaking.**	a) *CAN I?* Print all upper- and lowercase letters. b) *CAN I?* Use common, proper, and possessive nouns. c) *CAN I?* Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*). d) *CAN I?* Use personal **(subject, object)**, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*). e) CAN I? Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*). f) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
1.17	**Conven-tions of Standard English**	**I CAN! use correct capitalization, punctuation, and spelling when writing.**	a) *CAN I?* Capitalize dates and names of people. b) *CAN I?* Use end punctuation for sentences. c) *CAN I?* Use commas in dates and to separate single words in a series. d) *CAN I?* Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e) CAN I? Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

2018 ELA Pacing Guide, Grade 2

Dates	I CAN!s	Unit
8/28-9/8/17 (2 Weeks)	Week of Welcome — Orientation Week, iReady Diagnostic, Beginning of the Year Assessments, & Learning Styles Identified	
9/11-10/20/17 (6 Weeks)	2.1, 2.2 2.5 c , 2.6 Ongoing Reading & Language Skills: 2.12-2.15	Writing Focus: **Narrative** Literature units should be planned for this 6 week time frame.
10/23-11/9/17	Milestone #1 Window: 10/24-11/3/17, Data Day 11/14/2017 I CAN!s Tested: 2.1, 2.2, 2.12, 2.13, 2.14, 2.15	
11/13-1/12/18 (6 Weeks)	2.3, 2.4 2.5 b, 2.7 2.8, 2.9 Ongoing Reading & Language Skills: 2.12-2.15	Writing Focus: **Informative** Informational text units should be planned for this 6 week time frame.
1/12-1/26/18	Milestone #2 Window: 1/13-1/26/18, Data Day 2/16/2018 I CAN!s Tested: 2.1, 2.2, 2.3, 2.4, 2.12, 2.13, 2.14, 2.15	
1/29-3/2/18 (5 Weeks)	2.8, 2.9 2.10, 2.11 Ongoing Reading & Language Skills: 2.12-2.15	Writing Focus: **Creative Writing** Vocabulary and Speaking and Listening are the foci for this 5 week unit. Including these concepts in both literature and informational text units would be ideal.
2/22/18 - 3/8/18	Milestone #3 Window: 2/23-3/9/18 Data Day: 3/16/2018 I CAN!s Tested: 2.1, 2.2, 2.3, 2.4, 2.5,, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15	
3/12-5/4/18 (7 Weeks)	2.5 a Ongoing Reading & Language Skills: 2.12-2.15	Writing Focus: **Opinion** Integrating opinion writing with both literature and informational text would be ideal
5/21-6/12/18 (3 Weeks) Essential Question: What have I learned? How have I changed?	End of the Year Assessments & Demonstration of Discovery/Exhibitions I CAN demonstrate mastery by applying new skills to complex, real-life problems. Onramp to next grade level.	

always around because been before best both buy call cold does don't fast first five found gave goes green its made many off or pull read right sing sit sleep tell their these those upon us use very wash which why wish work would write your

Marzano's Vocabulary Words

Science	Social Studies	Language Arts	Math
amphibian	barter	chapter	2-Dimensional
attract	colonist	character	3-Dimensional
axis	compass rose	composition	angle
bird	conservation	comprehension	array
consumer	consumer	discussion	centimeter
energy	courage	fairy tale	clockwise
environment	crop	folktale	cone
experiment	desert	main character	congruent
fish	equator	main idea	cube
food web	explorer	map	customary unit
force	factory	number word	data
friction	festival	prewriting	digit
gravity	generation	publish	doubles fact
life cycle	governor	purpose	dozen
mammal	honesty	question	edge
mass	income	reread	estimation
matter	independence	retell	expanded notation
mixture	island	sentence	fact family
moon phase	landform	spelling	line segment
motion	landmark	spelling pattern	maximum
pollution	mayor	symbol	minimum
predator	monument	table of contents	mode
prey	Native American	textbook	multiplication
producer	Orlando	vocabulary	numeral
reflect	Pilgrim		operations
repel	pioneer		parallel
reptile	producer		perimeter
rotation	settler		polygon
solar system	technology		sphere
vibrate	valley		symmetry

Suggested Assessments:
- DIBELS
- Reading a-z Running Records
- Phonics Inventory
- Writing Prompt
- i-Ready

Grade 2 I CAN!s and CAN I?s

	Standard	I CAN!s	CAN I?s
Themes: Teacher directed thematic units. These units can be scaffolded to reach the individual learning needs of each student in a class.			
Reading Literature			
2.1	Key Ideas & Details RL 2.1 RL 2.2 RL 2.3 Integration of Knowledge & Ideas RL 2.7 RL 2.9	**I CAN! read second grade books and poems.**	a) *CAN I?* ask and answer such questions as who, what, where, when, why, and how. b) *CAN I?* retell stories, **fables,** and **folktales**, and explain the message, lesson, or **moral**. c) *CAN I?* describe how **characters** in a story respond to events and challenges. d) *CAN I?* use information gained from the **illustrations** and words to better understanding the characters, **setting**, or **plot**. e) *CAN I?* **compare** two versions of the same story (e.g., Cinderella stories) by different **authors** or from different **cultures**.
2.2	Craft & Structure RL 2.4 RL 2.5 RL 2.6	**I CAN! use text features to read and understand stories and poems.**	a) *CAN I?* describe how words and **phrases** (e.g., regular **beats**, **alliteration**, **rhymes**, **repeated lines**) supply **rhythm** and meaning in a **story**, **poem**, or **song**. b) *CAN I?* describe the **structure** of a story, including how the **beginning** introduces the story and the **ending concludes** the action. c) *CAN I?* acknowledge differences in the **points of view** of characters, including by speaking in a different **voice** for each character when reading **dialogue** aloud.
Reading Informational Text			
2.3	Key Ideas & Details RI 2.1 RI 2.2 RI 2.3 Integration of Knowledge & Ideas RI 2.7 RI 2.8 RI 2.9	**I CAN! understand history books, science books, and online information.**	a) *CAN I?* ask and answer such questions as who, what, where, when, why, and how. b) *CAN I?* identify the **main topic** of a multiparagraph text as well as the focus of specific paragraphs within the text. c) *CAN I?* describe the **connection** between a series of **historical events**, **scientific ideas** or concepts, or steps in technical procedures in a text. d) *CAN I?* explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. e) *CAN I?* describe how reasons support specific points the author makes in a text. f) *CAN I?* **compare and contrast** the most important points presented by two texts on the same topic.
2.4	Craft & Structure RI 2.4 RI 2.5 RI 2.6	**I CAN! use text features to help me understand informational texts.**	a) *CAN I?* determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. b) *CAN I?* know and use various **text features** (e.g., **captions bold print**, **subheadings**, **glossaries**, **indexes**, **electronic menus**, **icons**) to locate key facts or information in a text efficiently. c) *CAN I?* identify the **main purpose** of a text, including what the author wants to answer, explain, or describe.
Writing			
2.5	Text Types and Purposes W 2.1 W 2.2 W 2.3	**I CAN! write paragraphs to give my opinion, provide information, or retell an event.**	a) *CAN I?* write **opinion** pieces in which I introduce the **topic** or book I am writing about, state an opinion, supply **reasons** that support the opinion, use **linking words** (e.g.,because, and, also) to connect opinion and reasons, and provide a **concluding statement** or section. b) *CAN I?* write **informative/explanatory** texts in which I introduce a topic, use **facts** and **definitions** to develop **points**, and provide a concluding statement or section. c) *CAN I?* write **narratives** in which they recount a well-elaborated **event** or short **sequence of events**, include **details** to describe **actions**, **thoughts**, and **feelings**, use **temporal words** to signal the **order of events**, and provide a sense of **closure**.
2.6	Production and Distribution of Writing	**I CAN! use the writing process when I write.**	a) *CAN I?* focus on a **topic** and strengthen writing by **editing** and **revising**. b) *CAN I?* use **digital tools** to produce and **publish** writing, including collaborating with peers.

	W 2.5 W 2.6	(Item not tested on Milestone)	
2.7	Research to Build and Present Ideas W 2.7 W 2.8	**I CAN! Research a question with my peers.** (Item not tested on Milestone)	a) *CAN I?* participate in **shared research** and **writing projects** (read a number of books on a single topic to produce a report; record science observations). b) *CAN I?* **recall** information from experiences or gather information from provided **sources** to answer a question.

Speaking and Listening

2.8	Comprehen-sion & Collabora-tion SL 2.1 SL 2.2 SL 2.3	**I CAN! participate in group conversations about what we are reading.** (Item not tested on Milestones)	a) *CAN I?* follow agreed-upon **rules** for discussion (taking turns speaking, listening fully, speaking one at a time about the texts and topics under discussion) b) *CAN I?* build on other's talk in conversations by linking their comments to the remarks of others. c) *CAN I?* ask for **clarification** and further **explanation** to better understand the **discussion**. d) *CAN I?* **recount** or describe **key ideas** or **details** from a text **read aloud** or information presented **orally** or through other media. e) *CAN I?* ask and answer questions about what a speaker says in order to **clarify comprehension**, gather additional information, or deepen understanding of a topic or issue.
2.9	Presentation & Knowledge of Ideas SL 2.4 SL 2.5 SL 2.6	**I CAN! present information about a topic.**	a) *CAN I?* tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. b) *CAN I?* create **audio recordings** of stories or poems; add drawings or other **visual displays** to stories or recounts of experiences when appropriate to **clarify ideas**, **thoughts**, and **feelings**. c) *CAN I?* produce complete sentences when appropriate to **task** and situation in order to provide requested detail or **clarification**.

Vocabulary

2.10	Vocabulary Acquisition and Use L 2.4	**I CAN! use print or digital tools to find the meaning of words and phrases.**	a) *CAN I?* use sentence-level **context** as a clue to the meaning of a word or phrase. b) *CAN I?* determine the meaning of the new word formed when a known **prefix** is added to a known word (e.g., happy/unhappy, tell/retell). c) *CAN I?* use a known **root word** as a clue to the meaning of an unknown word with the same **root** (e.g., addition, additional). d) *CAN I?* use knowledge of the meaning of individual words to predict the meaning of **compound words** (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e) *CAN I?* use **glossaries** and beginning **dictionaries**, both print and digital, to determine or clarify the meaning of words and phrases.
2.11	Vocabulary Acquisition and Use L 2.5, 2.6	**I CAN! understand the difference between words with similar meanings.**	a) *CAN I?* identify **real-life connections** between words and their use (e.g., describe foods that are spicy or juicy). b) *CAN I?* distinguish **shades of meaning** among closely related **verbs** (e.g., toss, throw, hurl) and closely related **adjectives** (e.g., thin, slender, skinny, scrawny).

Steps: Student driven mastery learning skills.

Reading Foundational Skills

2.12	Phonics and Word Recognition RF 2.3	**I CAN! Sound out words I don't know.**	a) *CAN I?* distinguish between **long** and **short vowels** when reading regularly spelled **one-syllable** words. b) *CAN I?* read words with common **vowel teams**. c *CAN I?* **decode** regularly spelled two-syllable words with long vowels. d) *CAN I?* **decode** words with common **prefixes** and **suffixes**. e) *CAN I?* identify and use **homophones**. f) *CAN I?* recognize and read my second grade **sight words**.
2.13	Fluency RF 2.4	**I CAN! Understand what I'm reading.**	a) *CAN I?* read with **purpose** and **understanding**. b) *Can I?* read out loud with **accuracy**, at a **natural pace**, and use **expression**. c) *Can I?* use **context** to understand what I'm reading or to **self correct**.

Language			
2.14	Conventions of Standard English L 2.1	**I CAN! use proper grammar when I write and speak.**	a) *CAN I?* use **collective nouns** (e.g., group). b) *CAN I?* form and use **irregular plural nouns** (e.g., feet, children, teeth, mice, fish). c) *CAN I?* use **reflexive pronouns** (e.g., myself, ourselves). d) *CAN I?* form and use the past tense of common **irregular verbs** (e.g., sat, hid, told). e) *CAN I?* use **adjectives** and **adverbs**, and choose between them depending on what is to be modified. f) *CAN I?* produce, expand, and rearrange complete **simple** and **compound sentences** (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
2.15	Conventions of Standard English L 2.2	**I CAN! Write with correct capitalization, punctuation, and spelling.**	a) *CAN I?* **capitalize** holidays, product names, and geographic names. b) *CAN I?* use **commas** in **greetings** and **closings** of letters. c) *CAN I?* use an **apostrophe** to form **contractions** and frequently occurring **possessives**. d) *CAN I?* spell my second grade **word families** correctly (-igh, -oo, -ue, -ew, -aw, -augh, -ough, -oy, -oi, ou, -ow) r controlled vowels, (-or, -ar, -er, -ir, -ur). e) *CAN I?* consult **reference materials**, including beginning **dictionaries**, as needed to check and correct spellings.

2018 ELA Pacing Guide, Grade 3

Dates	I CAN!s	Unit
8/28-9/8/17 (2 Weeks)	Week of Welcome Orientation Week, iReady Diagnostic, Beginning of the Year Assessments, & Learning Styles Identified	
9/11-10/20/17 (6 Weeks)	3.1, 3.2 3.5 c , 3.6 Ongoing Reading & Language Skills: 3.12-3.15	Writing Focus: **Narrative** Literature units should be planned for this 6 week time frame.
10/23-11/9/17	Milestone #1 Window: 10/24-11/3/17, Data Day 11/14/2017 I CAN!s Tested: 3.1, 3.2, 3.12, 3.13, 3.14, 3.15	
11/13-1/12/18 (6 Weeks)	3.3, 3.4 3.5 b, 3.7 3.8, 3.9 Ongoing Reading & Language Skills: 3.12-3.15	Writing Focus: **Informative** Informational text units should be planned for this 6 week time frame.
1/12-1/26/18	Milestone #2 Window: 1/13-1/26/18, Data Day 2/16/2018 I CAN!s: 3.1, 3.2, 3.3, 3.4, 3.12, 3.13, 3.14, 3.15	
1/29-3/2/18 (5 Weeks)	3.8, 3.9 3.10, 3.11 Ongoing Reading & Language Skills: 3.12-3.15	Writing Focus: **Creative Writing** Vocabulary and Speaking and Listening are the foci for this 5 week unit. Including these concepts in both literature and informational text units would be ideal.
2/22/18 - 3/8/18	Milestone #3 Window: 2/23-3/9/18 Data Day: 3/16/2018 I CAN!s Tested: 3.1, 3.2, 3.3, 3.4, 3.5, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15	
3/12-5/4/18 (7 Weeks)	3.5 a Ongoing Reading & Language Skills: 3.12-3.15	Writing Focus: **Opinion** Integrating opinion writing with both literature and informational text would be ideal
5/21-6/12/18 (3 Weeks) Essential Question: What have I learned? How have I changed?	End of the Year Assessments & Demonstration of Discovery/Exhibitions I CAN demonstrate mastery by applying new skills to complex, real-life problems. Onramp to next grade level.	

about better bring carry clean cut done draw drink eight fall far full got grow hold hot hurt if keep kind laugh light long much myself never only own pick seven shall show six small start ten today together try warm

Marzano's Vocabulary Words

Science	Social Studies	Language Arts	Math
adaptation	adapt	appendix	algorithm
axis	ancestor	audience	area
carnivore	century	brainstorm	axes
community	citizenship	capitalization	capacity
condensation	city	chapter title	closed figure
consumer	civilization	consonant substitution	coordinate
decomposer	communication	contraction	denominator
ecosystem	community	cursive	dividend
environment	custom	decode	divisor
equator	exploration	directions	face
erosion	decade	edit	factor
evaporation	goods	encyclopedia	flip-reflection
experiment	government	essay	intersection
herbivore	immigrant	fable	line graph
investigation	income	fantasy	mean
kinetic energy	industry	fiction	median
magnetism (magnetic)	invention	glossary	metric system
mixture	location	illustration	multiple
nonrenewable resource	migration	index	net
population	natural resources	mystery	numerator
potential energy	region	myth	ordered pair
producer	rural	nonfiction	point
renewable resource	services	noun	probability
revolution	state	paragraph	product
rotation	suburban	period	range
solar system	symbol	prefix	remainder
solution	trade	proper noun	right angle
system	tradition	question mark	rotation-turn
water cycle	urban	suffix	slide-translation
weathering	vaccine	syllable	volume

Suggested Assessments:
- DIBELS
- Reading a-z Running Records
- Writing Prompt
- i-Ready

	Standard	I CAN!s	CAN I?s
Themes: Teacher directed thematic units. These units can be scaffolded to reach the individual learning needs of each student in a class.			
Reading Literature			
3.1	Key Ideas & Details RL 3.1 RL 3.2 RL 3.3 Integration of Knowledge & Ideas RL 3.7 RL 3.9	**I CAN! read and understand third grade literature, including stories, dramas and poetry.**	a) *CAN I?* ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers. b) *CAN I?* recount **stories**, including **fables**, **folktales**, and **myths** from diverse cultures; determine the **central message**, **lesson**, or **moral** and explain how it is conveyed through key details in the text. c) *CAN I?* describe **characters** in a story (e.g., their **traits**, **motivations**, or **feelings**) and explain how their actions contribute to the **sequence of events** d) *CAN I?* explain how specific aspects of a text's **illustrations** contribute to what is conveyed by the words in a story (e.g., create **mood**, emphasize aspects of a character or setting) e) *CAN I?* **compare and contrast** the **themes**, **settings**, and **plots** of stories written by the same author about the same or similar characters (e.g., in books from a series)
3.2	Craft & Structure RL 3.4 RL 3.5 RL 3.6	**I CAN! use text features to read and understand third grade literature, including stories, dramas and poetry.**	a) *CAN I?* determine the meaning of words and phrases as they are used in a text, distinguishing **literal** from **nonliteral** language. b) *CAN I?* refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as **chapter, scene, and stanza**; describe how each successive part builds on earlier sections. c) *CAN I?* distinguish their own **point of view** from that of the **narrator** or those of the characters.
Reading Informational Text			
3.3	Key Ideas & Details RI 3.1 RI 3.2 RI 3.3 Integration of Knowledge & Ideas RI 3.7 RI 3.8 RI 3.9	**I CAN! read and understand informational texts, including history, science, and online information.**	a) *CAN I?* ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. b) *CAN I?* determine the **main idea** of a text; recount the key details and explain how they support the main idea. c) *CAN I?* describe the relationship between a series of **historical events**, scientific ideas or concepts, or steps in technical **procedures** in a text, using language that pertains to **time, sequence,** and **cause/effect**. d) *CAN I?* use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). e) *CAN I?* describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). f) *CAN I?* compare and contrast the most important points and key details presented in two texts on the same topic.
3.4	Craft & Structure RI 3.4 RI 3.5 RI 3.6	**I CAN! use text features to read and understand nonfiction text, including text books, online articles, and reference books.**	a) *CAN I?* determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. b) *CAN I?* use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. c) *CAN I?* distinguish their own point of view from that of the author of a text.

Writing			
3.5	Text Types and Purposes W 3.1 W 3.2 W 3.3	**I CAN! write for different tasks, purposes, and audiences.**	a) **Opinion: Write opinion pieces on topics or texts, supporting a point of view with reasons.** *CAN I? Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.* *CAN I?* provide reasons that support the opinion. *CAN I?* use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. *CAN I?* provide a concluding statement or section. b) **Write informative/explanatory texts to examine a topic and convey ideas and information clearly.** *CAN I?* introduce a topic and group related information together; include illustrations when useful to aiding comprehension. *CAN I?* develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. *CAN I?* provide a concluding statement or section. c) **Narrative: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.** *CAN I?* establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. *CAN I?* use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. *CAN I?* use temporal words and phrases to signal event order. *CAN I?* provide a sense of closure.
3.6	Production and Distribution of Writing W 3.4 W 3.5 W 3.6	**I CAN! use the writing process to develop my writing.** (Item not tested on milestones)	a) *CAN I?* with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b) *CAN I?* with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. c) *CAN I?* with guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
3.7	Research to Build and Present Ideas W 3.7 W 3.8	**I CAN! work with my peers and use print and digital tools to answer a question we have about the world.** (Item not tested on Milestones)	a) *CAN I?* conduct short research projects that build knowledge about a topic. b) *CAN I?* recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Speaking and Listening			
3.8	Comprehension & Collaboration SL 3.1 SL 3.2 SL 3.3	**I CAN! participate in small and large group conversations about my third grade topics and books.** (Item not tested on Milestones)	a) *CAN I?* come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) *CAN I?* follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c) *CAN I?* ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d) *CAN I?* explain their own ideas and understanding in light of the discussion. e) *CAN I?* determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. f) *CAN I?* ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
3.9	Presentation & Knowledge of Ideas SL 3.4 SL 3.5 SL 3.6	**I CAN! present ideas and experiences orally and visually.** (Item not tested on milestones)	a) *CAN I?* report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. b) *CAN I?* create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. c) *CAN I?* speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language			
3.10	Vocabulary Acquisition and Use L 3.4	**I CAN! use print and digital tools to determine the meaning of words and phrases I discover.**	a) *CAN I?* use sentence-level **context** as a clue to the meaning of a word or phrase. b) *CAN I?* determine the meaning of the new word formed when a known **affix** is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c) *CAN I?* use a known **root word** as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d) *CAN I?* use **glossaries** and beginning **dictionaries**, both print and digital, to determine or clarify the meaning of words and phrases.
3.11	Vocabulary Acquisition and Use L 3.5 L 3.6	**I CAN! use appropriate vocabulary and identify literal and nonliteral words and phrases.**	a) *CAN I?* distinguish the **literal** and **nonliteral** meanings of words and phrases in context (e.g.,take steps). b) *CAN I?* identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c) *CAN I?* identify multiple meaning words such as: **synonyms**, **antonyms, homophones** d) *CAN I?* acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (Item not tested on milestones)

Steps: Student driven mastery learning skills.

Reading Foundational Skills

3.12	Phonics and Word Recognition RF 3.3	**I CAN! use my phonics skills to decode words as I read.**	a) *CAN I?* identify the meaning of the most common prefixes and derivational suffixes. b) *CAN I?* decode words with common Latin suffixes. c) *CAN I?* decode multisyllable words. d) *CAN I?* read my third grade sight words.
3.13	Fluency RF 3.4	**I CAN! read with accuracy and fluency and self-correct when necessary.**	a) *CAN I?* read third grade level books with **purpose** and **understanding**. b) *CAN I?* read out loud with **accuracy**, at a **natural pace**, and use **expression**. c) *CAN I?* use **context** to understand what I'm reading or to **self correct**.

Language

3.14	Conventions of Standard English L 3.1	**I CAN! use proper grammar when I write and speak.**	a) *CAN I?* explain the function of **nouns** and **pronouns**. b) *CAN I?* Explain the function of **verbs**. c) *CAN I?* Explain the function of **adverbs**. d) *CAN I? Explain the function of **adjectives**.* e) *CAN I?* form and use **regular** and **irregular plural nouns**. f) *CAN I?* use **abstract nouns** (e.g., childhood). g) *CAN I?* form and use **regular** and **irregular verbs.** h) *CAN I?* form and use the simple (e.g., I walked; I walk; I will walk) **verb tenses.** i) *CAN I?* ensure subject-verb and pronoun-antecedent agreement. j) *CAN I?* form and use **comparative** and **superlative adjectives** and **adverbs**, and choose between them depending on what is to be modified. k) *CAN I?* use **coordinating** and **subordinating conjunctions**. l) *CAN I?* produce **simple**, **compound**, and **complex sentences**.
3.15	Conventions of Standard English L 3.2 L3.2a-e	**I CAN! use proper capitalization, punctuation, and spelling in my writing.**	a) *CAN I?* capitalize appropriate words in titles. b) *CAN I?* use commas in addresses. c) *CAN I?* use **commas** and **quotation marks** in **dialogue**. d) *CAN I?* form and use **possessives**. e) *CAN I?* spell my third grade **sight words** and words that add **suffixes** to **base** words (e.g., sitting, smiled, cries, happiness). f) *CAN I?* use spelling patterns and generalizations (e.g., **word families**, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g) *CAN I?* use **reference** materials, including beginning **dictionaries**, as needed to check and correct spellings.

2018 ELA Pacing Guide, Grade 4

Dates	I CAN!s	Unit
8/28-9/8/17 (2 Weeks)	Week of Welcome Orientation Week, iReady Diagnostic, Beginning of the Year Assessments, & Learning Styles Identified	
9/11-10/20/17 (6 Weeks)	4.1, 4.2 4.5c , 4.6 Ongoing Reading & Language Skills: 4.12-4.15	Writing Focus: **Narrative** Literature units should be planned for this 6 week time frame.
10/23-11/9/17	Milestone #1 Window: 10/24-11/3/17, Data Day 11/14/2017 I CAN!s Tested: 4.1, 4.2, 4.12, 4.13, 4.14, 4.15	
11/13-1/12/18 (6 Weeks)	4.3, 4.4 4.5 b, 4.7 4.8, 4.9 Ongoing Reading & Language Skills: 4.12-4.15	Writing Focus: **Informative** Informational text units should be planned for this 6 week time frame.
1/12-1/26/18	Milestone #2 Window: 1/13-1/26/18, Data Day 2/16/2018 I CAN!s: 4.1, 4.2, 4.3, 4.4, 4.8, 4.12, 4.13, 4.14, 4.15	
1/29-3/2/18 (5 Weeks)	4.8, 4.9 4.10, 4.11 Ongoing Reading & Language Skills: 4.12-4.15	Writing Focus: **Creative Writing** Vocabulary and Speaking and Listening are the foci for this 5 week unit. Including these concepts in both literature and informational text units would be ideal.
2/22/18 - 3/8/18	Milestone #3 Window: 2/23-3/8/18 Data Day: 3/16/2018 I CAN!s Tested: 4.1, 4.2, 4.3, 4.4, 4.5, 4.8, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15	
3/12-5/4/18 (7 Weeks)	4.5 a Ongoing Reading & Language Skills: 4.12-4.15	Writing Focus: **Opinion** Integrating opinion writing with both literature and informational text would be ideal
5/21-6/12/18 (3 Weeks) Essential Question: What have I learned? How have I changed?	End of the Year Assessments & Demonstration of Discovery/Exhibitions I CAN demonstrate mastery by applying new skills to complex, real-life problems. Onramp to next grade level.	

[Marzano's Vocabulary Words](#)

Science	Social Studies	Language Arts	Math
atmosphere	adapt	*able*	acute angle
chemical change	agriculture	adjective	bar graph
conservation	artifact	adverb	decimal
constellation	barrier island	antonym	diameter
density	boundary	author's purpose	direct measure
deposition	boycott	chronological order	equilateral triangle
earthquake	cash crop	compound word	equivalent forms
fossil	civil rights	context clues	greatest common factor
fulcrum	climate	*dis*	improper fraction
galaxy	colony	draft	indirect measure
hypothesis	compromise	homonym	mixed number
igneous rock	Cracker	*ly*	negative number
inclined plane	cultural heritage	multiple meanings	non-standard units of measure
lever	discriminate	*non*	obtuse angle
magnetic	executive	plot	organized data
metamorphic rock	export	*plot development*	parallelogram
microscopic	geopolitical map	*pre*	percent
physical change	governor	pronoun	perpendicular lines
protist	import	punctuation	pictograph
pulley	integration	quotation marks	plane
reflection	judicial	root word	prism
refraction	latitude	setting	quotient
revolution	legislature	subject	ratio
rotation	longitude	subject-verb agreement	relative size
scientific method	map key	summarize	rule
sedimentary rock	peninsula	synonym	similarity
universe	segregation	theme	standard units of measure
variable	slave trade	topic sentence	transformation
volcano	territory	*un*	unorganized data
wheel and axle	tourism	verb	vertex
	treaty		

Suggested Assessments:
- DIBELS
- [Reading a-z Running Records](#)
- Writing Prompt
- i-Ready

Grade 4 I CAN!s and CAN I?s

	Standards	I CAN!s	CAN I?s
Themes: Teacher directed thematic units. These units can be scaffolded to reach the individual learning needs of each student in a class.			
Reading Literature			
4.1	Key Ideas & Details RL 4.1 RL 4.2 RL 4.3 Integration of Knowledge & Ideas RL 4.7 RL 4.9 RL 4.10	**I CAN! read and understand fourth grade stories, dramas, and poetry.**	a) *CAN I?* refer to details and examples in a text when explaining what the text says explicitly and when drawing **inferences** from the text. b) *CAN I?* determine a **theme** of a story, drama, or poem from details in the text; summarize the text. c) *CAN I?* describe in depth a **character**, **setting**, or **event** in a story or **drama**, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). d) *CAN I?* **make connections** between the text of a **story** or **drama** and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. e) *CAN I?* **compare and contrast** the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in **stories**, **myths**, and traditional **literature** from different cultures.
4.2	Craft & Structure RL 4.4 RL 4.5 RL 4.6	**I CAN! use text features to understand fourth grade literature, including stories, dramas and poetry.**	a) *CAN I?* determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in **mythology** (e.g., Herculean). b) *CAN I?* explain major differences between **poems**, **drama**, and **prose**, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., **casts of characters**, **settings**, **descriptions**, **dialogue**, **stage directions**) when writing or speaking about a text. c) *CAN I?* compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Reading Informational Text			
4.3	Key Ideas & Details RI 4.1 RI 4.2 RI 4.3 Integration of Knowledge & Ideas RI 4.7 RI 4.8 RI 4.9 RI 4.10	**I CAN! read and understand history, science, and other informational texts.**	a) *CAN I?* refer to details and examples in a text when explaining what the text says explicitly and when drawing **inferences** from the text. b) *CAN I?* determine the **main idea** of a text and explain how it is supported by **key details**; summarize the text. c) *CAN I?* explain **events**, **procedures**, **ideas**, or **concepts** in a **historical**, **scientific**, or **technical text**, including what happened and why, based on specific information in the text. d) *CAN I?* **interpret** information presented **visually**, **orally**, or **quantitatively** (e.g., in **charts**, **graphs**, **diagrams**, **time lines**, **animations**, or **interactive elements on Web pages**) and explain how the information contributes to an understanding of the text in which it appears. e) *CAN I?* explain how an author uses **reasons** and **evidence** to support particular points in a text. f) *CAN I?* integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
4.4	**Craft & Structure** RI 4.4 RI 4.5 RI 4.6	**I CAN! use text features (table of contents, index, glossary, headings) to understand text books, online articles, and reference books.**	a) *CAN I?* determine the meaning of the language of the discipline (general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area). b) *CAN I?* describe the overall structure (e.g., **chronology**, **comparison**, **cause/effect**, **problem/solution**) of events, ideas, concepts, or information in a text or part of a text. c) *CAN I?* **compare and contrast** a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Writing			
4.5	**Text Types and Purposes** W 4.1, 4.2, 4.3	**I CAN! write opinion, informative, and narrative pieces.**	a) **CAN I? Write opinion pieces on topics or texts, supporting a point of view with reasons.** • introduce a topic or text clearly, state an **opinion**, and create an organizational structure in which related ideas are grouped to support the writer's purpose. • provide reasons that are supported by **facts** and **details**.. • link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

			● provide a concluding statement or section related to the opinion presented.
			b) **CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly.** ● introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), **illustrations**, and multimedia when useful to aiding comprehension. ● develop the topic with facts, definitions, **concrete details**, **quotations**, or other information and examples related to the topic. ● link ideas within categories of information using words and phrases (e.g., another, for example, also, because). ● use precise language and domain-specific vocabulary to inform about or explain the topic. ● provide a **concluding statement** or section related to the information or explanation presented. c) **CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.** ● orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. ● use **dialogue** and **description** to develop experiences and events or show the responses of characters to situations. ● use a variety of **transitional words** and **phrases** to manage the **sequence of events**. ● use **concrete words** and **phrases** and **sensory details** to convey experiences and events precisely. ● provide a **conclusion** that follows from the narrated experiences or events.
4.6	Production and Distribution of Writing W 4.4, 4.5, 4.6	**I CAN! use the writing process and technology to publish final drafts.** (Item not tested on Milestones)	a) *CAN I?* with guidance and support from adults, produce writing in which the development and organization are appropriate to task and **purpose**. b) *CAN I?* with guidance and support from peers and adults, develop and strengthen writing as needed by **planning**, **revising**, and **editing**. c) *CAN I?* with guidance and support from adults, use technology to produce and **publish** writing (using keyboarding skills) as well as to interact and collaborate with others.
4.7	Research to Build and Present Ideas W 4.7, 4.8, 4.9	**I CAN! work collaboratively with peers on research projects.** (Item not tested on Milestones)	a) *CAN I?* conduct short **research projects** that build knowledge about a topic. b) *CAN I?* recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort **evidence** into provided categories. c) *CAN I?* Draw evidence from informational texts to support analysis, reflection, and research (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.") d) *CAN I?* Draw evidence from literary text (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.")
Speaking and Listening			
4.8	Comprehen-sion & Collaboration SL 4.1 SL 4.2 SL 4.3	**I CAN! participate in small and large grops to discuss topics and books.** (Item not tested on Milestones)	a) *CAN I?* come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) *CAN I?* follow agreed-upon rules for discussions (e.g., **gaining the floor** in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c) *CAN I?* ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d) *CAN I?* explain my own ideas and understanding in light of the discussion. e) *CAN I?* **paraphrase** portions of a text read aloud or information presented in **diverse media and formats**, including visually, quantitatively, and orally. f) *CAN I?* identify the reasons and evidence a speaker provides to support particular points.
4.9	Presentation & Knowledge of Ideas SL 4.4 SL 4.5 SL 4.6	**I CAN! communicate ideas and experiences through oral and visual presentations.** (item not tested on milestones)	a) *CAN I?* report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. b) *CAN I?* add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. c) *CAN I?* differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

	Vocabulary		
4.10	Vocabulary Acquisition and Use L 4.4	**I CAN! use print or technology to determine the meaning of unknown words and phrases in my reading.**	a) *CAN I?* use sentence-level **context** as a clue to the meaning of a word or phrase. b) *CAN I?* determine the meaning of a word with Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c) *CAN I?* consult reference materials (e.g., **dictionaries**, **glossaries**, **thesauruses**), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key-words and phrases.
4.11	Vocabulary Acquisition and Use L 4.5 L 4.6	**I CAN! Use and identify figurative language, word relationships, and nuances in word meanings.**	a) *CAN I?* explain the meaning of simple **similes** and **metaphors** (e.g., as pretty as a picture) in context. b) *CAN I?* recognize and explain the meaning of **common idioms**, **adages**, and **proverbs**. c) *CAN I?* demonstrate understanding of words by relating them to their opposites (**antonyms**) and to words with similar but not identical meanings (**synonyms**).

Steps: Student driven mastery learning skills.

Reading Foundational Skills

4.12	Phonics and Word Recognition RF 4.3 L 4.4b-c	**I CAN! apply phonics and morphology (Greek and Latin words) to read and use new words.**	a) *CAN I?* Use common, grade-appropriate **Greek and Latin affixes** and **roots** as clues to the meaning of a word (e.g., telegraph, photograph, autograph). b) *CAN I?* read, understand, and use commonly confused words. c) *CAN I?* decode **multisyllable** words and recognize the patterns. d) *CAN I?* read my fourth grade sight words.
4.13	**Fluency** RF 4.4	**I CAN! read a variety of genres at my grade level with accuracy and expression.**	a) *CAN I?* read fourth grade level books with **purpose** and **understanding**. b) *CAN I?* read fourth grade books out loud with **accuracy**, at a **natural pace**, and use **expression**. c) *CAN I?* use **context** to understand what I'm reading or to **self correct**.

Language

4.14	Conventions of Standard English L 4.1	**I CAN! use proper grammar when I write and speak.**	a) *CAN I?* use **relative pronouns** (who, whose, whom, which, that) and **relative adverbs** (where, when, why). b) *CAN I?* form and use the **progressive** (e.g., I was walking; I am walking; I will be walking) **verb** tenses. c) *CAN I?* use **helping verbs** (and other modal auxiliaries) (e.g., can, may, must) to convey various conditions. d) *CAN I?* order **adjectives** within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e) *CAN I?* form and use **prepositional phrases**. f) *CAN I?* produce complete sentences, recognizing and correcting inappropriate **fragments** and **run-ons**. g) *CAN I?* correctly use **frequently confused words** (e.g., to, too, two; there, their).
4.15	Conventions of Standard English L 4.2	**I CAN! Correctly use the rules for capitalization, punctuation, and spelling.**	a) *CAN I?* use correct **capitalization**. b) *CAN I?* use **commas** and **quotation marks** to mark **direct speech** and quotations from a text. c) *CAN I?* use a comma before a **coordinating conjunction** in a compound sentence. d) *CAN I?* spell grade-appropriate words correctly, consulting references as needed.

2018 ELA Pacing Guide, Grade 5

Dates	I CAN!s	Unit
8/28-9/8/17 (2 Weeks)	Week of Welcome Orientation Week, iReady Diagnostic, Beginning of the Year Assessments, & Learning Styles Identified	
9/11-10/20/17 (6 Weeks)	5.1, 5.2 5.5c , 5.6 Ongoing Reading & Language Skills: 5.12-5.15	Writing Focus: **Narrative** Literature units should be planned for this 6 week time frame.
10/23-11/9/17	Milestone #1 Window: 10/24-11/3/17, Data Day 11/14/2017 I CAN!s Tested: 5.1, 5.2, 5.12, 5.13, 5.14, 5.15	
11/13-1/12/18 (6 Weeks)	5.3, 5.4 5.5 b, 5.7 5.8, 5.9 Ongoing Reading & Language Skills: 5.12-5.15	Writing Focus: **Informative** Informational text units should be planned for this 6 week time frame.
1/12-1/26/18	Milestone #2 Window: 1/13-1/26/18, Data Day 2/16/2018 I CAN!s: 5.1, 5.2, 5.3, 5.4, 5.8, 5.12, 5.13, 5.14, 5.15	
1/29-3/2/18 (5 Weeks)	5.8, 5.9 5.10, 5.11 Ongoing Reading & Language Skills: 5.12-5.15	Writing Focus: **Creative Writing** Vocabulary and Speaking and Listening are the foci for this 5 week unit. Including these concepts in both literature and informational text units would be ideal.
2/22/18 - 3/8/18	Milestone #3 Window: 2/23-3/9/18 Data Day: 3/16/2018 I CAN!s Tested: I CAN!s: 5.1, 5.2, 5.3, 5.4, 5.5, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15	
3/12-5/4/18 (7 Weeks)	5.5 a Ongoing Reading & Language Skills: 5.12-5.15	Writing Focus: **Opinion** Integrating opinion writing with both literature and informational text would be ideal
5/21-6/12/18 (3 Weeks) Essential Question: What have I learned? How have I changed?	End of the Year Assessments & Demonstration of Discovery/Exhibitions I CAN demonstrate mastery by applying new skills to complex, real-life problems. Onramp to next grade level.	

Marzano's Vocabulary Words

Science	Social Studies	Language Arts	Math
atom	abolish	abbreviation	algebraic rule
change of state	amendment	action verb	base
compound	Art. of Confederation	apostrophe	break-squiggle
conduction	American Revolution	cause and effect	circumference
convection	Bill of Rights	character development	composite number
deposition	Branches of government	colon	coordinate grid
ecosystem	checks and balances	comma	divisible
element	Civil War	command	equation
energy pyramid	Confederacy	compare and contrast	expression
energy transfer	Congress	conflict resolution	frequency
erosion	Constitution	declarative sentence	function
gravitation	Declaration of Independence	double negative	inequality
hypothesis	democracy	draws conclusions/makes inferences	interval
igneous rock	economic systems	er	labels
inertia	emancipation	est	likelihood
invertebrate	federal	ful	line segment
kinetic energy	immigrant	heading	mass
metamorphic rock	Industrial Revolution	homophone	pie chart
nonrenewable resource	loyalist	in	prime factorization
photosynthesis	map scale	interrogative sentence	prime number
potential energy	Mayflower Compact	less	radius
radiation	Parliament	linking verb	ray
renewable resource	petition	main idea	scale/scale model
scientific method	preamble	mis	similar figures
sedimentary rock	primary source	ness	square root
tissue	repeal	past tense	stem and leaf plot
topographical map (topography)	representative gov't	persuasive text	tessellation
variable	republic	point of view	tree diagram
vertebrate	supply and demand	re	variable
weathering	tariff	reference materials	vertex
		relevant supporting details	

Suggested Assessments:
- DIBELS
- Reading a-z Running Records
- Writing Prompt
- i-Ready

Grade 5 I CAN!s and CAN I?s

	Standards	I CAN!s	Can I?s
Themes: Teacher directed thematic units. These units can be scaffolded to reach the individual learning needs of each student in a class.			
Reading Literature			
5.1	Key Ideas & Details RL 5.1 RL 5.2 RL 5.3 Integration of Knowledge & Ideas RL 5.7 RL 5.8 RL 5.9 RL 5.10	**I CAN! Read and comprehend fifth grade literature, including stories, dramas, and poetry.**	a) *CAN I?* quote accurately from a text when explaining what the text says explicitly and when drawing **inferences** from the text. b) *CAN I?* determine a **theme** of a **story**, **drama**, or **poem** from details in the text, including how characters in a story or drama responds to challenges or how the speaker in a poem reflects upon a topic; summarize the text. c) *CAN I?* **compare and contrast** two or more **characters**, **settings**, or **events** in a story or drama, drawing on specific details in the text (e.g., how characters interact). d) *CAN I?* analyze how **visual and multimedia elements** contribute to the **meaning**, **tone**, or beauty of a text (e.g., **graphic novel**, **multimedia presentation** of **fiction**, **folktale**, **myth**, **poem**). e) *CAN I?* compare and contrast stories in the same **genre** (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
5.2	Craft & Structure RL 5.4 RL 5.5 RL 5.6	**I CAN! use text features to understand fifth grade literature, including stories, dramas and poetry.**	a) *CAN I?* determine the meaning of words and phrases as they are used in a text, including **figurative language** such as **metaphors** and **similes**. b) *CAN I?* explain how a series of **chapters**, **scenes**, or **stanzas** fits together to provide the overall **structure** of a particular story, drama, or poem. c) *CAN I?* describe how a **narrator's** or **speaker's point of view** influences how events are described.
Reading Informational Text			
5.3	Key Ideas & Details RI 5.1 RI 5.2 RI 5.3 Integration of Knowledge & Ideas RI 5.7 RI 5.8 RI 5.9 RI 5.10	**I CAN! read and comprehend fifth grade informational texts, including history, science, and technical texts.**	a) *CAN I?* quote accurately from a text when explaining what the text says explicitly and when drawing **inferences** from the text. b) *CAN I?* determine two or more **main ideas** of a text and explain how they are supported by **key details**; **summarize** the text. c) *CAN I?* explain the **relationships** or **interactions** between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. d) *CAN I?* draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. e) *CAN I?* explain how an author uses **reasons** and **evidence** to support particular points in a text, identifying which reasons and evidence support which point(s). f) *CAN I?* integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
5.4	Craft & Structure RI 5.4 RI 5.5 RI 5.6	**I CAN! use text features to read and understand nonfiction text, including text books, online articles, and reference books.**	a) *CAN I?* determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. b) *CAN I?* compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. c) *CAN I?* analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Writing			
5.5	Text Types and Purposes W 5.1 W 5.2 W 5.3	**I CAN! write for different tasks, purposes, and audiences.**	a) **CAN I? Write opinion pieces on topics or texts, supporting a point of view with reasons.** • introduce a topic or text clearly, state an **opinion**, and create an organizational structure in which related ideas are grouped to support the writer's purpose. • provide reasons that are supported by **facts** and **details**.. • link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). • provide a concluding statement or section related to the opinion presented.

			b) **CAN I? Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
			- introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), **illustrations**, and multimedia when useful to aiding comprehension. - develop the topic with facts, definitions, **concrete details**, **quotations**, or other information and examples related to the topic. - link ideas within categories of information using words and phrases (e.g., another,for example, also, because). - use precise language and domain-specific vocabulary to inform about or explain the topic. - provide a concluding statement or section related to the information or explanation presented. **c) CAN I? Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.** - orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. - use **dialogue** and **description** to develop experiences and events or show the responses of characters to situations. - use a variety of **transitional words** and **phrases** to manage the **sequence of events**. - use **concrete words** and **phrases** and **sensory details** to convey experiences and events precisely. - provide a **conclusion** that follows from the narrated experiences or events.
5.6	Production and Distribution of Writing W 5.4 W 5.5 W 5.6	**I CAN! use the writing process to develop my writing.** (Item not tested on milestones)	a) *CAN I?* with guidance and support from adults, produce writing in which the development and organization are appropriate to task and **purpose**. b) *CAN I?* with guidance and support from peers and adults, develop and strengthen writing as needed by **planning**, **revising**, and **editing**. c) *CAN I?* with guidance and support from adults, use technology to produce and **publish** writing (using keyboarding skills) as well as to interact and collaborate with others.
5.7	Research to Build and Present Ideas W 5.7 W 5.8 W 5.9	**I CAN! work with my peers to use our print and digital tools to answer a question we have about the world.** (Item not tested on milestones)	a) *CAN I?* conduct short research projects that build knowledge about a topic. b) *CAN I?* recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. c) *CAN I?* Draw evidence from informational texts to support analysis, reflection, and research (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.") d) *CAN I?* Draw evidence from literary text (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.")
Speaking and Listening			
5.8	Comprehen-sion & Collabora-tion SL 5.1 SL 5.2 SL 5.3	**I CAN! participate in small and large groups, to discuss my fifth grade topics and books.**	a) CAN I? Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. b) CAN I? Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. c) CAN I?Follow agreed-upon rules for discussions and carry out assigned roles. d) CAN I? Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. e) CAN I? Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. f) CAN I? Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. g) CAN I? Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
5.9	Presenta-tion & Knowledge of Ideas SL 5.4 SL 5.5 SL 5.6	**I CAN! communicate ideas and experiences through oral and visual presentations.** (Item not tested on milestones)	a) CAN I? Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. b) CAN I?Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. c) CAN I?Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language				
5.10	Vocabulary Acquisition and Use L 5.4	**I CAN! use print or digital tools to determine the meaning of unknown and multiple-meaning words and phrases from my reading.**	a) CAN I? Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. b) CAN I? Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. c) CAN I? Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). d) CAN I? Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the meaning of keywords and phrases.	
5.11	Vocabulary Acquisition and Use L 5.5 L 5.6	**I CAN! Demonstrate understanding of figurative language, word relationships and nuances in word meanings.**	a) CAN I? Interpret figurative language, including similes and metaphors, in context. b) CAN I?Recognize and explain the meaning of common idioms, adages, and proverbs. c) CAN I? Use the relationship between particular words (e.g., **synonyms**, **antonyms**, **homographs**) to better understand each of the words. d) CAN I? Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	
Steps: Student driven mastery learning skills.				
Reading Foundational Skills				
5.12	Phonics and Word Recognition RF 5.3 RF 5.3a	**I CAN! apply phonics and word analysis skills in decoding words.**	a) *CAN I? Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.*	
5.13	Fluency RF 5.4 RF 5.4a RF 5.4b RF 5.4c	**I CAN! read with accuracy and fluency to support my comprehension.**	a) *CAN I? Read grade-level text with purpose and understanding* b) *CAN I? Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.* c) *CAN I? Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*	
Language				
5.14	Conventions of Standard English L 5.1	**I CAN! use proper grammar when I write and speak.**	a) *CAN I?* explain the function of **conjunctions**, **prepositions**, and **interjections** in general and their function in particular sentences. b) *CAN I?* form and use the **perfect** (e.g., I had walked; I have walked; I will have walked) **verb tenses**. c) *CAN I?* use **verb tense** to convey various times, sequences, states, and conditions. d) *CAN I?* recognize and correct inappropriate shifts in verb tense. e) *CAN I?* use correlative **conjunctions** (e.g., either/or, neither/nor).	
5.15	Conventions of Standard English L 5.2	**I CAN! correctly use the rules for capitalization, punctuation, and spelling.**	a) *CAN I?* use punctuation to separate items in a series. b) *CAN I?* use a comma to separate an introductory element from the rest of the sentence. c) *CAN I?* use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d) *CAN I?* use underlining, quotation marks, or italics to indicate titles of works. e) *CAN I?* spell grade-appropriate words correctly, consulting references as needed.	

2018 ELA Pacing Guide, Grade 6

Dates	I CAN!s	Unit
8/28-9/8/17 (2 Weeks)	Week of Welcome Orientation Week, iReady Diagnostic, Beginning of the Year Assessments, & Learning Styles Identified	
9/11-10/20/17 (6 Weeks)	6.3, 6.4 6.5, 6.6 6.7b, 6.9 Ongoing Reading & Language Skills: 6.12, 6.15	Writing Focus: **Informative** Informational text units should be planned for this 6 week time frame
10/23-11/9/17	Milestone #1 Window: 10/24-11/3/17, Data Day 11/14/2017 I CAN!s Tested: 6.3, 6.4, 6.12, 6.15	
11/13-1/12/18 (6 Weeks)	6.1, 6.2 6.7c , 6.8 Ongoing Reading & Language Skills: 6.12-6.15	Writing Focus: **Narrative** Literature units should be planned for this 6 week time frame.
1/12-1/26/18	Milestone #2 Window: 1/13-1/26/18, Data Day 2/16/2018 I CAN!s Tested: 6.1, 6.2, 6.3, 6.4, 6.12, 6.13, 6.14, 6.15	
1/29-3/2/18 (5 Weeks)	6.10, 6.11 Ongoing Reading & Language Skills: 6.12-6.15	Writing Focus: **Creative Writing** Vocabulary and Speaking and Listening are the foci for this 5 week unit. Including these concepts in both literature and informational text units would be ideal.
2/22/18 - 3/8/18	Milestone #3 Window: 2/23-3/9/18 Data Day: 3/16/2018 I CAN!s Tested: I CAN!s: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.12, 6.13, 6.14, 6.15	
3/12-5/4/18 (7 Weeks)	6.7a Ongoing Reading & Language Skills: 6.12-6.15	Writing Focus: **Opinion** Integrating opinion writing with both literature and informational text would be ideal.
5/21-6/12/18 (3 Weeks) Essential Question: What have I learned? How have I changed?	End of the Year Assessments & Demonstration of Discovery/Exhibitions I CAN demonstrate mastery by applying new skills to complex, real-life problems. Onramp to next grade level.	

Marzano's Vocabulary Words

Science	Social Studies	Language Arts	Math
abiotic	agriculture	author's purpose	absolute value
adaptation	ancient	autobiography	additive inverse
allele	Apartheid	biography	algebraic equation
asexual reproduction	Buddhism	cause and effect relationship	algebraic expression
biodiversity	cash crop	climax	complementary angles
biotic	Christianity	closing	coordinates
cell theory	chronology	comparison	elapsed time
conservation of energy	circa	compound sentence	equilateral
dependent variable	civilization	compound verb	formula
dominance	conflict	compound word	horizontal
ecosystem	culture	conjunction	image
experimental control	developing	contrast	improper fraction
gene	diplomacy	dialogue	integers
heterozygous	diversity	exclamation mark	linear measurement
homozygous	domesticate	exclamatory sentence	mixed numbers
hypothesis	ethnic group	imperative sentence	natural numbers
independent variable	famine	irregular verb	odds
law	geography	main idea or essential message	origin
mass	Hinduism	makes inferences	pi
meiosis	imperialism	organizational patterns	quadrilateral
mitosis	irrigation	point of view	quadrant
nucleus	Islam	pre	rate
punnett square	Judaism	present tense	rule
recessive	monotheism	re	scale drawing
scientific method	polytheism	reference materials	simplify (simplest form)
sexual reproduction	scarce	root word	supplementary angles
theory	socioeconomics	simple word analogies	vertical
tropism	sub-continent	tone	vertical angles
variable	subsistence	transition	x axis
virus	tolerance	un	y axis
volume			
weight			

Suggested Assessments:
- DIBELS
- [Reading a-z Running Records](#)
- Writing Prompt
- i-Ready

Grade 6 I CAN!s and CAN I?s

	Standard	I CAN!s	Can I?s
Themes: Teacher directed thematic units. These units can be scaffolded to reach the individual learning needs of each student in a class.			
Reading Literature			
6.1	Key Ideas & Details RL 6.1 RL 6.2 RL 6.3 Integration of Knowledge & Ideas RL 6.7 RL 6.8 RL 6.9 RL 6.10	**I CAN! read and comprehend sixth grade literature, including stories, dramas, and poetry.**	a) *CAN I?* Cite **textual evidence** to support analysis of what the text says explicitly as well as **inferences** drawn from the text. b) *CAN I?* Determine a **theme** or **central idea** of a text and how it is conveyed through particular details; provide a **summary** of the text distinct from personal opinions or judgments. c) *CAN I?* Describe how a particular story's or drama's **plot** unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a **resolution**. d) *CAN I?* **Compare and contrast** the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. e) *CAN I?* Compare and contrast texts in **different forms or genres (e.g., stories and poems;** historical novels and **fantasy** stories) in terms of their approaches to similar themes and topics.
6.2	Craft & Structure RL 6.4 RL 6.5 RL 6.6	**I CAN! use literature text features to read and understand grade level stories, dramas and poetry.**	a) *CAN I?* Determine the meaning of words and phrases as they are used in a text, including **figurative** and **connotative** meanings; analyze the impact of a specific word choice on meaning and tone. b) *CAN I?* Analyze how a particular sentence, chapter, **scene**, or **stanza** fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. c) *CAN I?* Explain how an author develops the **point of view** of the **narrator** or **speaker** in a text.
Reading Informational Text			
6.3	Key Ideas & Details RI 6.1 RI 6.2 RI 6.3 Integration of Knowledge & Ideas RI 6.7 RI 6.8 RI 6.9 RI 6.10	**I CAN! read and comprehend sixth grade informational texts, including history, science, and technical texts.**	a) *CAN I?* Cite **textual evidence** to support **analysis** of what the text says explicitly as well as **inferences** drawn from the text. b) *CAN I?* Determine a **central idea** of a text and how it is conveyed through particular details; provide a **summary** of the text distinct from personal opinions or judgments. c) *CAN I?* Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or **anecdotes**). d) *CAN I?* Integrate information presented in different media or formats (e.g., visually, **quantitatively**) as well as in words to better understand the topic or issue. e) *CAN I?* **Trace** and **evaluate** the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. f) *CAN I?* Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
6.4	Craft & Structure RI 6.4 RI 6.5 RI 6.6	**I CAN! use text features to understand nonfiction text, including text books, online articles, and reference books.**	a) *CAN I?* Determine the meaning of words and phrases as they are used in a text, including **figurative, connotative,** and **technical meanings**. b) *CAN I?* Analyze how a particular sentence, paragraph, chapter, or section fits into the **overall structure** of a text and contributes to the development of the ideas. c) *CAN I?* Determine an **author's point of view** or **purpose** in a text and explain how it is conveyed in the text.
Literacy in History, Science, & Technical Subjects			
6.5	History/SS & Writing H/SS 6-8 W 6-8	**I CAN! Read and comprehend my history/social studies texts independently and proficiently.**	a) *CAN I?* Cite specific **textual evidence** to support analysis of **primary** and **secondary sources**. b) *CAN I?* Determine the **central ideas** of a primary or secondary source; provide an accurate **summary** of the source distinct from prior knowledge or opinions. c) *CAN I?* Identify **key steps** in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). d) *CAN I?* Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. e) *CAN I?* Describe how a text presents information (e.g., **sequentially**, **comparatively**,

			causally). f) *CAN I?* Identify aspects of a text that reveal an **author's point of view** or **purpose** (e.g., loaded language, inclusion or avoidance of particular facts). g) *CAN I?* Integrate **visual information** (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. h) *CAN I?* Distinguish among **fact**, **opinion**, and **reasoned judgment** in a text. i) *CAN I?* Analyze the relationship between a primary and secondary source on the same topic.
6.6	Science/ Technology & Writing S/T 6-8 W 6-8	**I CAN! read and comprehend my science and technical texts independently and proficiently.**	a) CAN I? Cite specific **textual evidence** to support analysis of science and technical texts. b) CAN I? Determine the **central ideas** or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. c) CAN I? Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. d) CAN I? Determine the meaning of **symbols**, **key terms**, and other **domain-specific words** and **phrases** as they are used in a specific scientific or technical context. e) CAN I? Analyze the **structure** an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. f) CAN I? Analyze the **author's purpose** in providing an explanation, describing a procedure, or discussing an experiment in a text. g) CAN I? Integrate **quantitative** or **technical information** expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). h) CAN I? Distinguish among **facts**, **reasoned judgment** based on research findings, and speculation in a text. i) CAN I? **Compare and contrast** the information gained from **experiments**, **simulations**, **video**, or **multimedia sources** with that gained from reading a text on the same topic.

Writing

| 6.7 | Text Types
and Purposes
W 6.1
W 6.2
W 6.3
Content Area
Literacy
W 6-8 | **I CAN! write for different tasks, purposes, and audiences.** | a) CAN I? **Write arguments to support claims with clear reasons and relevant evidence.**
    ● Introduce your **claim** and organize the **reason**s and **evidence** clearly.
    ● Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
    ● Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
    ● Establish and maintain a formal style.
    ● Provide a concluding statement or section that follows from the argument presented.
b) CAN I? **Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
    ● Introduce a topic; organize ideas, concepts, and information, using strategies such as **definition, classification, comparison/contrast,** and **cause/effect**; include **formatting** (e.g., **headings**), **graphics** (e.g., charts, tables), and multimedia when useful to aiding comprehension.
    ● Develop the topic with relevant **facts, definitions, concrete details, quotations,** or other information and examples.
    ● Use appropriate transitions to clarify the relationships among ideas and concepts.
    ● Use precise language and domain-specific vocabulary to inform about or explain the topic.
    ● Establish and maintain a formal style.
    ● Provide a concluding statement or section that follows from the information or explanation presented.
c) CAN I? **Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
    ● Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
    ● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
    ● Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
    ● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
    ● Provide a conclusion that follows from the narrated experiences or events. |

6.8	Production and Distribution of Writing W 6.4 W 6.5 W 6.6	**I CAN! use the writing process to develop my writing.** (item not tested on milestones)	a) *CAN I?* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. b) *CAN I?* With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. c) *CAN I?* Use the internet and technology to produce and publish writing and to collaborate with others; type a minimum of three pages in a single sitting.
6.9	Research to Build and Present Ideas W 6.7 W 6.8 W 6.9	**I CAN! conduct short research projects using print and digital sources.** (item not tested on Milestone)	a) *CAN I?* Conduct short research projects to answer a question, drawing on several **sources** and refocusing the inquiry when appropriate. b) *CAN I?* Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding **plagiarism** and providing basic **bibliographic information** for sources. c) *CAN I?* Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking and Listening			
6.10	Comprehension & Collaboration SL 6.1 SL 6.2 SL 6.3	**I CAN! participate in small and large group conversations about topics and books we are reading.** (item not tested on Milestones)	a) *CAN I?* Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) *CAN I?* Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c) *CAN I?* Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d) *CAN I?* Explain their own ideas and understanding in light of the discussion. e) *CAN I?* Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. f) *CAN I?* Identify a speaker's argument and claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
6.11	Presentation & Knowledge of Ideas SL 6.4 SL 6.5 SL 6.6	**I CAN! present ideas and experiences and use visual displays.** (item not tested on milestones)	a) *CAN I?* Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. b) *CAN I?* Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. c) *CAN I?* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Steps: Student driven mastery learning skills.			
Language			
6.12	Vocabulary Acquisition and Use L 6.4	**I CAN! determine the meaning of words and phrases by choosing from a range of strategies.**	a) *CAN I?* Use sentence-level **context** as a clue to the meaning of a word or phrase. b) *CAN I?* Determine the meaning of a word with **Greek and Latin affixes** and **roots** as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c)) *CAN I?* Consult **reference materials** (e.g., **dictionaries**, **glossaries**, **thesauruses**), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key-words and phrases. d) *CAN I?* Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
6.13	Vocabulary Acquisition and Use L 6.5 L 6.6	**I CAN! demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**	a) *CAN I?* Interpret figures of speech (e.g., personification) in context. b) *CAN I?* Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c) *CAN I?* Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
6.14	Conventions of Standard English L 6.1	**I CAN! use proper grammar when I write and speak.**	a) *CAN I?* Ensure that pronouns are in the proper case (subjective, objective, possessive). b) *CAN I?* Use **intensive pronouns** (e.g., myself, ourselves). c) *CAN I?* Recognize and correct inappropriate shifts in pronoun number and person. d) *CAN I?* Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e) *CAN I?* Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

6.15	Conventions of Standard English L 6.2	**I CAN! Correctly use the rules for capitalization, punctuation, and spelling when writing.**	a) *CAN I?* Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b) *CAN I?* Use a comma to separate an introductory element from the rest of the sentence. c) *CAN I?* Spell grade-appropriate words correctly, consulting references as needed.

2018 ELA Pacing Guide, Grade 7

Dates	I CAN!s	Unit
8/28-9/8/17 (2 Weeks)	Week of Welcome Orientation Week, iReady Diagnostic, Beginning of the Year Assessments, & Learning Styles Identified	
9/11-10/20/17 (6 Weeks)	7.3 ,7.4 7.5, 7.6 7.7b, 7.9 Ongoing Reading & Language Skills: 7.12, 7.15	Writing Focus: **Informative** Informational text units should be planned for this 6 week time frame
10/23-11/9/17	Milestone #1 Window: 10/24-11/3/17, Data Day 11/14/2017 I CAN!s Tested: 7.3, 7.4, 7.12, 7.15	
11/13-1/12/18 (6 Weeks)	7.1, 7.2 7.7c , 7.8 Ongoing Reading & Language Skills: 7.12-7.15	Writing Focus: **Narrative** Literature units should be planned for this 6 week time frame.
1/12-1/26/18	Milestone #2 Window: 1/13-1/26/18, Data Day 2/16/2018 I CAN!s Tested: 7.1, 7.2, 7.3, 7.4, 7.12, 7.13, 7.14, 7.15	
1/29-3/2/18 (5 Weeks)	7.10, 7.11 Ongoing Reading & Language Skills: 7.12-7.15	Writing Focus: **Creative Writing** Vocabulary and Speaking and Listening are the foci for this 5 week unit. Including these concepts in both literature and informational text units would be ideal.
2/22/18 - 3/8/18	Milestone #3 Window: 2/23-3/9/18 Data Day: 3/16/2018 I CAN!s Tested: I CAN!s: 7.1, 7.2, 7.3, 7.4, 7.7, 7.12, 7.13, 7.14, 7.15	
3/12-5/4/18 (7 Weeks)	7.7a Ongoing Reading & Language Skills: 7.12-7.15	Writing Focus: **Opinion** Integrating opinion writing with both literature and informational text would be ideal.
5/21-6/12/18 (3 Weeks) Essential Question: What have I learned? How have I changed?	End of the Year Assessments & Demonstration of Discovery/Exhibitions I CAN demonstrate mastery by applying new skills to complex, real-life problems. Onramp to next grade level.	

Marzano's Vocabulary Words

Science	Social Studies	Language Arts	Math
acceleration	ally	*able*	adjacent angles
amplitude	biodiversity	adjective phrase	box and whisker plot
calorie	Black Death	caption	coefficient
circuit	capital	comparative adjective	combinations
conduction	Congress	conflict resolution	counting principle
conservation of energy	conquest	descriptive language	diagonal
convection	consumer	*dis*	dilation
crest	continental divide	editorial	extreme
dependent variable	crusade	*er*	factorial
electromagnetic radiation	dictatorship	*est*	hypotenuse
electron	embargo	fact vs opinion	interest
entropy	emperor	*foreshadowing*	irrational
experimental control	empire	interjection	like terms
force	ethnicity	interview	midpoint
frequency	feudalism	italics	percent of change
hypothesis	generation	*less*	permutations
independent variable	genocide	*ly*	powers
inertia	hemisphere	*mis*	principal
law	interdependence	*non*	Pythagorean theorem
magnetic field	maritime	paraphrase	quartile
mass	mission	personification	radical
neutron	monarchy	plot development	rational numbers
pressure	navigable	predicate adjective	real numbers
proton	parliament	relevant supporting details	scatter plot
scientific method	philosophy	salutation	scientific notation
speed	president	sentence combining	square root
theory	renaissance	stereotype	surface area
thermal energy	theocracy	superlative adjective	terminating
trough	trial	synonym	tetrahedron
variable	tributary	verb phrase	trapezoid
velocity			
volume			
wavelength			
weight			

Suggested Assessments:
- DIBELS
- Reading a-z Running Records
- Writing Prompt
- i-Ready

Grade 7 I CAN!s and CAN I?s

	Standards	I CAN!s	Can I?s
Themes: Teacher directed thematic units. These units can be scaffolded to reach the individual learning needs of each student in a class.			
Reading Literature			
7.1	Key Ideas & Details RL 7.1 RL 7.2 RL 7.3 Integration of Knowledge & Ideas RL 7.7 RL 7.8 RL 7.9 RL 7.10	**I CAN! read and comprehend literature, including stories, dramas, and poetry.**	a) *CAN I?* Cite several pieces of **textual evidence** to support analysis of what the text says explicitly as well as **inferences** drawn from the text. b) *CAN I?* Determine a **theme** or **central idea** of a text and analyze its development over the course of the text; provide an objective summary of the text. c) *CAN I?* Analyze how particular elements of a story or drama interact (e.g., how **setting** shapes the **characters** or **plot**). d) *CAN I?* **Compare and contrast** a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). e) *CAN I?* Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
7.2	Craft & Structure RL 7.4 RL 7.5 RL 7.6	**I CAN! use literature text features to understand grade level literature.**	a) *CAN I?* Determine the meaning of words and phrases as they are used in a text, including **figurative** and **connotative meanings**; analyze the impact of **rhymes** and other **repetitions** of sounds (e.g., **alliteration**) on a specific verse or stanza of a poem or section of a story or drama. b) *CAN I?* Analyze how a drama's or poem's form or structure (e.g., **soliloquy**, **sonnet**) contributes to its meaning. c) *CAN I?* Analyze how an author develops and contrasts the **points of view** of different **characters** or **narrators** in a text.
Reading Informational Text			
7.3	Key Ideas & Details RI 7.1 RI 7.2 RI 7.3 Integration of Knowledge & Ideas RI 7.7 RI 7.8 RI 7.9 RI 7.10	**I CAN! read and comprehend seventh grade nonfiction text.**	a) *CAN I?* Cite several pieces of **textual evidence** to support analysis of what the text says explicitly as well as **inferences** drawn from the text. b) *CAN I?* Determine two or more central ideas in a text and analyze their development over the course of the text; provide an **objective summary** of the text. c) *CAN I?* Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). d) *CAN I?* Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). e) *CAN I?* **Trace** and **evaluate** the **argument** and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. f) *CAN I?* Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
7.4	Craft & Structure RI 7.4 RI 7.5 RI 7.6	**I CAN! use text features to read nonfiction text, including text books, online articles, websites, and reference books.**	a) *CAN I?* Determine the meaning of words and phrases as they are used in a text, including **figurative**, **connotative**, and **technical meanings**; analyze the impact of a specific **word choice** on meaning and **tone**. b) *CAN I?* Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. c) *CAN I?* Determine an **author's point of view** or **purpose** in a text and analyze how the author distinguishes his or her position from that of others.

Literacy in History, Science, & Technical Subjects			
7.5	History/SS & Writing H/SS 6-8 W 6-8	**I CAN! read and comprehend 7th grade history/social studies texts independently and proficiently.**	a) *CAN I?* Cite specific **textual evidence** to support analysis of **primary** and **secondary sources**. b) *CAN I?* Determine the **central ideas** or information of a primary or secondary source; provide an accurate **summary** of the source distinct from prior knowledge or opinions. c) *CAN I?* Identify **key steps** in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). d) *CAN I?* Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. e) *CAN I?* Describe how a text presents information (e.g., sequentially, comparatively, causally). f) *CAN I?* Identify aspects of a text that reveal an **author's point of view** or **purpose** (e.g., loaded language, inclusion or avoidance of particular facts). g) *CAN I?* Integrate **visual information** (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. h) *CAN I?* Distinguish among **fact**, **opinion**, and **reasoned judgment** in a text. i) *CAN I?* Analyze the relationship between a primary and secondary source on the same topic.
7.6	Science/ Technology & Writing S/T 6-8 W 6-8	**I CAN! read and comprehend Science and Technical texts independently and proficiently.**	a) *CAN I?* Cite specific **textual evidence** to support analysis of science and technical texts. b) *CAN I?* Determine the **central ideas** or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. c) *CAN I?* Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. d) *CAN I?* Determine the meaning of **symbols**, **key terms**, and other **domain-specific words** and **phrases** as they are used in a specific scientific or technical context. e) *CAN I?* Analyze the **structure** an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. f) *CAN I?* Analyze the **author's purpose** in providing an explanation, describing a procedure, or discussing an experiment in a text. g) *CAN I?* Integrate **quantitative** or **technical information** expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). h) *CAN I?* Distinguish among **facts**, **reasoned judgment** based on research findings, and speculation in a text. i) *CAN I?* **Compare and contrast** the information gained from **experiments**, **simulations**, **video**, or **multimedia sources** with that gained from reading a text on the same topic.
Writing			
7.7	Text Types and Purposes W 7.1 W 7.2 W 7.3 Content Area Literacy W 6-8	**I CAN! write for different tasks, purposes, and audiences.**	**a)** *CAN I?* **Write arguments to support claims with clear reasons and relevant evidence.** • Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented. b) *CAN I?* **Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the information or explanation presented.

			c) *CAN I?* **Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.** ● Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. ● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ● Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ● Provide a conclusion that follows from and reflects on the narrated experiences or events.
7.8	Production and Distribution of Writing W 7.4 W 7.5 W 7.6	**I CAN! use the writing process to develop my writing.** (item not tested on milestones)	a) *CAN I?* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. b) *CAN I?* With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. c) *CAN I?* Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
7.9	Research to Build and Present Ideas W 7.7 W 7.8 W 7.9	**I CAN! work with my peers to use our print and digital tools to answer a question we have about the world.** (item not tested on Milestone)	a) *CAN I?* Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. b) *CAN I?* Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding **plagiarism** and following a standard format for citation. c) *CAN I?* Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking and Listening			
7.10	Compre-hension & Collabor-ation SL 7.1 SL 7.2 SL 7.3	**I CAN! Participate in small and large group conversations about topics and books we are reading.** (item not tested on Milestones)	a) *CAN I?* Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) *CAN I?* Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c) *CAN I?* Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d) *CAN I?* Acknowledge new information expressed by others and, when warranted, modify their own views. e) *CAN I?* Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. f) *CAN I?* Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
7.11	Presenta-tion & Knowledge of Ideas SL 7.4 SL 7.5 SL 7.6	**I CAN! communicate ideas and experiences through oral and visual presentations.**	a) *CAN I?* Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. b) *CAN I?* Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. c) *CAN I?* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Steps: Student driven mastery learning skills.			
Language			
7.12	Vocabulary Acquisition and Use L 7.4	**I CAN! clarify the meaning of words and phrases based on grade level reading by choosing from a range of strategies.**	a) *CAN I?* Use **context** (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b) *CAN I?* Use common, grade-appropriate **Greek** or **Latin affixes** and **roots** as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c) *CAN I?* Consult general and specialized **reference materials** (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d) *CAN I?* Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
7.13	Vocabulary Acquisition and Use L 7.5 L 7.6	**I CAN! demonstrate understanding of figurative language, word relationships and nuances in word meanings.**	a) *CAN I?* Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b) *CAN I?* Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c) *CAN I?* Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
7.14	Conventions of Standard English L 7.1	**I CAN! use proper grammar when I write and speak.**	a) *CAN I?* Explain the function of **phrases** and **clauses** in general and their function in specific sentences. b) *CAN I?* Choose among **simple**, **compound**, **complex**, and **compound-complex sentences** to signal differing relationships among ideas. c) *CAN I?* Place **phrases** and **clauses** within a sentence, recognizing and correcting misplaced and **dangling modifiers**.
7.15	Conventions of Standard English L 7.2	**I CAN! correctly use capitalization, punctuation, and spelling when writing.**	a) *CAN I?* Use a **comma** to separate **coordinate adjectives** (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b) *CAN I?* Spell grade-appropriate words correctly, consulting references as needed.

2018 ELA Pacing Guide, Grade 8

Dates	I CAN!s	Unit
8/28-9/8/17 (2 Weeks)	Week of Welcome Orientation Week, iReady Diagnostic, Beginning of the Year Assessments, & Learning Styles Identified	
9/11-10/20/17 (6 Weeks)	8.3 ,8.4 8.7b, 8.9 Ongoing Reading & Language Skills: 8.12, 8.15	Writing Focus: **Informative** Informational text units should be planned for this 6 week time frame
10/23-11/9/17	Milestone #1 Window: 10/24-11/3/17, Data Day 11/14/2017 I CAN!s Tested: 8.3, 8.4, 8.12, 8.15	
11/13-1/12/18 (6 Weeks)	8.1, 8.2 8.7c , 8.8 Ongoing Reading & Language Skills: 8.12-8.15	Writing Focus: **Narrative** Literature units should be planned for this 6 week time frame.
1/12-1/26/18	Milestone #2 Window: 1/13-1/26/18, Data Day 2/16/2018 I CAN!s Tested: 8.1, 8.2, 8.3, 8.4, 8.12, 8.13, 8.14, 8.15	
1/29-3/2/18 (5 Weeks)	8.10, 8.11 Ongoing Reading & Language Skills: 8.12-8.15	Writing Focus: **Creative Writing** Vocabulary and Speaking and Listening are the foci for this 5 week unit. Including these concepts in both literature and informational text units would be ideal.
2/22/18 - 3/8/18	Milestone #3 Window: 2/23-3/9/18 Data Day: 3/16/2018 I CAN!s Tested: I CAN!s: 8.1, 8.2, 8.3, 8.4, 8.7, 8.12, 8.13, 8.14, 8.15	
3/12-5/4/18 (7 Weeks)	8.7a Ongoing Reading & Language Skills: 8.12-8.15	Writing Focus: **Opinion** Integrating opinion writing with both literature and informational text would be ideal.
5/21-6/12/18 (3 Weeks) Essential Question: What have I learned? How have I changed?	End of the Year Assessments & Demonstration of Discovery/Exhibitions I CAN demonstrate mastery by applying new skills to complex, real-life problems. Onramp to next grade level.	

Marzano's Vocabulary Words

Science	Social Studies	Language Arts	Math
atmosphere	abolitionist movement	antonym	alternate exterior angles
carbon cycle	agrarian	bibliography	alternate interior angles
chemical weathering	alien	business letter	altitude
climate	amend	character development	analyze
comet	bicameral	context clues	approximation
convection	boycott	coordinating conjunction	constant
crust	Founding Fathers	demonstrative pronoun	converse
dependent variable	citizenship	draws conclusions	corresponding parts
deposition	compromise	elaboration	dependent event
erosion	debate	figurative language	discount
experimental control	secede	formal language	domain (of a function)
fossil fuel	democratic forms of gov't	*ful*	extrapolate
gravitational force	Declaration of Independence	*in*	function notation
heat transfer	Emancipation Proclamation	independent clause	independent event
hypothesis	checks and balances	informal language	intercept
independent variable	Federalism	intonation	linear equations
law	justify	metaphor	mark-up
mantle	legislature	narration	multiplicative inverse
mass	liberty	*ness*	polynomials
meteor	Marbury v Madison	parallel structure	predict
neap tide	neutrality	perspective	prerequisite
ocean basin	nullify	persuasive text	property
planet	popular sovereignty	plagiarism	range (of a function)
plate tectonics	preamble	problem-solution	relation
scientific method	precedent	report	segment
sedimentation	prejudice	research paper	sequence
seismic wave	propaganda	simile	similarity
spring tide	ratify	subordinating conjunction	slope
star	republic	synthesize	substitution
theory	revolution	viewpoint	transversal
variable			
volume			
weather			
weight			
physical weathering			

Suggested Assessments:
- DIBELS
- [Reading a-z Running Records](#)
- Writing Prompt
- i-Ready

	Standards	I CAN!s	Can I?s
			Themes: Teacher directed thematic units. These units can be scaffolded to reach the individual learning needs of each student in a class.

Reading Literature

| 8.1 | Key Ideas & Details RL 8.1 RL 8.2 RL 8.3 Integration of Knowledge & Ideas RL 8.7 RL 8.8 RL 8.9 RL 8.10 | **I CAN! read and comprehend grade level literature, including stories, dramas, and poetry.** | a) *CAN I?* Cite the **textual evidence** that *most strongly* supports an analysis of what the text says explicitly as well as **inferences** drawn from the text.
b) *CAN I?* Determine a **theme** or **central idea** of a text and **analyze** its development over the course of the text, including its *relationship* to the **characters**, **setting**, and **plot**; provide an **objective summary** of the text.
c) *CAN I?* Analyze how particular lines of **dialogue** or incidents in a story or drama propel the **action**, reveal *aspects* of a character, or *provoke* a decision.
d) *CAN I?* **Compare and contrast** a written **story**, **drama**, or **poem** to its **audio**, **filmed**, **staged**, or **multimedia version**, analyzing the effects of **techniques** unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
e) *CAN I?* Analyze how a modern work of fiction draws on themes, **patterns of events**, or **character types** from **myths**, **traditional stories**, or **religious works** such as the Bible, including describing *how the material is rendered new.* |
| 8.2 | Craft & Structure RL 8.4 RL 8.5 RL 8.6 | **I CAN! use literature text features to read grade level literature, including stories, dramas and poetry.** | a) *CAN I?* Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
b) *CAN I?* Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
c) *CAN I?* Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. |

Reading Informational Text

| 8.3 | Key Ideas & Details RI 8.1 RI 8.2 RI 8.3 Integration of Knowledge & **Ideas** RI 8.7 RI 8.8 RI 8.9 RI 8.10 | **I CAN! read and comprehend eighth grade nonfiction literature.** | a) *CAN I?* Cite the **textual evidence** that *most strongly* supports an **analysis** of what the text says explicitly as well as **inferences** drawn from the text.
b) *CAN I?* Determine a **central idea** of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an **objective summary** of the text.
c) *CAN I?* Analyze how a text makes **connections** among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
d) *CAN I?* Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
e) *CAN I?* **Delineate** and **evaluate** the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
f) *CAN I?* Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of **fact** or **interpretation**. |
| 8.4 | Craft & Structure RI 8.4 RI 8.5 RI 8.6 | **I CAN! use text features to read and understand nonfiction text, including text books, online articles, and reference books.** | a) *CAN I?* Determine the meaning of words and phrases as they are used in a text, including **figurative**, **connotative**, and **technical meanings**; analyze the impact of specific **word choices** on meaning and **tone**, including **analogies** or **allusions** to other texts.
b) *CAN I?* Analyze in detail the **structure** of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
c) *CAN I?* Determine an **author's point of view** or **purpose** in a text and analyze how the author acknowledges and responds to conflicting **evidence** or **viewpoints**. |

Literacy in History, Science, & Technical Subjects			
8.5	History/SS & Writing H/SS 6-8 W 6-8	**I CAN! read and comprehend history/social studies texts independently and proficiently.**	a) *CAN I?* Cite specific **textual evidence** to support analysis of **primary** and **secondary sources**. b) *CAN I?* Determine the **central ideas** or information of a primary or secondary source; provide an accurate **summary** of the source distinct from prior knowledge or opinions. c) *CAN I?* Identify **key steps** in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). d) *CAN I?* Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. e) *CAN I?* Describe how a text presents information (e.g., sequentially, comparatively, causally). f) *CAN I?* Identify aspects of a text that reveal an **author's point of view** or **purpose** (e.g., loaded language, inclusion or avoidance of particular facts). g) *CAN I?* Integrate **visual information** (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. h) *CAN I?* Distinguish among **fact**, **opinion**, and **reasoned judgment** in a text. i) *CAN I?* Analyze the relationship between a primary and secondary source on the same topic.
8.6	Science/ Technology & Writing S/T 6-8 W 6-8	**I CAN! read and comprehend Science and Technical texts independently and proficiently.**	a) *CAN I?* Cite specific **textual evidence** to support analysis of science and technical texts. b) *CAN I?* Determine the **central ideas** or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. c) *CAN I?* Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. d) *CAN I?* Determine the meaning of **symbols**, **key terms**, and other **domain-specific words** and **phrases** as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. e) *CAN I?* Analyze the **structure** an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. f) *CAN I?* Analyze the **author's purpose** in providing an explanation, describing a procedure, or discussing an experiment in a text. g) *CAN I?* Integrate **quantitative** or **technical information** expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). h) *CAN I?* Distinguish among **facts**, **reasoned judgment** based on research findings, and speculation in a text. i) *CAN I?* **Compare and contrast** the information gained from **experiments**, **simulations**, **video**, or **multimedia sources** with that gained from reading a text on the same topic.
Writing			
8.7	Text Types and Purposes W 8.1 W 8.2 W 8.3 Content Area Literacy W 6-8	**I CAN! write for different tasks, purposes, and audiences.**	a) **CAN I? Write arguments to support claims with clear reasons and relevant evidence.** • Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. • Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the argument presented. b) **CAN I? Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.** • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style. • Provide a concluding statement or section that follows from and supports the information or explanation presented.

			c) **CAN I? Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

			● Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
			    ● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
			    ● Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
			    ● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
			    ● Provide a conclusion that follows from and reflects on the narrated experiences or events.

8.8	Production and Distribution of Writing W 8.4 W 8.5 W 8.6	**I CAN! use the writing process to develop my writing.** (Item not tested on Milestones)	a) *CAN I?* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. b) *CAN I?* With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.. c) *CAN I?* Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
8.9	Research to Build and Present Ideas W 8.7 W 8.8 W 8.9	**I CAN! conduct short research projects to answer a question drawing on several sources.** (Item not tested on Milestones)	a) *CAN I?* Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. b) *CAN I?* Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding **plagiarism** and following a standard format for citation. c) *CAN I?* Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking and Listening			
8.10	Comprehension & Collaboration SL 8.1 SL 8.2 SL 8.3	**I CAN! work in small and large group conversations to discuss topics and books we are reading.** (Item not tested on Milestones)	a) *CAN I?* Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) *CAN I?* Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c) *CAN I?* Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d) *CAN I?* Acknowledge new information expressed by others and, when warranted, modify their own views. e) *CAN I?* Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. f) *CAN I?* Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
8.11	Presentation & Knowledge of Ideas SL 8.4 SL 8.5 SL 8.6	**I CAN! communicate ideas and experiences through oral and visual presentations.** (Item not tested on Milestones)	a) *CAN I?* Presents claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. b) *CAN I?* Integrates multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. c) *CAN I?* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. d) *CAN I?* Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Steps: Student driven mastery learning skills.			
Language			
8.12	Vocabulary Acquisition and Use L 8.4	**I CAN! determine the meaning of words and phrases based on grade level reading choosing from a range of strategies.**	a) *CAN I?* Use **context** (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b) *CAN I?* Use common, grade-appropriate **Greek** or **Latin affixes** and **roots** as clues to the meaning of a word (e.g., precede, recede, secede). c) *CAN I?* Consult general and specialized **reference materials** (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d) *CAN I?* Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
8.13	Vocabulary Acquisition and Use L 8.5 L 8.6	**I CAN! demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**	a) *CAN I?* Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b) *CAN I?* Interpret figures of speech (e.g. verbal irony, puns) in context. c) *CAN I?* Use the relationship between particular words to better understand each of the words. d) *CAN I?* Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
8.14	Conventions of Standard English L 8.1	**I CAN! use proper grammar when I write and speak.**	a) *CAN I?* Explain the function of **verbals** (gerunds, participles, infinitives) in general and their function in particular sentences. b) *CAN I?* Form and use verbs in the **active** and **passive voice**. c) *CAN I?* Form and use verbs in the **indicative**, **imperative**, **interrogative**, **conditional**, and **subjunctive mood**. d) *CAN I?* Recognize and correct inappropriate **shifts** in **verb voice** and **mood**.
8.15	Conventions of Standard English L 8.2	**I CAN! correctly use the rules for capitalization, punctuation, and spelling when writing.**	a) *CAN I?* Use **punctuation** (**comma**, **ellipsis**, **dash**) to indicate a pause or break. b) *CAN I?* Use an **ellipsis** to indicate an **omission**. **c)** *CAN I?* Spell grade level appropriate words correctly.

English 1 Semester 1

Units	Dates	I CAN/Key Assignment
Short Stories	**Lesson 1: Introduction Week and Writing Sample** **Lessons 2-4**	I CAN 1 analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. I CAN 2 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Focus on the following concepts: avoiding sentence fragments, punctuating complex and compound sentences; punctuating with colons, semicolons, hyphens, and ellipses, spelling with accuracy) I CAN 6 write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. I CAN 4 cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **Key Assignment #1**
Research Writing **Autobiography**	**Lessons 5-8**	I CAN 4 cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. I CAN 3 conduct research projects to answer questions to solve a problem using multiple sources on the subject. Students will write and edit work using MLA guidelines. I CAN 6 write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **Key Assignment #2**
Novel Unit	**Lessons 9-12**	I CAN 4 cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. I CAN 1 analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. I CAN 5 determine a central idea of an informational or literary text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide a summary of the text. **Key Assignment #3, Milestone #1 (Week 10)**

Drama: *Romeo and Juliet*	Lessons 13-16	I CAN 1 analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. I CAN 5 determine a central idea of an informational or literary text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide a summary of the text. Students will analyze how an author draws on and transforms source material in a specific work.
Milestone Test #	**Lessons 17-18**	**Study Guide Review, Milestone #2**

Milestone #1 covers the following I CANs:

I CAN 1 analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

I CAN 2 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Focus on the following concepts: knowing difference between main and subordinate clauses, avoiding sentence fragments, and punctuating complex and compound sentences; punctuating with colons, semicolons, hyphens, and ellipses.)

I CAN 4 cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

I CAN 3 conduct research projects to answer questions to solve a problem using multiple sources on the subject. Students will write and edit work using MLA guidelines.

Milestone #2 covers the following I CANs:

I CAN 1 analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

I CAN 2 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Focus on the following concepts: knowing difference between main and subordinate clauses, avoiding sentence fragments, and punctuating complex and compound sentences; punctuating with colons, semicolons, hyphens, and ellipses)

I CAN 4 cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

I CAN 6 write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

English 1 Semester 2

Units	Dates	I CAN/Key Assignment
Portfolio Sample, Grammar	**Lesson 1**	I CAN 2 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Novel: *To Kill a Mockingbird*	**Lessons 2-5**	I CAN 5 determine a central idea of a literary text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide a summary of the text. I CAN 1 analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. I CAN 7 determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. I CAN 9 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience **Key Assignment #4**
Speech Analysis or ERWC 9th Grade Module	**Lessons 6-7**	I CAN 4 cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. I CAN 9 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. I CAN 7 determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
***Start Something That Matters* Unit**	**Lessons 8-10**	I CAN 3 conduct research projects to answer questions to solve a problem using multiple sources on the subject. I CAN 10 write and edit work using so that it conforms to the guidelines in a style manual. I CAN 6 write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. I CAN 9 produce clear & coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **Key Assignment #5**

Epic Poetry: *The Odyssey*	**Lessons 11-13**	I CAN 6 write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Students will analyze how an author draws on and transforms source material in a specific work.
Narrative Writing Unit and Poetry	**Lessons 14-16**	I CAN i8 dentify characteristics of narrative writing and write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (Students will need to know the characteristics of narrative writing and be able to analyze a sample narrative for its characteristics in addition to writing a narrative of their own.) **Key Assignment #6**
Milestone #4	**Lessons 17-18**	

Milestone #4 will cover the following I CANs:

I CAN 5 determine a central idea of a literary text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide a summary of the text.

I CAN 9 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

I CAN 7 determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

English 1 Mastery Plan

I CAN #	Semester	Mastery Attempt #1	Mastery Attempt #2	Mastery Attempt #3
I CAN 1	Sem A	KA #1 (Week 4)	Mastery Quiz (Week 3)	Milestone 2 Essay
I CAN 2	Sem A	KA #3 (Week 12)	Mastery Quiz (Week 12)	Milestone 2 Essay
I CAN 3	Sem A	Research Paper Semester 1	Mastery Quiz (Week 7)	Research Project (*Of Mice and Men* Unit Stand Alone Week 9 or Integrated Course Session 3 Get Creative/Screenwriters)
I CAN 4	Sem A	KA #2 (Week 6)	Mastery Quiz (Week 16)	Milestone 2 Essay
I CAN 5	Sem B	KA #4 (Week 4)	Mastery Quiz (Week 4)	Milestone 4 Essay
I CAN 6	Sem A	KA #3 (Week 12 Stand Alone or Week 13 Integrated Course)	Mastery Quiz (Week 12), Week 13: Integrated)	Milestone 2 Essay
I CAN 7	Sem B	Speech Analysis (Week 6 Stand Alone or Integrated Course Session 3 Shark Tank/Quiet)	Mastery Quiz (Week 9)	Milestone 4 Essay
I CAN 8	Sem B	KA #6 (Week 14)	Mastery Quiz (Week 14)	RAFT (Odyssey Unit Stand Alone Week 13 or BUGS/MBF Week 13)
I CAN 9	Sem B	KA#5 (Week 9)	Mastery Quiz (Week 10)	Milestone 4 Essay
I CAN 10	Sem B	KA #4 (Week 4)	Mastery Quiz (Week 10)	Research Paper Semester 2 (Week 10)

English 2 Semester 1

Units	Dates	I CAN/Key Assignment
Course Intro	Lesson 1	Portfolio Sample
Novel: *Fahrenheit 451*	Lesson 2-4	I CAN analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time to create such effects as mystery, tension or surprise. I CAN cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. I CAN follow a standard format for citation (MLA format). I CAN determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. **Key Assignment # 1 (Citing Evidence Essay)**
ERWC Module: The Pursuit of Unhappiness Module	Lesson 5-7	I CAN cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. I CAN follow a standard format for citation (MLA format). I CAN analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of text (e.g., a section or chapter) and by the use of text features (e.g., graphics, headers, captions) in functional workplace documents. I CAN analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. I CAN write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Poetry	Lesson 8-10	I CAN determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. **Key Assignment #2 (Analysis of Language essay)**
Argumentative Writing	Lesson 11-13	I CAN write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. I CAN identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; **identify false statements and fallacious reasoning.** I CAN analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them **Key Assignment #3 (Author's Argument Essay**

Novel Unit (Homeschool will use *All Quiet on the Western Front*)	Lesson 14-16	I CAN analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time to create such effects as mystery, tension or surprise.
		I CAN analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States.
		I CAN cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. I CAN follow a standard format for citation (MLA format).
Milestone #2	**Lesson 17-18**	Study Guide Review and Milestone Test #2

Students will also complete the following in homeschool through weekly and monthly online seminars and academy through classroom participation: I CAN initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Milestone #1 I CANs covered:

- I CAN analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time to create such effects as mystery, tension or surprise.
- I CAN cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- I CAN determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings and analyze the cumulative impact of specific word choices on meaning and tone

Milestone #2 I CANs covered:

- I CAN analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time to create such effects as mystery, tension or surprise.
- I CAN cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- I CAN determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings
- I CAN identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- I CAN analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- I CAN write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- I CAN follow a standard format for citation (MLA format).

English 2 Semester 2

Units	Dates	I CAN/Key Assignment
Units	**Dates**	**I CAN/Key Assignment**
Course Intro	**Lesson 1**	Portfolio Sample
Novel: *Animal Farm*	**Lessons 2-4**	I CAN analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States. I CAN cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. I CAN determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone I CAN demonstrate command of the conventions of standard English grammar and usage when writing or speaking including use of parallel structure and various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations. (Focus on parallel structure, consistency of verb tenses, subject-verb agreement, pronoun-antecedent agreement) I CAN write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **Key Assignment #4 (Historical Connection Essay)**
Informational Texts	**Lessons 5-6**	I CAN analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. I CAN analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter) and by the use of text features (e.g., graphics, headers, captions) in functional workplace documents. **Key Assignment #5 (Informational Text Analysis or Functional Workplace Document)**
Novel Unit (Homeschool will use *Night)*	**Lessons 7-9**	I CAN cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. I CAN analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States. I CAN write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. I CAN use advanced searches to gather relevant information from multiple authoritative print and digital sources; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas; avoid plagiarism; and follow a standard format for citation (MLA format). **Key Assignment #6 (Slide Presentation of Research)**

Research Paper using ERWC Module Undercover Parent	Lessons 10-12	I CAN write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. I CAN use advanced searches to gather relevant information from multiple authoritative print and digital sources; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas; avoid plagiarism; and follow a standard format for citation (MLA format). I CAN analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Drama: *Julius Caesar*	Lessons 13-16	Students will read and comprehend literature including stories, dramas, and poems at the high end of grades 9-10 text complexity band independently and proficiently.
Milestone #4	**Lessons 36-37**	Study Guide Review and Milestone Test #4

Students will also complete the following in homeschool through weekly and monthly online seminars and academy through classroom participation: I CAN initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Milestone #4 I CANs covered:
- I CAN demonstrate command of the conventions of standard English grammar and usage when writing or speaking including use of parallel structure and various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations. (Focus on parallel structure, consistency of verb tenses, subject-verb agreement, pronoun-antecedent agreement)
- I CAN analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States.
- I CAN cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- I CAN determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- I CAN analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter) and by the use of text features (e.g., graphics, headers, captions) in functional workplace documents.
- I CAN use advanced searches to gather relevant information from multiple authoritative print and digital sources; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas; avoid plagiarism; and follow a standard format for citation (MLA format).
- I CAN write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Note: Spend some time this year reviewing the following from 9th Grade curriculum: producing clear and coherent writing assignments using the writing process; determining central idea of literary and nonfiction texts, analyzing interactions and motivations of complex characters, and using MLA formatting conventions.

Semester A

Date	Unit	I Can/Key Assignment
Lesson 1	Introduction to Course	Portfolio Sample
Lesson 2-4	*The Crucible, Sinners in the Hands of an Angry God (if time)*	- I Can demonstrate knowledge of eighteenth, nineteenth and early twentieth century foundational works of American literature, including how two or more texts from the same time period treat similar themes or topics. - I Can determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. - I Can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. - I Can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. **Key Assignment #1: Historical Connection Essay**
Lesson 5-7	ERWC Unit: Politics of Food	- I Can determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. - I Can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. - I Can analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. **Key Assignment #2: Rhetorical Analysis Essay**
Lesson 8-10	Research Paper/ Multi Genre Project	- I Can write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. - I Can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. - I Can integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

		• Students will use digital media and displays to give organized informal and formal presentation of knowledge and ideas to an audience. **Unit Assignment/Project: Research Paper**
Lesson 11-14	*The Adventures of Huckleberry Finn*	• I Can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. • I Can demonstrate knowledge of eighteenth, nineteenth and early twentieth century foundational works of American literature, including how two or more texts from the same time period treat similar themes or topics. • I Can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ==**Key Assignment #3: Expository Text**==
Lesson 15-16	Transcendentalists and Dickinson's Poetry	• I Can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. • I Can determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. **Unit Assignment/Project: Poetry Analysis**
Lesson 17-18		Review and Semester 2 Final Exam

I CANs assessed on Milestone 2:

- I Can determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- I Can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- I CAN analyze and evaluate the effectiveness of the structure an author uses in his or her argument including whether the structure makes points clear, convincing, and engaging.
- I Can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- I Can integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

- I Can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.

Other objectives to be covered each semester:

- Students will initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- By the end of grade 11, students will read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience and develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Students will use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- Students will demonstrate command of the conventions of standard English grammar, usage, spelling, capitalization punctuation when writing or speaking and be able to consult reference materials.

Semester B

Date	Unit	I Can/Key Assignment
Lesson 1	Introduction to Course	Portfolio Sample
Lesson 2-5	*The Great Gatsby*	• I Can demonstrate knowledge of eighteenth, nineteenth and early twentieth century foundational works of American literature, including how two or more texts from the same time period treat similar themes or topics. • I Can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **Unit Assignment/Project: Gatsby Party Research Project, Letter to Daisy Creative Writing**
Lesson 6-8	ERWC Unit: The Last Meow	• I Can determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, ore beauty of the text. • I CAN analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • I Can write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. • I Can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ==Key Assignment #4: Argument Essay==
Lesson 9-11	*House on Mango Street* "Take the Tortillas Out of Your Poetry"	• I Can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or

	Write your own Vignette. CAASPP Prep	beautiful. • I Can determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, core beauty of the text. • Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <mark>**Key Assignment #5: Author's Purpose Analysis**</mark>
Lesson 12-16	*A Lesson Before Dying*	• I Can demonstrate knowledge of eighteenth, nineteenth and early twentieth century foundational works of American literature, including how two or more texts from the same time period treat similar themes or topics. • I Can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. Standard • I Can integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. • I Can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. • Students will use digital media and displays to give organized informal and formal presentation of knowledge and ideas to an audience. <mark>**Key Assignment #6: *Death Penalty Research and slide presentation***</mark>
Lesson 17-18		Review and Semester 2 Final Exam

I CANs assessed on Milestone 4:

• I Can demonstrate knowledge of eighteenth, nineteenth and early twentieth century foundational works of American literature, including how two or more texts from the same time period treat similar themes or topics.
• I Can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
• I Can integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

- I Can determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, ore beauty of the text.
- I CAN analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- I Can write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Other objectives to be covered each semester:

- Students will initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- By the end of grade 11, students will read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience and develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Students will use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- Students will demonstrate command of the conventions of standard English grammar, usage, spelling, capitalization punctuation when writing or speaking and be able to consult reference materials.

Date	Unit	I Can/Key Assignment
Lesson 2 - 4	**What's Next? Life After HIgh School**	I can analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging. I can determine two or more central ideas of an informational and fiction text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis--focus on two or more ideas and how the texts build on one another I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, audience. ***Key Assignment #1: College Entrance or Letter to Prospective Employer***
Lesson 5 - 7	*1984*	I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of key terms over the course of a text. I can analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). I can analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. I can draw evidence from literary or informational texts to support analysis, reflection, and research.
Lesson 8 - 10	*Juvenile Justice*	I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. I can draw evidence from literary or informational texts to support analysis, reflection, and research. I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of key terms over the course of a text. I can analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging. ***Key Assignment #2: Argumentative Essay***

Lesson 11 - 13	**Shakespeare's** *Macbeth*	I can Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, audience. I can draw evidence from literary or informational texts to support analysis, reflection, and research. I can analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. I can determine two or more central ideas of an informational and fiction text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis--focus on two or more ideas and how the texts build on one another. *Key Assignment #3: Essay on Theme*
Lessons 14- 16	*The Strange Case of Dr Jekyll and Mr Hyde*	I can conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. I can draw evidence from literary or informational texts to support analysis, reflection, and research. I can analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). I can analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of key terms over the course of a text.
Lessons 17-18	**Milestone 2**	**Study Guide and Milestone Exam #2**

Students will also complete the following in homeschool through weekly and monthly online seminars and academy through classroom participation: I CAN initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11 - 12 on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Date	Unit	I Can/Key Assignment
Lessons 19-21	**Good Food, Bad Food**	I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, audience. I can conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. I can analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. I dan determine two or more central ideas of an informational and fiction text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis--focus on two or more ideas and how the texts build on one another
Lessons 22 - 24	*Into The Wild*	I can analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. I can determine two or more central ideas of an informational and fiction text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis--focus on two or more ideas and how the texts build on one another I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of key terms over the course of a text. I can analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging. I can draw evidence from literary or informational texts to support analysis, reflection, and research. *Key Assignment #5: Annotated Bibliography for Research Paper*

Lessons 25 - 27	*The Namesake*	I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, audience. I can draw evidence from literary or informational texts to support analysis, reflection, and research. I can analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of key terms over the course of a text. *Key Assignment #6: Assimilation Essay*
Lessons 28 - 30	*Research Paper*	I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Focus on rhetoric, tone I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, audience. I can conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. I can draw evidence from literary or informational texts to support analysis, reflection, and research. *Key Assignment #6: Annotated Bibliography for Research Paper*
Lessons 31 - 33	*The Value of Life*	I can conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

<table>
<tr><td></td><td></td><td>I can determine two or more central ideas of an informational and fiction text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis--focus on two or more ideas and how the texts build on one another

I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of key terms over the course of a text.

I can analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.</td></tr>
<tr><td>**Lessons 34 - 35**</td><td>**Milestone 4**</td><td></td></tr>
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Students will also complete the following in homeschool through weekly and monthly online seminars and academy through classroom participation: I CAN initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11- 12 on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Kindergarten Math Pacing Guide 2017-2018
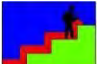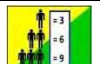
DATES	CONCEPT	I CAN!s	STANDARDS	FOCUS DOMAINS
8/28-9/22/17 (18 days)	Counting and writing numbers to 5	K.1	K CC 1-3	COUNTING AND CARDINALITY
9/25-10/20/17 (19 days)	Compare numbers to 5 Write numbers to 9	K.2 K.3	K CC 4-5 K CC 6-7	
Data Day 11/14/2017				
10/24-11/17/17 (17 days)	Model, count and compare numbers to 10	K.2	K CC 4-5	
11/27-1/5/18 (18 days)	Addition sentences to 10 Number pairs Sum pairs in 10	K.4 K.5 K.6	K OA 1-5 K NBT 1-2	OPERATIONS & ALGEBRAIC THINKING with NUMBERS IN BASE TEN
1/8-1/26/18 (14 days)	Subtraction sentences to 10 Number pairs	K.4 K.5 K.6	K OA 1-5 K NBT 1-2	
Data Day 2/16/2018				
1/29-2/23/18 (18 days)	Model numbers to 20 Count to 20 and beyond Order to 20	K.2 (K.8)	K CC 4-5 (K MD 3)	
Data Day 3/16/2018				
2/26-3/15/18 (14 days)	Count to 50 by tens and ones Count to 100 by tens and ones Describe 2D shapes	K.1 (K.9)	K CC 1-3 (K G 1-3)	COUNTING AND CARDINALITY
3/19-4/20/18 (20 days)	Describe triangles, rectangles, hexagons, and spheres Join shapes	(K.9) (K.10)	(K G 1-3) (K G 4-6)	GEOMETRY
4/23-5/18/18 (20 days)	Show positional words Compare heights Classify and sort data	(K.7) (K.9)	(K MD 1-2) (K G 1-3)	
5/21-6/12/18 (21 days)	**I CAN! Review iReady Testing On Ramp to Next Year Demonstration of Mastery**			

Kindergarten Math I CAN!s and CAN I?s

#	Standard	I CAN!s	Can I?s
K.1	K CC 1-3	I CAN tell you the number names and the count sequence.	● Count to 100 by ones? ● Count to 100 by tens? ● Count forward beginning from a given number within the sequence? ● Write numbers from 0 to 20?
K.2	K CC 4-5	I CAN count to tell the number of objects.	● Say the number names when counting pairing each object with only one number? ● Understand that the last number said tells the number of objects counted? ● Understand that rearranging a set of objects does not change the number of objects in the set? ● Understand that each successive number name refers to quantity that is one larger? ● Represent a number of objects with a written numeral 0-20?
K.3	K CC 6-7	I CAN compare numbers.	● Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group? ● Compare two numbers between 1 and 10 presented as written numerals?
K.4	K OA 1-5	I CAN understand addition as putting together and adding to.	● Represent addition with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal explanations, expressions or equations? ● Solve addition word problems and add within 10 by using objects or drawings to represent the problem. ● Decompose number less than or equal to 10 into pairs in more than one way and record each decomposition by a drawing or equation (e.g. 5=2+3 and 5=4+1. ● Find the number that makes 10 when added to the given number by using objects or drawings and record the answer with a drawing or equation? (For sums up to 19) ● Fluently add within 5?
K.5	K OA 1-5	I CAN understand subtraction as taking apart and taking from.	● Represent subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal explanations, expressions, or equations? ● Solve subtraction word problems, and add and subtract within 10 using objects or drawings to represent the problem? ● Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings and record the answer with a drawing or equation? (5-4=1 and 5-3=2)
K.6	K NBT 1	I CAN work with numbers 11-19 to gain foundations for place value.	● Compose numbers from 11 to 19 as ten and some more ones using objects or drawings? ● Decompose numbers from 11 to 19 as ten and some more ones using objects or drawings? ● Record compositions and decompositions as equations? (11=10+1, 12=10+2….19=10+9)
K.7	K MD 1-2	I CAN describe and compare measurable attributes. *(additional or supporting I CAN)*	● Describe several measurable attributes of objects such as length or weight ● Directly compare two objects with a measurable attribute in common to see which object has "more of"/"less of" the attribute and describe the difference. (Child A is a little bit shorter than Child B)

K.8	K MD 3 CA MG 1.2-1-4	I CAN classify objects and count the number of objects in each category. *(additional or supporting I CAN)*	• Classify objects into given categories? • Count the number of objects in a category? • Sort categories by count? • Understand concepts of time (morning, afternoon, evening, today, yesterday, tomorrow, week, year) • Understand tools that measure time (clock, calendar) • Name the days of the week • Identify time (to the nearest hour) of everyday events (lunch is at 12:00)
K.9	K G 1-3	I CAN identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). *(additional or supporting I CAN)*	• Describe objects in the environment using names of shapes. • Describe the relative positions of objects using terms such as *above, below, beside, in front of, behind, and next to.* • Correctly name shapes regardless of their orientations or overall size. • Identify shapes as two-dimensional or three-dimensional.
K.10	K G 4-6	I CAN analyze, compare, create, and compose shapes. *(additional or supporting I CAN)*	• Analyze and compare 2-D and 3-D shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (number of sides/corners) and other attributes • Model shapes in the world by building shapes from components (sticks and clay balls) and drawing shapes. • Compose simple shapes to form larger shapes? e.g. "Can you join these two triangles with full sides touching to make a rectangle?"

Standards of Mathematical Practice (SMPs)

#1 Make sense of problems and persevere in solving them.	#5 Use appropriate tools strategically.
#2 Reason abstractly and quantitatively.	#6 Attend to precision.
#3 Construct viable arguments & critique the reasoning of others.	#7 Look for and make use of structure.
#4 Model with mathematics.	#8 Look for and express regularity in repeated reasoning.

1st Grade Math Pacing Guide 2017-2018

DATES	CONCEPT	I CAN!s	STANDARDS	FOCUS DOMAINS
8/28-9/22/17 (18 days)	Modeling addition and algebra Adding zero Commutative Property	1.1 1.2	1 OA 1-2 1 OA 3-4	OPERATIONS & ALGEBRAIC THINKING
9/25-10/20/17 (18 days)	Modeling subtraction and algebra Subtracting zero Addition & subtraction strategies	1.1	1 OA 1-2	
Data Day 11/14/2017				
10/24-11/17/17 (17 days)	Making tens Adding three numbers Subtraction strategies	1.1 1.4	1 OA 1-2 1 OA 7-8	OPERATIONS & ALGEBRAIC THINKING
11/27-1/5/18 (18 days)	Using addition to check subtraction Facts to 20 Equal or not	1.3	1 OA 5-6	
1/8-1/26/18 (14 days)	Counting by 10s and 1s Counting to 120 Model/read/write numbers to 120	1.5	1 NBT 1	NUMBERS IN BASE TEN
Data Day 2/16/2018				
1/29-2/23/18 (18 days)	Compare Numbers 10 less and 10 more Add and subtract within 20	1.6 1.7	1 NBT 2-3 1 NBT 4-6	
Data Day 3/16/2018				
2/26-3/15/18 (14 days)	Measure lengths Tell time to the hour and ½ hour	1.8 (1.9)	1 MD 1-2 (1 MD 3)	MEASUREMENT & DATA
3/19-4/13/18 (15 days)	Bar graphs and picture graphs Tally charts 3D shapes	(1.10) (1.11)	(1 MD 4) (1 G 1-3)	GEOMETRY
4/16-5/11/18 (20 days)	3D shapes Break shapes into component parts Halves and fourths	(1.11)	(1 G 1-3)	
5/14-6/12/18 (21 days)	**I CAN! Review iReady Testing On Ramp to Next Year Demonstration of Mastery**			

1ˢᵗ Grade Math I CAN!s and CAN I?s

#	Standard	I CAN!s	Can I?s
1.1	1 OA 1-2	I CAN represent and solve problems involving addition and subtraction within 20.	• Solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing with unknowns in all positions? • Solve word problems that call for addition of three whole numbers by using objects, drawings and equations with a symbol for the unknown number to represent the problem?
1.2	1 OA 3-4	I CAN understand and apply properties of operations and the relationship between addition and subtraction within 20.	• Apply properties of operations as strategies to add and subtract? e.g. If 8+3=11 is known then 3 + 8 is also known (commutative property) • Understand subtraction as an unknown-addend problem? e.g. 10-8 can be solved as 8 + ___ = 10
1.3	1 OA 5-6	I CAN I can add and subtract within 20.	• Relate counting to addition and subtraction? (e.g. count on 2 to add 2) • Add and subtract within 20 demonstrating fluency for addition and subtraction within 10?
1.4	1 OA 7-8	I CAN work with addition and subtraction equations within 20.	• Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false? • Write and solve number sentences from word problems? • Determine the unknown whole number in an addition or subtraction equation relating three whole number? e.g. 5 + __ = 14
1.5	1 NBT 1	I CAN extend the counting sequence to 120.	• Count within 120 from any given number? • Read numerals in this range? • Write numbers to 120 using base-ten numerals?
1.6	1 NBT 2,3	I CAN understand place value of tens and ones.	• Understand that the two digits of a two-digit number represent amounts of tens and ones. • Understand that 10 can be thought of as a bundle of ten ones called a ten? • Understand that the numbers 10, 20, 30… 90 represent 1, 2, 3… 9 tens (and zero ones)? • Compare two two-digit numbers based on meanings of the tens and ones digits recording the results of comparisons with the symbols >, = and <?
1.7	1 NBT 4-6	I CAN use place value understanding and properties of operations to add and subtract within 100.	• Add a two-digit number and a one-digit number using concrete models or drawings and strategies based on place value • Add a two-digit number and a multiple of 10 using concrete models or drawings and strategies based on place value • Relate the strategies used in models or concrete drawings to a written equation? • Explain that in adding two two-digit numbers, tens are added to tens and ones are added to ones, at times composing a ten when needed? • Mentally find 10 more or 10 less than any two-digit number? • Subtract multiples of 10 from other multiples of 10 (up to 90) using concrete models or drawings and strategies based on place value
1.8	1 MD 1-2	I CAN measure lengths indirectly and by iterating length units.	• Order three objects by length; compare the lengths of two objects indirectly by using a third object?

			● Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end? ● Understand that the length measurement of a n object is the number of same-size length units that span it with no gaps or overlaps? (Limit context to whole number length units)
1.9	1 MD 3	I CAN tell and write time to the half hour. *(additional or supporting I CAN)*	● Write/say the time given on a digital clock? ● Write/say the time given on an analog clock? ● Place hands on an analog clock to match a given time? ● Relate time events (before/after, shorter/longer)
1.10	1 MD 4 CA SDAP 2.1	I CAN represent and interpret data. *(additional or supporting I CAN)*	● Interpret data with up to three categories ● Organize and represent data with up to three categories ● Ask and answer questions about the total number of data points and the number of data points in a category? ● Compare the number of data points in two categories ● Describe, extend, and explain ways to get to a next element in repeating patterns
1.11	1 G 1-3	I CAN reason with shapes and their attributes. *(additional or supporting I CAN)*	● Distinguish between defining attributes and non-defining attributes? e.g. Triangles have 3 sides, but color, size and orientation do not change the shape. ● Compose 2 dimensional shapes (rectangles, spares, trapezoids, triangles, half-circles, and quarter circles) to create a composite shape. ● Compose 3 dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape. ● Compose new shapes from 2-D and 3-D composite shapes? ● Partition circles and rectangles into two and four equal shares? ● Describe the shares using the words Halves, fourths, and quarters. ● Describe the whole as two of, or four of the shares. ● Understand that decomposing into more equal shares creates smaller shares.

Standards of Mathematical Practice (SMPs)

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2nd Grade Math Pacing Guide 2017-2018

DATES	CONCEPT	I CAN!s	STANDARDS	FOCUS DOMAINS
8/28-9/22/17 (18 days)	Even & odd numbers Writing numbers Counting patterns	2.3 2.5 2.6	2 OA 3 2 NBT 2-3 2NBT 1,4	NUMBERS IN BASE TEN
9/25-10/20/17 (18 days)	Numbers to 1000 Place Value to 1000 Counting on and back by 100	2.5 2.6 2.7	2 NBT 2-3 2 NBT 1, 4 2 NBT 8, 9	
Milestone #1 Window 10/24-11/3/17 I CAN!s: 2.3, 2.5, 2.6, 2.7 **Data Day 11/14/2017**				
10/24-11/17/17 (17 days)	Addition Strategies Relate addition and subtraction Equal group problem solving	2.1 2.2 (2.4)	2 OA 1 2 OA 2 (2 OA 4)	OPERATIONS & ALGEBRAIC THINKING
11/27-1/5/18 (18 days)	2 digit Addition with regrouping Writing Addition Equations Modeling Subtraction	2.1 2.2 2.8	2 OA 1 2 OA 2 2 NBT 5-6	
1/8-1/26/18 (14 days)	3 digit Subtraction Writing Equations Multi-step problems	2.8 2.9	2 NBT 5-6 2 NBT 7	NUMBERS IN BASE TEN
Milestone #2 (1/13-1/26/18) I CAN!s: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 **Data Day 2/16/2018**				
1/29-2/23/18 (18 days)	3 digit Addition 3 digit Subtraction Re-grouping with zeros Estimation	2.8 2.9	2 NBT 5-6 2 NBT 7	
Milestone #3 Window (2/23-3/9/18) I CAN!s: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9 **Data Day 3/16/2018**				
2/26-3/15/18 (14 days)	Counting money Solving problems with money Telling Time	(2.10) (2.12)	(2 MD 8) (2 MD 7)	MEASUREMENT & DATA
3/19-4/13/18 (15 days)	Measuring in Inches and Feet Addition and Subtraction with Inches and Feet Measuring with centimeters	2.11	2 MD 1-4	
4/16-5/11/18 (20 days)	Comparing lengths with centimeters Graphing	2.11 2.13	2 MD 1-4 2 MD 9-10	
5/14-6/1/18 (14 days)	3D shapes Equal parts of a whole	(2.14) (2.15)	(2 G 1) (2 G 2-3)	GEOMETRY

6/4-6/12/18 (7 days)	I CAN! Review & Demonstration of Mastery

2nd Grade Math I CAN!s and CAN I?s

#	Standard	I CAN!s	Can I?s
2.1	2 OA 1	I CAN add and subtract within 100 and use what I know to solve word problems.	• Show the steps to solve a word problem? • Find the missing number in a subtraction equation? • Find the missing number in an addition equation? • Name the strategy used to solve word problems? • Use addition and/or subtraction to solve word problems?
2.2	2 OA 2	I CAN know my addition and subtraction facts within 20 and know from memory all sums of two one-digit numbers.	• Use models to show subtraction strategies? • Use models to show addition strategies? • Explain the difference between addition and subtraction? • Draw a number line and use it to add and subtract numbers? • I can explain the mental strategies used to add and subtract?
2.3	2 OA 3	I CAN group up to 20 objects to tell if a number is odd or even by finding pairs or counting by 2s. *(additional or supporting I CAN)*	• Explain the difference between odd and even? • Group objects to show odd and even amounts? • Count a group of objects up to 20 by 2's? • Write an equation to show an even number as the sum of two other numbers? • Show why two equal numbers added together always give an even number?
2.4	2 OA 4	I CAN show my multiplication tables for 2s, 5s and 10s by using repeated addition, arrays, or by counting with multiples. *(additional or supporting I CAN)*	• Draw a rectangular array up to 5 rows and 5 columns? • Show how arrays can be written as repeated addition problems? • Write repeated addition problems as a strategy to multiply numbers? • Find the total number of objects using rectangular arrays? • Skip count by 2/s 5's and 10's
2.5	2 NBT 2, 3	I CAN read, write and count numbers forward and backward to 1,000 using 2s, 5s, 10s and 100s.	• Count within 1,000 from any given number? • Skip count by 2's, 5's and 10's from any given number? • Read & write numbers to 1000 using base-ten numerals? • Read & write numbers to 1000 using number names? • Read & write numbers to 1000 using expanded form?
2.6	2 NBT 1, 4	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 =.	• Say the names of the place value columns? • Name the value of each of the digits in a 3-digit number? • Use tools (base ten blocks, place value charts, drawings) to model a 3-digit number? • Use <, > and = to compare number values? • Identify a bundle of 10 tens as a "hundred"?
2.7	2 NBT 8, 9	I CAN add and subtract tens and hundreds in my head and explain how I found my answer.	• Use place value knowledge to mentally add and subtract numbers? • Apply properties of operations to add and subtract? • Mentally add and subtract 10 from a number 100-900? • Mentally add and subtract 100 from a number 100-900? • Model place value strategies to add and subtract numbers?
2.8	2 NBT 5, 6	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.	• Use properties of operations (associative and commutative) to add and subtract? • Identify when to regroup for addition and subtraction? • Explain the order in which to subtract three-digit numbers? • Add and subtract fluently within 100? • Use strategies to add up to four two-digit numbers?

2.9	2 NBT 7	I CAN add and subtract within 1000 using models, drawings, regrouping, properties, estimation and correct understanding of place value.	• Compose or decompose tens or hundreds to add or subtract? • Use models, drawings and strategies to add and subtract within 1000? • Write about the strategy used to solve an addition or subtraction problem? • Apply properties of operations to add and subtract numbers? • Explain the relationship between place value and adding/subtracting?
2.10	2 MD 8	I CAN count money (bills, quarters, dimes, nickels and pennies) and use that knowledge to solve word problems using dollar and cent signs correctly. *(additional or supporting I CAN)*	• Identify and recognize the value of dollar bills, quarters, dimes, nickels and pennies? • Count coin, dollar and dollar/coin combinations? • Recognize how the decimal sign separates the whole from the part in money value? • Solve word problems using symbols appropriate symbols ($ and cent)?
2.11	2 MD 1-4	I CAN measure, estimate and compare the lengths of objects using measuring tools.	• Use rulers, yardsticks, meter sticks and measuring tapes to measure lengths of objects? • Recognize units of measurements that can be compared (inch/cm, m/yard)? • Estimate lengths and justify if they are reasonable? • Recognize the size of inches, feet, centimeters and meters? • Determine how much longer one object is than another?
2.12	2 MD 7	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. *(additional or supporting I CAN)*	• Write time using analog clocks? • Write time using digital clocks? • Label when a.m. and p.m. occur in the day? • Tell time on an analog clock? • Tell time on a digital clock?
2.13	2 MD 9, 10	I CAN make and use a table to organize data and use it to make a line plot, picture graph and bar graph. *(additional or supporting I CAN)*	• Read tools of measurement to the nearest unit (thermometer, ruler, rain gauge, scale)? • Make a line plot with a horizontal scale marked in whole numbers? • Draw a picture graph to show data with up to 4 categories? • Draw a bar graph to show data with up to 4 categories? • Make repeated measurements of objects to gather data?
2.14	2 G 1	I CAN name and draw triangles, quadrilaterals, pentagons, hexagons and cubes. *(additional or supporting I CAN)*	• Name the attributes of 2D and 3D shapes (faces, angles, sides, vertices, etc.)? • Identify 2D and 3D shapes based on given attributes? • Describe and analyze shapes by looking at their attributes? • Compare shapes by their attributes? • Draw shapes with given attributes?
2.15	2 G 2, 3	I CAN divide circles and rectangles into equal parts, find the area and use fraction words to name the parts. *(additional or supporting I CAN)*	• Count to find the total number of same size squares within a shape? • Describe how to partition a rectangle into same size squares? • Identify two, three, and four equal shares of a whole? • Describe shapes using fraction vocabulary: halves, thirds, fourths, half of, third of, etc.? • Explain why equal share of the same whole do not always have the same shape?

Standards of Mathematical Practice (SMPs)

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3rd Grade Math Pacing Guide 2017-2018

DATES	CONCEPT	I CAN!s	STANDARDS	FOCUS DOMAINS
8/28-9/22/17 (17 days)	Adding, Subtracting, Rounding Place Value	3.1 3.6 (addition & subtraction) (3.12)	3 NBT 1-3 3 OA 8 (3 MD 3, 4)	NUMBERS IN BASE TEN
9/25-10/20/17 (19 days)	Skip Counting & Multiplying Numbers Factors & Commutative Property Multiplication Patterns	3.2 3.3 3.4, 3.5(0, 1, 2 and 5) 3.7	3 OA 1-4 3 OA 5 3 OA 6, 3 OA 7 3 OA 9	OPERATIONS & ALGEBRAIC THINKING
Milestone #1 Window 10/24-11/3/17 I CAN!s: 3.1, 3.4, 3.5 (0, 1, 2, 5, 10), 3.6, 3.7 **Data Day 11/14/2017**				
10/24-11/17/17 (17 days)	Multiplication Strategies Arrays, Patterns & Multiples Equal Groupings (Division)	3.5 3.6 3.13	3 OA 6 3 OA 7 3 MD 5-7	
11/27-1/12/18 (23 days)	Dividing with 0 and 1 & Division Strategies Two Step Problems Area & Perimeter	3.4, 3.5 3.6 3.15	3 OA 6 3 OA 7 3 MD 8	
1/16-2/15/18 (23 days)	Fractions & Fractional Parts Comparing Fractions Equivalent Fractions	3.8 3.9 (3.14)	3 NF 1, 2 3 NF 3 (3 G 1, 2)	NUMBER & OPERATIONS: FRACTIONS
Milestone #2 (1/13-1/26/18) I CAN!s: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.12, 3.13, 3.15 **Data Day 2/16/2018**				
2/20-3/15/18 (18 days)	Time & Clocks Measurement: liquid, volume, mass	3.9 3.10 3.11	3 NF 3 3 MD 1 3 MD 2	MEASUREMENT & DATA
Milestone #3 Window (2/23-3/9/18) I CAN!s: 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.13, 3.15 **Data Day 3/16/2018**				
3/19-4/13/18 (15 days)	Describing Quadrilaterals & Triangles	(3.14)	(3 G 1, 2)	GEOMETRY
4/3-5/11/18	**CAASPP Prep & Testing**			
5/14-6/12/18 (26 days)	**I CAN! Review** **Onramp to Next Grade** **Demonstration of Mastery**			

3rd Grade Math I CAN!s and CAN I?s

	I CAN!s	Kid Friendly Language	Can I?s
	Numbers & Operations in Base 10		
3.1	I CAN use place value to round whole numbers to the nearest 10 or 100, add or subtract numbers within 100 and multiply any one digit whole number by 10. NBT 1-3	I CAN! Add and subtract large numbers.	• Name the place value columns? • Know when to round up and when to round down? • Use place value to multiply one digit whole numbers by multiples of 10? • Describe the relationship between addition and subtraction? • Identify real life situations where rounding is needed?
3.2	I CAN understand multiplication and division problems by grouping numbers and use that knowledge to solve word problems and find the missing number in an equation. OA 1-4	I CAN! Multiply and divide numbers to solve math stories.	• Multiply two numbers and model the process? • Divide two numbers and model the process? • Use grouping, arrays, and equations to model multiplication and division? • Explain number families in multiplication? • Write equations using a symbol for the unknown number?
3.3	I CAN know and apply multiplication properties of operations (associative, distributive and commutative). OA 5	I CAN! Use the commutative, associative, and distributive properties.	• Give an example of the Commutative Property? • Model the Distributive Property? • Explain the Associative Property? • Use multiplication facts to solve multiplication problems? • Use Properties of Multiplication to solve problems mentally?
3.4	I CAN find the answer to a division problem by thinking of the missing factor in a multiplication problem. OA 6	I CAN! Use fact families to find the quotient or divisor.	• Find the missing factor in a multiplication problem? • Find the missing factor in a division problem? • Explain multiplication fact families? • Name the factors of a number? • Explain the relationship between multiplication and division?
3.5	I CAN fluently multiply and divide within 100 and know from memory all products of two one-digit numbers. OA 7	I CAN! memorize my multiplication facts.	• Multiply two numbers up to 12 times 12? • Name the factors in a multiplication or division family? • Use tools to find the product or quotient? • Draw arrays and shapes to find the area? • Use mental math strategies to recall multiplication facts?
3.6	I CAN use addition, subtraction, multiplication and division to solve two-step word problems, then use mental math to check my answers. OA 8	I CAN! Solve word problems by writing an equation and "solving for x".	• Choose the best operations to solve a word problem? • Check my answer using mental math? • Use unit squares or multiplication to find the area and perimeter? • Choose multiplication or division to solve a word problem? • Test my answers using multiplication and division?
3.7	I CAN find patterns in addition and multiplication tables and explain them using what I know about how numbers work. OA 9	I CAN! explain patterns in addition and multiplication tables.	• Find patterns in a multiplication table? • Explain patterns I see in multiplication and division? • Locate patterns in the multiplication and addition tables? • Justify patterns I see using properties of operations? • Identify patterns in the world around me?

	Numbers & Operations - Fractions		
3.8	I CAN show fractions are part of a whole and represent fractions on a number line. NF A.1-2	I CAN! show fractions are part of a whole and represent fractions on a number line.	● Identify the part and whole of a fraction? ● Describe what a fraction represents? ● Locate a fraction on a number line? ● Draw a number line and label fractions in order? ● Model fractions using models and pictures?
3.9	I CAN compare fractions (using <, =, >), show whole numbers in fraction form, and recognize fractions that are equal to one whole and sometimes equal to each other. NF A.3	I CAN! Compare fractions and write a whole number as a fraction.	● Know when fractions are equal even when they look different? ● Show fractions equal to 0 and 1? ● Describe fractions as part of a whole? ● Model with fractions using graphs, tables and gathered data? ● Identify parts of shapes using fractions?
	Measurement & Data		
3.10	I CAN tell time to the nearest minute, measure time and solve time word problems by adding and subtracting minutes. MD A.1	I CAN! Tell time and solve word problems about how much time has passed.	● Identify the start time, end time and elapsed time of an event? ● Explain the difference between a.m. and p.m.? ● Tell the current time on an analog clock? ● Say how many minutes there are in an hour, hours there are in a day...? ● Find out how much time has passed between the start and end time?
3.11	I CAN measure liquids and solids with liters, grams, and kilograms and use math to solve word problems involving mass and volume. MD A.2	I CAN! find the weight of objects using grams, kilograms, and liters.	● Know measurement units for liquid and solids? ● Correlate the appropriate units to what is being measured? ● Use a graph to compare measurements? ● Estimate liquid volumes and masses of objects? ● Use drawings to represent measurement?
3.12	I CAN create a picture graph, bar graph or line graph to show data that has been measured to the nearest whole, half or quarter number. MD B.3-4	I CAN! Read and draw line plots and scaled graphs.	● Draw a picture graph to represent a set of data? ● Draw a scaled bar graph to represent a set of data? ● Use a graph to answer "how many more" and "how many less" problems? ● Use rulers marked with halves and fourths to gather measurement data? ● Model measurement data on a line plot?
3.13	I CAN measure area by using what I know about multiplication and addition and describe it in unit squares. MD C.5-7	I CAN! Measure rectangles and find the area.	● Describe area measurement? ● Use unit squares to count area of shapes? ● Relate area to multiplication and addition using area models? ● Use correct units when describing area (square cm, square m, square in, square ft)? ● Partition shapes into parts with equal areas?
	Geometry		
3.14	I CAN recognize, draw and categorize quadrilaterals and divide those shapes into parts with equal areas using fractions. (*supporting I CAN*) G.A.1-2	I CAN recognize, draw and categorize quadrilaterals and divide them into equal parts.	● Describe attributes of plane figures (rhombuses, rectangles, squares, and others) using math language? ● Name shapes that share attributes? ● Draw examples of plane figures and name their attributes? ● Express area of parts of figures as a fraction of the whole? ● Partition shapes into parts with equal areas?

	Measurement & Data		
3.15	I CAN find the area and perimeter of shapes applied in real world examples. MD D.8		● Draw and describe a unit square? ● Explain the difference between area and perimeter? ● Draw a picture to help me find the area? ● Draw a picture to help me find the perimeter? ● Find an unknown side length of a polygon?

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#4 Model with mathematics.	#8 Look for and express regularity in repeated reasoning.

4th Grade Math Pacing Guide 2017-2018

DATES	CONCEPT	I CAN!s	STANDARDS	FOCUS DOMAINS
8/28-9/15/17 (14 days)	Place Value to Add, Subtract & Compare Whole Number Operations	4.1 4.2	4 NBT 1-3 4 NBT 4	NUMBERS IN BASE TEN
9/19-10/13/17 (18 days)	Place Value & Multiplication with Modeling Expanded Form	4.7 4.5	4 NBT 5 4 OA 1-3	
Milestone #1 Window 10/24-11/3/17 I CAN!s: 4.1, 4.2, 4.5, 4.7 **Data Day 11/14/2017**				
10/16-11/9/17 (18 days)	Multiplication, Area Models & Estimating Comparing & Ordering Numbers	4.5 4.6 4.7	4 OA 1-2 4 OA 3 4 NBT 5	OPERATIONS & ALGEBRAIC THINKING
11/13-12/14/17 (19 days)	Factors & Multiples Prime & Composite Numbers Number Patterns	4.3 4.4	4 OA 4 4 OA 5	
1/2-1/19/18 (13 days)	Adding & Subtracting Fractions Fraction Equivalence Comparing Fractions	4.9 4.8	4 NF 2 4 NF 1	NUMBER & OPERATIONS: FRACTIONS
1/22-2/15/18 (19 days)	Multi-step Problems with Fractions Multiplying Fractions	4.10	4 NF 3, 4	
Milestone #2 (1/13-1/26/18) I CAN!s: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 **Data Day 2/16/2018**				
2/20-3/9/18 (14 days)	Fraction & Decimal Relationships Comparing Decimals	4.11 4.12	4 NF 5-7 (4 G 1-3)	MEASUREMENT & DATA
Milestone #3 Window (2/23-3/9/18) I CAN!s: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12 **Data Day 3/16/2018**				
3/12-4/6/18 (15 days)	Angles, Triangles, Point, Lines Symmetry Circles & Quadrilaterals	4.13 4.12	4 MD 5-7 (4 G 1-3)	
4/9-4/20/18 (10 days)	Length, Volume & Measurement Area & Perimeter	4.14 4.15	4 MD 4 4 MD 1-3	
4/3-5/11/18	**CAASPP Prep & Testing**			
5/14-6/12/18 (26 days)	**I CAN! Review** **Onramp to Next Grade** **Demonstration of Mastery**			

4th Grade Math I CAN!s and CAN I?s

#	I CAN!s	Can I?s
4.1	I CAN use my understanding of place value to represent, round and compare multi-digit whole numbers.	● Name the digits in a multi-digit whole number? ● Explain how a digit in the ones place represents 10 times the number on its right? ● Write numbers in expanded form using place value? ● Use the symbols <, > and = to compare numbers? ● Know the rules of rounding for estimating numbers?
4.2	I CAN add and subtract numbers within 1,000,000.	● Model adding and subtracting using base ten blocks? ● Explain how to regroup numbers? ● Know the vocabulary that means "add"? ● Know the vocabulary that means "subtract"? ● Use place value to apply the adding and subtracting algorithms?
4.3	I CAN determine factor pairs and multiples for the numbers 1-100 and tell whether a number is prime or composite. *(additional or supporting I CAN)*	● Explain the difference between a prime and composite number? ● Explain the difference between factors and multiples? ● Write a whole number as a multiplication problem of its factors? ● Fluently say my multiplication facts to 12? ● List all of the prime numbers between 1 and 100?
4.4	I CAN create and analyze patterns to identify features of the pattern to follow a math rule. *(additional or supporting I CAN)*	● See patterns in the real-world? ● Describe math patterns using math language? ● Identify odd numbers and even numbers? ● Write a math pattern? ● Create a math rule such as "add 3" or subtract 4"?
4.5	I CAN use addition, subtraction, multiplication and division with whole numbers to estimate and solve problems and explain the solution with words and models.	● Translate math equations into verbal statements? ● Describe multiplication equations as a comparison of numbers? ● Use drawings to show multiplication comparisons? ● Know the difference between comparing multiplication problems and addition problems? ● Solve real-world problems using multiplicative comparisons?
4.6	I CAN use what I know about the four operations to solve for an unknown value represented by a letter.	● Write equations with an unknown value using a letter? ● Solve real-word problems using multiplication and division? ● Solve real-world problems using addition and subtraction? ● Interpret math problems that involve remainders? ● Use mental estimation to check answers?
4.7	I CAN use place value understanding and properties of operations to add, subtract, multiply and divide multi-digit whole numbers.	● Add and subtract numbers within 1,000,000 using the algorithm? ● Find whole number quotients with remainders? ● Use rectangular area models to illustrate multiplication? ● Use arrays to model my understanding of multiplication? ● Explain the relationship between multiplication and division?
4.8	I CAN compare, order, and understand equivalence of fractions with different numerators and denominators.	● Use fraction models to show fraction value? ● Explain that a fraction a/a is equal to one whole? ● Show how two fractions can be equal even when the parts are different sizes? ● Create a fraction that is equal to another fraction but has different numbers? ● Recognize equivalent fractions?
4.9	I CAN use what I know about adding fractions to decompose fractions, add fractions with mixed numbers that have like denominators and model my answer.	● Use the symbols >, < and = to compare fractions and justify the reasoning? ● Name and locate benchmark fractions on a number line? ● Create common denominators and numerators with benchmark fractions? ● Create a visual fraction model? ● Know when fraction comparisons are valid only when they refer to the same whole?
4.10	I CAN use unit fractions to multiply fractions and model my answer.	● Explain the difference between a fraction and a whole number? ● Fluently use multiplication facts to 12? ● Name the numerator and denominator of fractions? ● Write a fraction with a numerator greater than 1 as a sum of two fractions? ● Write a whole number as a fraction?

4.11	I CAN use decimals to represent and model fractions with denominators of 10 and 100 and reason about their size with models and words.	• Use mental math to multiply by 10? • Create an equivalent fraction by multiplying the number by 10/10 to add two fractions? • Change fractions with denominator of 10 or 100 into a decimal? Ex. 62/100 is equal to 0.62 • Compare decimals to hundredths? • Use the symbols >, < and = to compare decimals and justify the reasoning?
4.12	I CAN draw and name lines and angles, classify shapes by properties of their lines or angles and identify lines of symmetry in figures. *(additional or supporting I CAN)*	• Define and draw geometric vocabulary: point, line, segment, ray, parallel lines and perpendicular lines? • Draw, identify and measure angles: right, acute & obtuse? • Classify two-dimensional figures and identify right triangles? • Define and locate lines of symmetry? • Explain how parallel and perpendicular lines define a figure?
4.13	I CAN understand concepts of angles, draw angles and measure angles using tools. *(additional or supporting I CAN)*	• Draw an angle by connecting two rays at an endpoint? • Measure and draw an angle using a protractor and name the size using degrees? • Describe how an angle is related to a the total angle measurement of a circle (360 degrees)? • Solve addition and subtraction problems to find unknown angles on a diagram? • Explain how angle measure can be additive, the whole of one angle is the sum of its parts?
4.14	I CAN represent and interpret data measured in fractions by making a line plot to display the data. *(additional or supporting I CAN)*	• Collect data to create a data set? • Use a line plot to display measurement data in fraction form? • Interpret the meaning of data displayed in a line plot? • Identify data in the real-world and justify the findings? • Explain how data can be used to solve real-world scenarios?
4.15	I CAN solve problems involving measurement and know how to change measurement from a larger unit to a smaller unit. *(additional or supporting I CAN)*	• Know relative sizes of measurement units: km, m, cm, kg, g, lb, oz, l, ml, hr, min, sec? • Record measurement equivalents in a two-column table? • Use four operations to solve real-world measurement problems? • Represent measurement quantities using diagrams? • Apply area & perimeter to measurement problems using formulas?

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5th Grade Math Pacing Guide 2017-2018

DATES	CONCEPT	I CAN!s	STANDARDS	FOCUS DOMAINS
8/28-9/15/17 (14 days)	Place Value & Whole Number Operations Exponents Number Patterns	5.1 5.2 (5.6) (5.7)	5 NBT 1-4 5 NBT 5-6 (5 OA 1,2)	NUMBERS IN BASE TEN
9/19-10/13/17 (18 days)	Operations with Whole Numbers Estimating	5.2 5.5	5 NBT 5-6 5 NF 3-7	
Milestone #1 Window 10/24-11/3/17 I CAN!s: 5.1 (PLACE VALUE & ROUNDING), 5.2 **Data Day 11/14/2017**				
10/16-11/9/17 (18 days)	Decimals & Place Value Decimal Sums & Differences	5.1 5.3	5 NBT 1-4 5 NBT 7	
11/13-12/14/17 (18 days)	Expanded Form Multiplication of Decimals	5.1 5.3	5 NBT 1-4 5 NBT 7	
1/2-1/19/18 (13 days)	Division of Decimals Adding & Subtracting Fractions	5.1 5.4 5.6	5 NBT 1-4 5 NF 1, 2 (5 OA 1, 2)	NUMBER & OPERATIONS: FRACTIONS
1/22-2/15/18 (19 days)	Multiplying Fractions Measurement & Geometry Applications	5.4 (5.5) 5.10	5 NF 1, 2 5 NF 3-7 5 MD 3-5	
Milestone #2 (1/13-1/26/18) I CAN!s: 5.1, 5.2, 5.3, 5.5, 5.6, 5.7 **Data Day 2/16/2018**				
2/20-3/9/18 (14 days)	Dividing Fractions Coordinate Grid Data Displays	5.5 5.9 5.11	5 NF 3-7 (5 MD 2) (5 OA 3, 5 G 1, 2)	MEASUREMENT & DATA
Milestone #3 Window (2/23-3/9/18) I CAN!s: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9, 5.10, 5.11 **Data Day 3/16/2018**				
3/12-4/6/18 (15 days)	Graphing & Patterns Length & Unit Conversions Elapsed Time	5.9 5.11 5.8	5 MD 2 5OA 3/5 G 1,2 5 MD 1	
4/9-4/20/18 (10 days)	Classifying Polygons Volume of Prisms	5.10 (5.12)	5 MD 3-5 (5 G 3, 4)	
4/3-5/11/18	**CAASPP Prep & Testing**			
5/14-6/12/18 (26 days)	**I CAN! Review** **Onramp to Next Grade** **Demonstration of Mastery**			

5th Grade Math I CAN!s and CAN I?s

#	I CAN!s	Can I?s
5.1	I CAN understand and explain the value of digits and use that understanding to read, write, round and compare decimals to thousandths. NBT 1-4	● Name each place value to the thousandths? ● Recognize a digit in the one place is 10 times as much as the number to its right and 1/10 of the number to its left? ● Explain the relationship between the number of zeros in a number and relate it to powers of 10? ● Describe decimal point placement when a number is multiplied or divided by a power of 10? ● Use rounding strategies to estimate decimals?
5.2	I CAN multiply multi-digit whole numbers and divide four-digit dividends by two-digit divisors. NBT 5-6	● Use place value strategies to multiply & divide numbers? ● Use place value strategies to divide numbers? ● Apply properties of operations when multiplying and dividing? ● Describe the relationship between multiplication and division? ● Illustrate multiplication and division using equations, arrays and area models?
5.3	I CAN add, subtract, multiply and divide decimals to hundredths and use concrete models, drawings, area models and arrays to explain my answer. NBT 7	● Use concrete models based on place value to compute with decimals? ● Apply properties of operations to decimal computations? ● Describe a strategy used to compute with decimals? ● Explain the relationship between addition and subtraction? ● Solve real-world problems involving decimals and explain my reasoning?
5.4	I CAN fluently add, subtract, multiply and divide fractions involving unlike denominators, mixed numbers and whole numbers. NF 1, 2	● Identify and explain the parts of a fraction and what it represents? ● Explain the criteria for a fraction to be equal to 1? ● Find a common denominator of two fractions? ● Mentally assess if my answers are reasonable using benchmark fractions? ● Create visual fraction models and equations to represent a real-world problem?
5.5	I CAN interpret, apply and extend understanding of fraction computation to real world problems involving fractions and mixed numbers. NF 3-7	● Explain how a fraction is related to division? ● Solve real-world problems involving of division of fractions using models and equations? ● Solve real-world problems involving of multiplication of fractions using models and equations? ● Use multiplication of fractions to resize real-world models? ● Compare the size of a product to the size of one factor?
5.6	I CAN use parentheses, brackets and ordering of operations to write expressions and calculate numbers. (supporting I CAN) OA 1, 2	● Know and apply the order of operations? ● Find prime factors of numbers? ● Multiply numbers using exponents? ● Write simple expressions without evaluating them? ● Recognize how how operations change a number without evaluating them?
5.7	I CAN determine the prime factors of all numbers through 50 and show multiples of a factor using exponents. (supporting I CAN) 4th Grade: OA 4	● Explain the relationship between exponents and multiplication? ● Give examples of prime numbers and explain what makes them prime? ● Give examples of composite numbers and explain what makes them composite? ● Name factors of numbers based on what I know about multiplication? ● Show factors as a product of numbers?
5.8	I CAN convert measurement within the same measuring system. (supporting I CAN)	● Identify different measuring systems? ● Know how to use measuring tools and name the size? ● Name common units of measurement? ● Compare the size of items and describe them? ● Convert measurement in multi-step real-world problems?
5.9	I CAN make a line plot display data sets of measurement in fractions and use fraction operations to solve	● Read and gather data from a line plot? ● Analyze a data set to gather information? ● Use fraction measurement in data collection?

	problems involving the information on a line plot. *(supporting I CAN)*	● Gather data and create a line plot to represent the data? ● Solve real-world problems from information given in line plots?
5.10	I CAN understand volume, measure volume by counting unit cubes, find the volume using a formula and use this knowledge to solve real world problems. MD 3-5	● Describe the difference between two- and three-dimensional figures? ● Recognize volume as an attribute of solid figures? ● Use unit cubes to show the volume? ● Relate volume to multiplication and addition operations? ● Identify volume in the world and solve real-world problems?
5.11	I CAN draw a coordinate plane, use numerical rules and patterns to graph ordered pairs (x, y), and represent real world and mathematical problems by graphing and interpreting the values. *(additional or supporting I CAN)*	● Draw a coordinate plane including: x-axis, y-axis and the origin? ● Label points (ordered pairs) on the coordinate plane? ● Generate patterns using given rules and graph the ordered pair? ● Describe the relationship between and x- and y-coordinates of an ordered pair? ● Explain how the x-axis and y-axis relate to the x- and y-coordinates of an ordered pair?
5.12	I CAN classify two-dimensional shapes into categories based on their properties. *(additional or supporting I CAN)*	● Identify attributes of two-dimensional figures? ● Identify and name right angles in a figure? ● Draw two-dimensional shapes and identify them in the world? ● Assign two-dimensional figures into categories and subcategories? ● Know the names of two-dimensional shapes?

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6th Grade Math Pacing Guide 2017-2018

DATES	CONCEPT	I CAN!s	STANDARDS	FOCUS DOMAINS
8/28-9/22/17 (17 days)	Ordering & Comparing Integers GCF/LCM Comparing & Ordering Rational Numbers	(6.2) (6.3) 6.5 6.6	6 NS 4 6 NS 5, 6 6 NS 7, 8	THE NUMBER SYSTEM
9/25-10/20/17 (19 days)	Mixed Numbers & Fractions Decimal Operations	(6.1) (6.3) 6.4	6 NS 2, 3 6 NS 4 6 NS 1	
Milestone #1 Window 10/24-11/3/17 I CAN!s: 6.4, 6.5, 6.6 **Data Day 11/14/2017**				
10/24-11/17/17 (17 days)	Ratios & Rates Data: Tables & Graphs Measurement Conversions Percents, Fractions & Decimals	6.7 6.8	6 RP 1-3 a, b 6 RP 3c	RATIOS & PROPORTIONS
11/27-1/5/18 (19 days)	Exponents & Order of Operations Prime Factorization Algebraic Expressions & Equivalence	6.9 6.10	6 EE 1-4 6 EE 5-8	EXPRESSIONS & EQUATIONS
1/8-2/2/18 (19 days)	Equations & Inequalities The Coordinate Plane	6.11 (6.12)	6 EE 9 6 G 1-4	
Milestone #2 (1/13-1/26/18) I CAN!s: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10 **Data Day 2/16/2018**				
2/5-3/2/18 (18 days)	Area of Polygons Distance & Polygons in the Coordinate Plane	(6.12)	6 G 1-4	GEOMETRY
Milestone #3 Window (2/23-3/9/18) I CAN!s: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12 **Data Day 3/16/2018**				
3/5-4/6/18 (19 days)	Nets & Surface Area Volume Measures of Central Tendency Box Plots & Data	(6.13)	6 SP 1-5	STATISTICS
4/9-5/11/18	**CAASPP Prep & Testing**			
5/14-6/12/18 (26 days)	**I CAN! Review** **Onramp to Next Grade** **Demonstration of Mastery**			

6th Grade Math I CAN!s and CAN I?s

#	I CAN!s	Can I?s
6.1	I CAN add, subtract, multiply and divide whole numbers and decimals. *(supporting I CAN)* NS 2, 3	• Describe decimals using place value? • Know the algorithm for multiplying and dividing decimals? • Know the algorithm for adding and subtracting decimals? • Read decimal numbers using math language? • Solve real world problems with decimals?
6.2	I CAN find the Greatest Common Factor and Least Common Multiple of two whole numbers and use them to solve problems with fractions. *(supporting I CAN)* NS 4a	• Explain the difference between a prime and composite number? • List the first 10 prime numbers? • Describe how to know the factors of numbers? • Find common multiples of two or more numbers? • Find common factors of two or more numbers?
6.3	I CAN know and apply the Distributive Property. *(supporting I CAN)* NS 4b	• Find common factors of numbers? • Explain order of operation rules? • Express a sum of two numbers as multiples with a common factor? Ex. 36 + 8 = 4 (9 + 2) • Know the difference between a common factor and the greatest common factor? • Use the Distributive Property to solve real world problems?
6.4	I CAN multiply and divide fractions and solve word problems involving fractions using a visual model or drawing. NS 1	• Compute the quotient of fractions within word problems? • Divide a fraction by a fraction? • Use fraction models to explain how to compute with fractions? • Explain the relationship between multiplication and division of fractions? • Use an equation to represent a problem involving fractions?
6.5	I CAN understand the relationship among positive numbers, negative numbers, and zero then use a number line to show number value. NS 5, 6	• Give real world examples of using positive and negative number values? • Explain the meaning of zero? • Locate rational numbers on a number line? • Locate all quadrants of the coordinate plane (I, II, III, IV)? • Find points in the coordinate plane with negative number coordinates?
6.6	I CAN find the absolute value of numbers and use it to find the distance between points in a coordinate plane and the sums of rational numbers. NS 7, 8	• Find the absolute value of numbers? • Find the distance between two numbers using absolute value? • Find the distance between numbers in a coordinate plane? • Order absolute value of rational numbers? • Graph points in all four quadrants of the coordinate plane?
6.7	I CAN understand ratio concepts, ratio language and use reasoning to solve real-world problems about ratio and rate. RP 1-3 a, b	• Describe a ratio relationship between two quantities? • Explain the concept of unit rate a/b and how it relates to a ratio a:b? • Use rate language in context of a ratio relationship? • Reason about the relationship of numbers using ratios? • Distinguish between ratio, rate and unit rate?
6.8	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. RP 3c	• Use equations to solve real-world problems involving ratio and rate? • Use tables of equivalent ratios to solve real-world problems involving ratio and rate? • Use tape diagrams to solve real-world problems involving ratio and rate? • Use double number line diagrams to solve real-world problems involving ratio and rate? • Explain my reasoning when solving real-world problems involving ratio and rate?
6.9	I CAN apply my knowledge of rational numbers to opposite quantities, absolute value, exponents and the inverse. EE 1-4	• Write numerical expressions involving whole-number exponents? • Evaluate numerical expressions involving whole-number exponents? • Identify when two expressions are equivalent? Ex. y + y + y = 3y • Evaluate expressions in which letters stand for numbers? • Know and apply the order of operation rules when evaluating expressions?
6.10	I CAN solve equations and inequalities to find an unknown value and apply that knowledge to problems by writing and solving equations and drawing a diagram.	• Use substitution of values to determine whether an inequality is true? • Explain the concept of variable and use it to represent an unknown number? • Write an inequality to represent a constraint or condition in a real-world problem? • Represent solutions of inequalities using a number line diagram? • Write and solve equations using non negative rational numbers? Ex. x + p = q and px = q.

	EE 5-8	
6.11	I CAN use variables to represent the relationship between two quantities and analyze that relationship using graphs and tables. EE 9	• Identify the independent variable and the dependent variable in an equation? • Explain the relationship between the independent and dependent variables in an equation? • Design a table to generate numerical values from an equation? • Model an equation using a graph?
6.12	I CAN use math tools and technology to solve real-world math problems with 2D and 3D shapes involving area, surface area and volume. *(supporting I CAN)*	• Find the area of triangles, quadrilaterals and polygons by composing into rectangles or decomposing into other shapes? • Find the volume of 3D figures with fractional edge lengths using unit cubes and the formula for volume? • Draw polygons in the coordinate plane using coordinates of the vertices? • Use nets made up of rectangles and triangles to represent 3D figures?
6.13	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. *(supporting I CAN)*	• Recognize and develop statistical questions that can be measured by data? • Describe the variability within a data set? • Understand that a data distribution can be described by its center, spread and overall shape? • Explain the difference between a measure of center and a measure of variation? • Gather and analyze statistical data in the real-world?

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7th Grade Math Pacing Guide 2017-2018

DATES	CONCEPT	I CAN!s	STANDARDS	FOCUS DOMAINS
8/28-9/15/17 (14 days)	Integer Operations & Applications Absolute Zero	7.1 7.2	7 NS 2 7 NS 1	NUMBER SENSE
9/18-10/16/17 (19 days)	Rational Numbers, Conversions & Applications	7.3 7.4	7 NS 3 7 EE 1, 2	
10/17-11/9/17 (17 days)	Percents & Applications Fraction/Decimal/Percent Conversions	7.6 7.7	7 RP 1, 2 7 RP 3	RATIOS & PROPORTIONS
Milestone #1 Window 10/24-11/3/17 I CAN!s: 7.1, 7.2, 7.3, 7.4 **Data Day 11/14/2017**				
11/13-12/15/17 (19 days)	Equations & Inequalities	7.5	7 EE 3, 4	EXPRESSIONS & EQUATIONS (GEOMETRY)
1/2/17-2/15/18 (32 days)	Surface Area, Volume & Circumference, Composite Figures	7.8 7.9	7 G 1, 2, 3 7 G 4, 5, 6	
Milestone #2 (1/13-1/26/18) I CAN!s: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7 **Data Day 2/16/2018**				
2/20-3/9/18 (14 days)	Data, Box Plots, Samples & Displays	7.10 7.11	7 SP 1, 2 7 SP 3, 4	PROBABILITY & STATISTICS
Milestone #3 Window (2/23-3/9/18) I CAN!s: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11 **Data Day 3/16/2018**				
3/12-4/13/18 (19 days)	Probability	7.12	7 SP 5, 6, 7, 8	
4/16-5/11/18	**CAASPP Prep & Testing**			
5/14-6/12/18 (26 days)	**I CAN! Review** **Onramp to Next Grade** **Demonstration of Mastery**			

7th Grade Math I CAN!s and CAN I?s

#	I CAN!s	Can I?s
7.1	I CAN apply number operations to real world problems. NS 3	• Convert a fraction into a decimal? • Convert a decimal into a fraction? • Compare the value of rational numbers (positive, negative, fraction, decimal)?
7.2	I CAN use a number line to add and subtract rational numbers and define absolute value as the distance from zero. NS 1	• Find the absolute value of a number? • Define absolute value as the distance from zero? • Identify and apply rules of absolute value computation? • Give real world examples applied to negative numbers? • Use a line diagram to model operations with rational numbers?
7.3	I CAN extend my understanding of fractions to multiply and divide rational numbers. NS 2	• Solve real world problems involving complex fractions? • Explain why an integer cannot be divided by zero? • Demonstrate the operational rules of multiplication and division with negative numbers? • Interpret quotients of rational numbers by describing real-world contexts? • Interpret products of rational numbers by describing real-world contexts?
7.4	I CAN apply properties of operations (associative, commutative and distributive) as strategies to compute numbers and algebraic expressions. EE 1, 2	• Factor expressions? • Use properties to make equivalent expressions? • Use properties to strategize and find patterns? • Rewrite an expression in other forms without changing the expression? • Use the Distributive Property to solve equations?
7.5	I CAN solve one- and two-step equations and inequalities using what I know about algebraic expressions and properties of numbers. EE 3, 4	• Describe inverse operations? • Use variables to represent a real world problem and construct an equation? • Use variables to represent a real world problem and construct an inequality? • Use mental computation and estimation strategies to check an answer? • Assess the reasonableness of my solutions to equations?
7.6	I CAN use measure expressed as rate (e.g., speed, density) and measure expressed as products (e.g. person-days) to solve problems and represent the relationships by an equations and a graph. RP 1, 2	• Explain the relationship between fractions and proportional relationships? • Compute the unit rate in quantities measured in like or different units? • Use fractions to describe ratios? • Tell whether quantities are proportional? • Use number values and graphs to model rates?
7.7	I CAN solve problems that involve discounts, markups, commissions, profit, percent increase, percent decrease and simple interest. RP 3	• Relate ratio problems to percentages? • Compute problems of ratio using fraction computation? • Identify proportional relationships in the world? • Use a graph to model proportional relationships? • Explain the difference between increase and decrease?
7.8	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. *(supporting I CAN)* G 1, 2, 3	• Reproduce a scale drawing at a different scale (enlarge and reduce)? • Compute the area of geometric figures? • Identify unique triangles by their angles and sides? • Identify the shape of the cross section of right rectangular prisms and right rectangular pyramids? • Draw geometric figures using a ruler, protractor and technology?
7.9	I CAN solve real-life and mathematical problems involving circumference, area, surface area and volume.	• Describe the relationship between area and circumference of a circle? • Use correct units when solving for area (units squared) and circumference (units) • Use facts about angles (supplementary, complementary, vertical and adjacent) to solve

	(supporting I CAN) G 4, 5, 6	multi-step problems? ● Identify two- and three-dimensional composite objects made from triangles, quadrilaterals, polygons, cubes and right prisms? ● Apply geometric problem solving to real world situations?
7.10	I CAN use random sampling to draw inferences about a population. *(supporting I CAN)* SP 1, 2	● Explain how statistics can be used to get information and find patterns? ● Describe how to gather a sample? ● Use sampling to support inferences? ● Use data to estimate or predict? ● Model and measure statistical variations using data?
7.11	I CAN compare and analyze data using dot plots and box plots making comparative inferences about two populations. SP 3, 4	● Measure data using the Measures of Central Tendency (mean, median, mode and range)? ● Compare data variability using the Measures of Central Tendency? ● Find the Mean Absolute Deviation of a data set? ● Draw informal inferences about two populations based on numerical data? ● Apply statistical problem solving to real world situations?
7.12	I CAN investigate, make predictions and calculate the experimental and theoretical probability of simple and compound events. *(supporting I CAN)* SP 5-8	● Explain why the probability is a number between 0 and 1? ● Approximate the probability something will happen based on data? ● Calculate the frequency given a probability? ● Develop a probability model and justify my model? ● Find probabilities of compound events using lists, tables, tree diagrams and situation?

Standards of Mathematical Practice (SMPs)

| #1 Make sense of problems and persevere in solving them.	#5 Use appropriate tools strategically.
#2 Reason abstractly and quantitatively.	#6 Attend to precision.
#3 Construct viable arguments & critique the reasoning of others.	#7 Look for and make use of structure.
#4 Model with mathematics.	#8 Look for and express regularity in repeated reasoning.

8th Grade Math Pacing Guide 2017-2018

DATES	CONCEPT	I CAN!s	STANDARDS	FOCUS DOMAINS
8/28-9/15/17 (14 days)	Real Numbers Exponents & Scientific Notation	(8.1) 8.2 8.3	(8 NS 1, 2) 8 EE 1, 2 8 EE 3, 4	EXPRESSIONS & EQUATIONS
9/18-10/13/17 (18 days)	Proportional & Slope Graphing: Slope & y-intercept	8.4 (8.8)	8 EE 5 (8 F 4, 5)	
Milestone #1 Window 10/24-11/3/17 I CAN!s: 8.1, 8.2, 8.3, 8.4 Data Day 11/14/2017				
10/16-11/19/17 (18 days)	Writing Linear Equations Equations to Model Relationships (Bivariate Data)	8.5 8.8 (8.13)	8 EE 6 8 F 4, 5 (8 SP 1)	FUNCTIONS
11/13-12/15/17 (20 days)	Functions (Distributive Property)	8.7 8.8	8 F 1-3 8 F 4, 5	
1/2-1/19/18 (13 days)	Solving Systems of Equations	8.6	8 EE 7, 8	
1/22-2/16/18 (20 days)	Geometric Transformations	8.10	8 G 1-4	GEOMETRY
Milestone #2 (1/13-1/26/18) I CAN!s: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8 Data Day 2/16/2018				
2/20-3/9/18 (14 days)	Angles, Lines & their Relationships	8.11	8 G 5	GEOMETRY (Continued)
Milestone #3 Window (2/23-3/9/18) I CAN!s: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.10, 8.11 Data Day 3/16/2018				
3/12-3/23/18 (10 days)	Pythagorean Theorem & its Proof	8.9 (8.13)	8 G 6, 7, 8 (8 SP 1-4)	GEOMETRY (Continued)
4/2-4/13/18 (10 days)	Volume & Surface Area of 3D Figures	(8.12)	8 G 9	
4/16-4/27/18 (10 days)	Data, Scatter Plots, Frequency Tables	(8.13)	(8 SP 1-4)	STATISTICS
4/30-5/11/18	**CAASPP Prep & Testing**			
5/14-6/12/18 (26 days)	**I CAN! Review Onramp to Next Grade Demonstration of Mastery**			

8th Grade Math I CAN!s and CAN I?s

#	I CAN!s	Can I?s
8.1	I CAN represent and compare rational and irrational number approximations with decimal expansions, radical signs and locate them on a number line. 8 NS 1, 2 *(supporting I CAN)*	● Tell the difference between a rational and irrational number? ● Know how to convert between fractions and decimals? ● Know when a decimal is terminal and when it is repeating? ● Find find the decimal value of numbers with a radical sign? ● Explain how to compare fractions, decimals and numbers with radical sign?
8.2	I CAN know and apply the properties of integer exponents, fluently know small perfect squares and cube roots, and use square and cube roots to express a number. 8 EE 1, 2	● Describe what an exponent represents? ● Calculate numbers and expressions with negative exponents? ● Explain the difference between a cube root and a square root? ● Know fluently perfect squares and their square roots and perfect cubes and their cube roots? ● Explain why $\sqrt{2}$ is irrational?
8.3	I CAN use scientific notation to express measurement of very small and very large quantities. 8 EE 3, 4	● Estimate large and small numbers using exponents? ● Use the integer power of 10 to express numbers? ● Relate decimal value to scientific notation value? ● Apply scientific notation to measurement? ● Interpret scientific notation that has been created by technology?
8.4	I CAN compare proportional values draw a graph of their relationships and know the unit rate is the slope of the graph. 8 EE 5	● Relate the parts of a proportion to the parts of a graph? ● Explain how to determine the unit rate? ● Compare proportional relationships by interpreting their graphs? ● Describe the slope of a graph? ● Tell how the slope of a graph and proportional value are related?
8.5	I CAN derive the equation of a line y = mx + b where the slope (m) can be found using similar triangles and the y-intercept (b) is where the line crosses the vertical axis. 8 EE 6	● Describe what makes two triangles similar? ● Draw a coordinate plane including: x-axis, y-axis, quadrants, the origin and unit values? ● Find the slope of a line using two distinct points on the line? ● Recall the equation of a line and name the parts? ● Explain the difference between a positive and negative slope?
8.6	I CAN solve pairs of linear equations with one variable and interpret the solution (one, infinitely many, or none). 8 EE 7, 8	● Determine the difference between and expression and a equation? ● Combine like terms within an equation? ● Solve a linear equation in one variable? ● Use various methods to solve pairs of linear equations: Graphing, substitution & elimination? ● Know that when there is one solution I put my answer in the form (x, y)?
8.7	I CAN understand a function as a rule where a graph of ordered pairs represents the rule, express properties of two functions in different ways (algebra, graph, tables or verbally), and interpret equations as linear functions. 8 F 1-3	● Create a function table and graph the values? ● Interpret the graph of a function to determine rate of change? ● Give examples of functions that are NOT linear and explain why? ● Describe & define the input and output of a function table? ● Relate a function to the equation y=mx+b?
8.8	I CAN construct a function to model the relationship between two quantities and describe the relationship by analyzing a table or sketching a graph. 8 F 4, 5	● Determine the rate of change of a function? ● Relate a function to a real world situation? ● Locate the initial value of a function? ● Describe the relationship of two quantities illustrated by a graph? ● Verbally describe a function by looking at a graph?
8.9	I CAN use the Pythagorean Theorem to find the distance, find lengths in right triangles in two and three dimensions, and explain a proof of the theorem and its converse. 8 G 6, 7, 8	● Restate the Pythagorean Theorem and what it represents? ● Know various proofs of the Pythagorean Theorem? ● Name the sides of a right triangle and how they relate to the Pythagorean Theorem? ● Apply the Pythagorean Theorem to find the distance between points in the coordinate plane? ● Solve for an unknown value in the Pythagorean Theorem?
8.10	I CAN verify the properties of rotations, reflections and translations and use that knowledge to establish	● Use math vocabulary to describe translations (line, segment, angle, parallel)?

	congruence of shapes, determine similarity and how they can change a shape in the coordinate plane. 8 G 1-4	• Know when two geometric shapes are congruent? • Use models to demonstrate translations? • Describe translations in the coordinate planes by using coordinates of points? • Describe 2D figures by their geometric properties?
8.11	I CAN use reasoning about triangles to derive and know properties involving angle sums, exterior angles, and similar triangles. 8 G 5	• Use mathematical language to give informal arguments? • Define geometric terms: Parallel, exterior angle, transversal, and similarity? • Describe the angle-angle criterion for similarity of triangles? • Know and apply the angle sum theorem? • Describe the relationships between interior angles and exterior angles?
8.12	I CAN know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. 8 G 9 *(supporting I CAN)*	• Identify 3D shapes: Cone, cylinder and sphere? • Locate the various parts of 3D shapes? • Find the area and circumference of a circle? • Find the area and perimeter of quadrilaterals? • Locate and describe 3D shapes in the world?
8.13	I CAN construct and interpret scatter plots, use a straight line to model the data, and use what I know about lines to solve data problems. 8 SP 1-4 *(supporting I CAN)*	• Identify bivariate data and identify its graph? • Define statistical vocabulary: Clustering, outliers, frequencies, positive or negative association, linear association and nonlinear association? • Find the line of best fit using statistical data? • Find patterns in bivariate data sets and scatter plots? • Use a linear equation y=mx+b to summarize statistical data?

Standards of Mathematical Practice (SMPs)

#1 Make sense of problems and persevere in solving them.	#5 Use appropriate tools strategically.
#2 Reason abstractly and quantitatively.	#6 Attend to precision.
#3 Construct viable arguments & critique the reasoning of others.	#7 Look for and make use of structure.
#4 Model with mathematics.	#8 Look for and express regularity in repeated reasoning.

Student Information

Student Name:	ES Name:

Course Description

Math Essentials 1 is a course designed to support the learner with the content of Math 1. Each of the I CANS in Math 1 is addressed in Math Essentials, giving the student opportunities to master prior related skills before attempting the skill in Math 1. In addition, Math Essentials requires the student to spend time in iReady filling any gaps they might have in their mathematical prowess in order to completely ready them for Math 1.

Course Accountability/ Requirements

Course Title: Math Essentials 1

Student and parent initial each requirement to acknowledge understanding of the requirement.

R1._____ This course is divided into ten (10) key objectives. Five (5) objectives must be addressed during the first semester to earn five (5) units and five (5) objectives must be addressed during the second semester to earn the full ten (10) units for the year-long course. **Units will be assigned based on completion of these objectives.**

R2._____ The ES must review the complete body of course work at each monthly learning plan meeting.

R3._____ The ES confirms (by initialing) that the objectives are met after seeing evidence that demonstrates the student's understanding of the course objective

R4._____ Student must complete a proctored RSCS final exam each semester. The semester final exam is comprised of I Can objectives. The **Math Essentials 1** Milestones equal **20%** of the student's final grade (per semester).

Grading Requirements

Assessment Methods and Assignment of Grades

Evaluation of student performance is based on individual abilities, interests, and talents. Student progress is assessed through a variety of methods. The methods available include but are not limited to the following:

* Monthly review of work by the Education Specialist & Portfolios
* Chapter, unit or section tests and quizzes
* Parent facilitator and ES observation
* Current state mandated assessment tool and CAHSEE
* Norm and criterion referenced tests
* Student demonstrations
* Student work samples
* Written examinations
* Research projects
* Milestones each semester

Final grades will be computed and assigned as follows:
A-G Grading Scale
Milestone Exams=**20% (4 per year)**
Assessments (quizzes, chapter tests, units tests, common assessments) = **40%**
Student work (homework/classwork/study guides/ self-graded work, notes) = **40%**
Course Total=**100%**

We understand the requirements of the course as outlined above and agree to the grading scale as described.

Parent Initial   *Student Initial*   *ES Initial*

Check here if student is using the River Springs Curriculum Guide for **Math Essentials 1** in its entirety and is therefore supervised by a NCLB highly qualified teacher in Math. Key objectives including High School I Cans, core literature, and key assignments are embedded in the curriculum guide.

No additional information needs to be completed.
Sign the last page.

Math 1: I Can Statements/Course Objectives

The course objectives including the "I Cans" are the minimum objectives that must be met in order to receive complete credit for the course. The "I Can" objectives must be mastered before advancing in the content area. We encourage mastery of all objectives. ES, student and parent initial when complete.

_____1. **I CAN** construct proof using deductive reasoning.

_____2. **I CAN** solve equations and inequalities in one variable.

_____3. **I CAN** identify, create, and graph functions.

_____4. **I CAN** solve the equation $f(x) = g(x)$ by finding the intersection(s) of the graphs $y = f(x)$ and $y = g(x)$..

_____5. **I CAN** create and graph linear functions. Including absolute value functions.

_____6. **I CAN** solve systems of equations and inequalities.

_____7. **I CAN** describe, draw and identify transformations in the coordinate plane..

_____8. **I CAN** simplify and preform basic operations with exponents and square roots.

_____9. **I CAN** identify and define basic geometric figures, as well as terms such as point, line and plane.

_____10. **I CAN** prove theorems about lines and angles.

Content Specific Information for Algebra 2

Algebra 2 courses must include the following components each semester:

*   Students should take notes on what they read, examples they review and tutor information they are given. The notes should be in a bound notebook (or folder) and are usable on Tests including the Milestones.

*   Students should also have in their arsenal (a) a bound notebook to keep all your notes- usable on all tests (b) colored pencils for adding another informational dimension to their work, (c) a straight edge for making straight lines. (d) compass for creating figures (e) protractor for measuring angles (f) graph paper for when that is needed,

*   A graphing calculator is needed. Learning to use Desmos.com is recommend, otherwise TI-84 or TI-83.

*   There are many online resources to help today's Math student. Khan Academy, Wolfram Alpha and many more websites can give extensive help. Generally students should explore the internet to learn to use available resources and drive their own mastery.

Complete this section if student is using the RSCS curriculum guide with modifications.

Modifications to RSCS Curriculum Guide

List modifications including additions and omissions to content in the RSCS curriculum guide.

_____
_____
_____
_____
_____
_____
_____
_____
_____

Materials

Courses require use of an RSCS approved college-prep level text—discuss approved texts with ES.

List all core materials including workbooks, and supplements and attach a copy of the table of contents from the core text.

*Core Text*_____
*Workbooks*_____
*Supplements*_____
*Online Programs*_____
*Other*_____

If the curriculum guide is not being used, please complete addendum A.

Student Signature: _____

Parent Signature: _____

ES Signature: _____

NCLB HQT Math teacher: _____

Complete this section if student is not using the RSCS curriculum guide at all. Core Objectives, I Cans and Key Assignments

Addendum A

Materials

Courses require use of an RSCS approved college-prep level text—discuss approved texts with ES.

List all core materials including workbooks, and supplements and attach a copy of the table of contents from the core text.

*Core Text*_____

*Workbooks*_____

*Supplements*_____

*Online Programs*_____

*Other*_____

Core Objectives, I Cans and Key Assignments

Briefly state how the core objectives will be met. Details for how student will complete the key assignments must be included.

*I CAN Objective 1*_____

*I CAN Objective 2*_____

*I CAN Objective 3*_____

*I CAN Objective 4*_____

*I CAN Objective 5*_____

*I CAN Objective 6*_____

*I CAN Objective 7*_____

*I CAN Objective 8*_____

*I CAN Objective 9*_____

*I CAN Objective 10*_____

MATH 1 Curriculum Guide Pacing: 2016-17

MATH 1 Semester 1

Units	Dates	I CAN/Key Assignment
Introduction	**Lessons 1**	
Logic	**Lessons 2-4**	I CAN construct proof using deductive reasoning. Key Assignment #1
Multi-Step Equations	**Lessons 5-8**	I CAN solve equations and inequalities in one variable. Key Assignment #2
Milestone #1	**Lesson 10**	**Milestone Test #1 (Window October 26-November 10) *Occurs during Lesson 10**
Functions	**Lessons 9-12**	I CAN identify, create, and graph functions. I CAN solve the equation f(x)=g(x) by finding the intersection(s) of the graphs y=f(x) and y=g(x). Key Assignment #3
Linear Functions	**Lessons 13-16**	I CAN create and graph linear functions, including absolute value functions.
Milestone #2	**Lesson 18**	**Milestone Test #2 (Window January 13-January 27)*Occurs during Lesson 18**
System of Equations	**Lessons 16**	I CAN solve systems of equations and inequalities.

Milestone #1 covers the following I Cans:

I CAN construct proof using deductive reasoning.

I CAN solve equations and inequalities in one variable.

Milestone #2 covers the following I Cans:

I CAN construct proof using deductive reasoning.

I CAN solve equations and inequalities in one variable.

I CAN identify, create, and graph functions.

I CAN solve the equation f(x)=g(x) by finding the intersection(s) of the graphs y=f(x) and y=g(x).

I CAN create and graph linear functions, including absolute value functions.

MATH 1 Curriculum Guide Pacing: 2016-17

MATH 1 Semester 2

Units	Dates	I CAN/Key Assignment
System of Equations	**Lessons 1-3**	I CAN solve systems of equations and inequalities. Key Assignment #4
Transformation	**Lessons 4-5**	I CAN describe draw and identify transformations in the coordinate plane. Key Assignment #5
Milestone #3	**Lesson 6**	**Milestone Test #3 (Window March 1-March 15) * Occurs during Week 6**
Exponents and Radicals	**Lessons 7-9**	I CAN simplify and perform basic operations with exponents and square root. Key Assignment #6
Statistics and Probability	**Lessons 10-11**	I CAN represent and analyze statistical data in various ways.
Logic	**Lessons 12-14**	I CAN identify and define basic geometric figures, as well as undefined terms such as point, line, and planes.
Triangles	**Lessons 15-16**	I CAN prove theorems about lines and angles.
Milestone #4	**Lessons 18**	**Milestone Test #4 (Window May 26- June 9)**

Milestone #3 covers and reviews the following I Cans:

I CAN construct proof using deductive reasoning.

I CAN solve equations and inequalities in one variable.

I CAN identify, create, and graph functions.

I CAN solve the equation f(x)=g(x) by finding the intersection(s) of the graphs y=f(x) and y=g(x).

I CAN create and graph linear functions, including absolute value functions.

I CAN solve systems of equations and inequalities.

I CAN describe draw and identify transformations in the coordinate plane.

<mark>Milestone #4 covers and reviews the following I Cans:</mark>
I CAN construct proof using deductive reasoning.

I CAN solve equations and inequalities in one variable.

I CAN identify, create, and graph functions.

I CAN solve the equation f(x)=g(x) by finding the intersection(s) of the graphs y=f(x) and y=g(x).

I CAN create and graph linear functions, including absolute value functions.

I CAN solve systems of equations and inequalities.

I CAN describe draw and identify transformations in the coordinate plane.

I CAN simplify and perform basic operations with exponents and square root.

I CAN represent and analyze statistical data in various ways.

I CAN identify and define basic geometric figures, as well as undefined terms such as point, line, and planes.

I CAN prove theorems about lines and angles.

MATH 2 Curriculum Guide Pacing: 2016-17

Math 2 Semester 1

Units	Dates	I CAN/Key Assignment
Triangles	Lessons 2-5	I CAN prove that two triangles are congruent and relate the congruency to rigid transformations. Key Assignment #1
	Lessons 6-8	I CAN understand, prove and use specialty theorems of triangles. Key Assignment #2
Proofs	Lesson 7	I CAN construct an indirect proof.
Milestone #1	Week 10	Milestone Test #1 (Window October 26-November 10) *Occurs during Lesson 10
Triangles	Lessons 9-13	I CAN prove and use postulates and theorem about similarities. Key Assignment #3
	Lesson 14-16	I CAN prove and use postulates and theorems about right triangles.
Milestone #2	Week 18	Milestone Test #2 (Window January 13-January 27)*Occurs during Lesson 18

Milestone #1 covers the following I CANs:

I CAN prove that two triangles are congruent and relate the congruency to rigid transformations.

I CAN understand, prove and use specialty theorems of triangles.

I CAN construct an indirect proof.

Milestone #2 covers the following I CANs:

I CAN prove that two triangles are congruent and relate the congruency to rigid transformations.

I CAN understand, prove and use specialty theorems of triangles.

I CAN construct an indirect proof.

I CAN prove and use postulates and theorem about similarities.

I CAN prove and use postulates and theorems about right triangles.

MATH 2 Curriculum Guide Pacing: 2016-17

MATH 2 Curriculum Guide Pacing: 2016-17

Math 2 Semester 2

Units	Dates	I CAN/Key Assignment
Surface Area and Volumes	**Lessons 1-3**	I CAN use volume and surface formulas to solve problems. Key Assignment #4
Exponents and Radicals	**Lessons 4-5** **Lessons 15-16**	I CAN represent and apply properties of exponents in all forms. Key Assignment #5
Milestone #3	**Lesson 6**	**Milestone Test #3 (Window March 1-March 15) * Occurs during Week 6**
Polynomials	**Lesson 7-9**	I CAN manipulate polynomials. Key Assignment #6
System of Equations	**Lessons 10-14**	I CAN solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.
Quadratics	**Lesson 10-14**	I CAN graph and solve quadratic equations.
Functions	**Lesson 15-16**	I CAN manipulate functions.
Milestone #4	**Lessons 18**	**Milestone Test #4 (Window May 26- June 9)**

Milestone #3 covers the following I CANs:

I CAN prove that two triangles are congruent and relate the congruency to rigid transformations.

I CAN understand, prove and use specialty theorems of triangles.

I CAN construct an indirect proof.

I CAN prove and use postulates and theorem about similarities.

I CAN prove and use postulates and theorems about right triangles.

I CAN use volume and surface formulas to solve problems.

I CAN represent and apply properties of exponents in all forms.

I CAN prove that two triangles are congruent and relate the congruency to rigid transformations.

I CAN understand, prove and use specialty theorems of triangles.

I CAN construct an indirect proof.

I CAN prove and use postulates and theorem about similarities.

I CAN prove and use postulates and theorems about right triangles.

I CAN use volume and surface formulas to solve problems.

I CAN represent and apply properties of exponents in all forms.

I CAN manipulate polynomials.

I CAN solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.

I CAN graph and solve quadratic equations.

I CAN manipulate functions.

MATH 3 Curriculum Guide Pacing: 2016-17

Math 3 Semester 1

Units	Dates	I CAN/Key Assignment
Statistics and Probability	Lessons 2-3	I CAN analyze real life data and draw mathematical conclusion. Key Assignment #1
Transformation	Lessons 4-6	I CAN understand how all functions are a transformation of a parent function. Key Assignment #2
System of Equations	Lesson 4-6	I CAN solve the equation f(x)=g(x) by finding the intersection(s) of the graphs y=f(x) and y=g(x).
Milestone #1	**Week 10**	**Milestone Test #1 (Window October 26-November 10) *Occurs during Lesson 10**
Quadratics	Lessons 7-11	I CAN graph and solve quadratic equations. Key Assignment #3
Polynomials	Lessons 12-15	I CAN manipulate polynomials.
	Lessons 12-15	I CAN graph, analyze, and model polynomial functions.
Milestone #2	**Week 18**	**Milestone Test #2 (Window January 13-January 27)*Occurs during Lesson 18**
	Lesson 16	I CAN simplify and manipulate rational expressions, and solve rational equations.

Milestone #1 covers the following I CANs:

I CAN analyze real life data and draw mathematical conclusion.

I CAN understand how all functions are a transformation of a parent function.

I CAN solve the equation f(x)=g(x) by finding the intersection(s) of the graphs y=f(x) and y=g(x).

Milestone #2 covers the following I CANs:

I CAN analyze real life data and draw mathematical conclusion.

I CAN understand how all functions are a transformation of a parent function.

I CAN solve the equation f(x)=g(x) by finding the intersection(s) of the graphs y=f(x) and y=g(x).

I CAN graph and solve quadratic equations.

I CAN manipulate polynomials.

I CAN graph, analyze, and model polynomial functions.

MATH 3 Curriculum Guide Pacing: 2016-17

Math 3 Semester 2

Units	Dates	I CAN/Key Assignment
Rational Expressions	**Lessons 1-3**	I CAN simplify and manipulate rational expressions, and solve rational equations. Key Assignment #4
Milestone #3	**Lesson 6**	**Milestone Test #3 (Window March 1-March 15) * Occurs during Week 6**
Exponents and Radicals	**Lessons 3-7** **Lessons 14-15**	I CAN simplify expressions and solve equations with rational exponent. Key Assignment #5
Trigonometric Functions	**Lesson 8-11**	I CAN understand how to create and use a unit circle and how it relates to trigonometric functions and their graphs. Key Assignment #6
Functions	**Lessons 15-16**	I CAN identify, create, and graph functions.
Milestone #4	**Lessons 18**	**Milestone Test #4 (Window May 26- June 9)**

Milestone #3 covers the following I CANs:

I CAN analyze real life data and draw mathematical conclusion.

I CAN understand how all functions are a transformation of a parent function.

I CAN solve the equation f(x)=g(x) by finding the intersection(s) of the graphs y=f(x) and y=g(x).

I CAN graph and solve quadratic equations.

I CAN manipulate polynomials.

I CAN graph, analyze, and model polynomial functions.

I CAN simplify and manipulate rational expressions, and solve rational equations.

I CAN analyze real life data and draw mathematical conclusion.

I CAN understand how all functions are a transformation of a parent function.

I CAN solve the equation f(x)=g(x) by finding the intersection(s) of the graphs y=f(x) and y=g(x).

I CAN graph and solve quadratic equations.

I CAN manipulate polynomials.

I CAN graph, analyze, and model polynomial functions.

I CAN simplify and manipulate rational expressions, and solve rational equations.

I CAN simplify expressions and solve equations with rational exponent.

I CAN understand how to create and use a unit circle and how it relates to trigonometric functions and their graphs.

I CAN identify, create, and graph functions.

PRECALCULUS Curriculum Guide Pacing: 2016-17

PRECALCULUS Semester 1

Units	Dates	I CAN/Key Assignment
Prerequisites	**Lessons 2-3**	Key Assignment #1
Functions and Graphs	**Lessons 4-7**	I CAN recognize graphs of twelve basic functions and their transformations, determine domains and ranges of functions related to these, and classify. Key Assignment #2
Milestone Test #1		**Milestone Test #1 (Window October 26-November 10) *Occurs during Lesson 10**
Polynomial, Power, and Rational Functions	**Lessons 8-13**	I CAN combine functions algebraically as well as find the composition of two functions. I CAN find all rational zeros of a higher degree polynomial function and write a polynomial function as a product of linear factors for both Real or Complex number systems. Key Assignment #3
Exponential, Logistic and Logarithmic Functions	**Lessons 14-16**	I CAN set up and solve problems involving exponential and logarithmic functions including real life applications involving compound interest and exponential growth and decay.
Milestone Test #2		**Milestone Test #2 (Window January 13-January 27)*Occurs during Lesson 18**

Milestone #1 covers the following I Cans:

I CAN recognize graphs of twelve basic functions and their transformations, determine domains and ranges of functions related to these, and classify.

Milestone #2 covers the following I Cans:

I CAN recognize graphs of twelve basic functions and their transformations, determine domains and ranges of functions related to these, and classify.

I CAN combine functions algebraically as well as find the composition of two functions.

I CAN find all rational zeros of a higher degree polynomial function and write a polynomial function as a product of linear factors for both Real or Complex number systems.

I CAN set up and solve problems involving exponential and logarithmic functions including real life applications involving compound interest and exponential growth and decay.

PRE-CALCULUS Curriculum Guide Pacing: 2016-17

PRE-CALCULUS Semester 2

Units	Dates	I CAN/Key Assignment
Trigonometric Functions	**Lessons 1-5**	I CAN compute, by hand, the values of the trigonometric functions and the inverse trigonometric functions at various standard points on the unit circle in both radians and degrees. I CAN use trigonometry to determine unknown sides or angles in right triangles and apply to real life applications. Key Assignment #4 (Trigonometric Function Task)
Milestone #3	**Lesson 6**	**Milestone Test #3 (Window March 1-March 15) * Occurs during Week 6**
Trigonometric Identities and Laws	**Lessons 7-9**	I CAN graph the sine, cosine, and tangent functions, and their inverse and interpret amplitude, frequency, period and phase shift. I CAN prove, derive, and use trigonometric identities. I CAN know the law of sines and the law of cosines and apply those laws to solve problems. Key Assignment #5 (Trigonometric Identities Task)
Applications of Trigonometry	**Lessons 10-12**	I CAN perform operations on vectors in the plane including dot products. I CAN use the polar coordinate system and convert between rectangular and polar coordinates. I CAN graph, determine from equation and give significant points on conic sections. Key Assignment #6 (Law of Sines and Cosines Task)
Analytic Geometry in Two and Three Dimensions	**Lessons 14-16**	I CAN graph, determine from equation and give significant points on conic sections.
Milestone #4	**Lessons 18**	**Milestone Test #4 (Window May 26- June 9)**

Milestone #3 covers and reviews the following I Cans:

I CAN recognize graphs of twelve basic functions and their transformations, determine domains and ranges of functions related to these, and classify.

I CAN combine functions algebraically as well as find the composition of two functions.

I CAN find all rational zeros of a higher degree polynomial function and write a polynomial function as a product of linear factors for both Real or Complex number systems.

I CAN set up and solve problems involving exponential and logarithmic functions including real life applications involving compound interest and exponential growth and decay.

I CAN compute, by hand, the values of the trigonometric functions and the inverse trigonometric functions at various standard points on the unit circle in both radians and degrees.

I CAN use trigonometry to determine unknown sides or angles in right triangles and apply to real life applications.

Milestone #4 covers and reviews the following I Cans:
I CAN recognize graphs of twelve basic functions and their transformations, determine domains and ranges of functions related to these, and classify.

I CAN combine functions algebraically as well as find the composition of two functions.

I CAN find all rational zeros of a higher degree polynomial function and write a polynomial function as a product of linear factors for both Real or Complex number systems.

I CAN set up and solve problems involving exponential and logarithmic functions including real life applications involving compound interest and exponential growth and decay.

I CAN compute, by hand, the values of the trigonometric functions and the inverse trigonometric functions at various standard points on the unit circle in both radians and degrees.

I CAN use trigonometry to determine unknown sides or angles in right triangles and apply to real life applications.

I CAN graph the sine, cosine, and tangent functions, and their inverse and interpret amplitude, frequency, period and phase shift.

I CAN prove, derive, and use trigonometric identities.

I CAN know the law of sines and the law of cosines and apply those laws to solve problems

I CAN perform operations on vectors in the plane including dot products.

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I CAN graph, determine from equation and give significant points on conic sections.

I CAN graph, determine from equation and give significant points on conic sections.

Calculus Curriculum Guide Pacing: 2016-17

Calculus Semester 1

Units	Dates	I CAN/Key Assignment
Chapter 1 & 2	**Lessons 2-8**	I CAN use theorems evaluating the limits of sums, products, quotients, and composition of functions. I CAN demonstrate an understanding of the definition of the derivative of a function as the slope of the tangent line to the graph of the function and use this to find slope of a tangent and equation of a tangent. Key Assignment #1 Key Assignment #2
Milestone Test #1	**Lesson 10**	**Milestone Test #1 (Window October 26-November 10) *Occurs during Lesson 10**
Chapter 3	**Lessons 9-16**	I CAN compute basic derivatives and derivatives of Trigonometric Functions. I can also compute derivatives of higher order. I CAN apply the chain rule or the process of implicit differentiation to find derivatives of a more nature and I can know when to use each. Key Assignment #3
Milestone Test #2	**Lessons 18**	**Milestone Test #2 (Window January 13-January 27)*Occurs during Lesson 18**

Milestone #1 covers the following I Cans:

I CAN use theorems evaluating the limits of sums, products, quotients, and composition of functions.

I CAN demonstrate an understanding of the definition of the derivative of a function as the slope of the tangent line to the graph of the function and use this to find slope of a tangent and equation of a tangent.

Milestone #2 covers the following I Cans:

I CAN use theorems evaluating the limits of sums, products, quotients, and composition of functions.

I CAN demonstrate an understanding of the definition of the derivative of a function as the slope of the tangent line to the graph of the function and use this to find slope of a tangent and equation of a tangent.

I CAN compute basic derivatives and derivatives of Trigonometric Functions. I can also compute derivatives of higher order.

I CAN apply the chain rule or the process of implicit differentiation to find derivatives of a more nature and I can know when to use each.

Calculus Curriculum Guide Pacing: 2016-17

Calculus Semester 2

Units	Dates	I CAN/Key Assignment
Chapter 4	Lessons 1-4	I CAN demonstrate an understanding and the application of the intermediate value theorem and the extreme value theorem I CAN use differentiation to sketch, by hand, graphs of functions. They can identify maxima, minima, inflection points, and intervals in which the function is increasing and decreasing. Key Assignment #4
Milestone #3	Lesson 6	**Milestone Test #3 (Window March 1-March 15) * Occurs during Week 6**
Chapter 5	Lessons 7-10	I CAN use RAM (Rectangular Approximation Method) or the definition of the Definite Integral as a Limit of Riemann Sums to approximate integrals. I CAN find Definite Integrals and Antiderivatives and apply the Fundamental Theorem of Calculus. Key Assignment #5
Chapter 6	Lessons 11-14	I CAN compute, by hand, the integrals of a wide variety of functions by using techniques of integration, such as Integration by Substitution and Integration by Parts. Key Assignment #6
Chapter 7	Lesson 15-16	I CAN use definite integrals in problems involving Areas in the Plane and Volume.
Milestone #4	Lessons 18	**Milestone Test #4 (Window May 26- June 9)**

Milestone #3 covers and reviews the following I Cans:

I CAN use theorems evaluating the limits of sums, products, quotients, and composition of functions.

I CAN demonstrate an understanding of the definition of the derivative of a function as the slope of the tangent line to the graph of the function and use this to find slope of a tangent and equation of a tangent.

I CAN compute basic derivatives and derivatives of Trigonometric Functions. I can also compute derivatives of higher order.

I CAN apply the chain rule or the process of implicit differentiation to find derivatives of a more nature and I can know when to use each.

I CAN demonstrate an understanding and the application of the intermediate value theorem and the extreme value theorem

I CAN use differentiation to sketch, by hand, graphs of functions. They can identify maxima, minima, inflection points, and intervals in which the function is increasing and decreasing.

I CAN use theorems evaluating the limits of sums, products, quotients, and composition of functions.

I CAN demonstrate an understanding of the definition of the derivative of a function as the slope of the tangent line to the graph of the function and use this to find slope of a tangent and equation of a tangent.

I CAN compute basic derivatives and derivatives of Trigonometric Functions. I can also compute derivatives of higher order.

I CAN apply the chain rule or the process of implicit differentiation to find derivatives of a more nature and I can know when to use each.

I CAN demonstrate an understanding and the application of the intermediate value theorem and the extreme value theorem

I CAN use differentiation to sketch, by hand, graphs of functions. They can identify maxima, minima, inflection points, and intervals in which the function is increasing and decreasing.

I CAN use RAM (Rectangular Approximation Method) or the definition of the Definite Integral as a Limit of Riemann Sums to approximate integrals.

I CAN find Definite Integrals and Antiderivatives and apply the Fundamental Theorem of Calculus.

I CAN compute, by hand, the integrals of a wide variety of functions by using techniques of integration, such as Integration by Substitution and Integration by Parts.

I CAN use definite integrals in problems involving Areas in the Plane and Volume.

ENGLISH LANGUAGE ARTS & MATH

K

Name: _____   Starting Year: _____

[**I CAN!**] Welcome to your Springs I CAN! Mastery Folder. This folder is designed to track and celebrate this year's learning.

Springs learners use the Mastery Learning Cycle to support their success.

What do we want learners to learn?   How do we know they've learned it?   How will we recognize and celebrate growth?

MASTERY LEARNING CYCLE

Set Goal · Plan · Learn · Show · Reflect

The journey to mastery visits several levels.

LEVEL 1 **NOVICE**
Learners interact with the concept with help.

LEVEL 2 **APPRENTICE**
Learners know the vocabulary and procedures related to the concept independently.

LEVEL 3 **PRACTITIONER**
Learners apply the concept to real world situations.

LEVEL 4 **EXPERT**
Learners apply the concept beyond their grade level expectations.

Additional Resources

E-BOOK — Math Grade

E-BOOK — ELA Grade

I can!
SPRINGS CHARTER SCHOOL
INCENTIVE PROGRAM

Pre-Quiz ✓	Date ✓	Mastered ✓	KINDERGARTEN ELA "I CAN" THEMES K
			THEMES
			1. I CAN read and understand kindergarten stories.
			K.1.a CAN I with prompting and support ask and answer questions about key details in a text?
			K.1.b CAN I with prompting and support retell familiar stories including key details
			K.1.c CAN I with prompting and support identify characters, setting and major events in a story?
			K.1.d CAN I with prompting and support describe the relationship between illustrations and the story?
			K.1.e CAN I with prompting and support compare and contrast the adventures and experiences of characters in familiar stories?
			2. I CAN! use literature text features to read kindergarten stories and poetry.
`			K.2.a CAN I ask and answer questions about unknown words in a text?
			K.2.b CAN I recognize common types of texts (stories, poems, dramas)?
			K.2.c CAN I with prompting and support name the author and illustrator of the story and define the role of each in telling the story?
			3. I CAN! read kindergarten informational books.
			K.3.a CAN I with prompting and support ask and answer questions about key details in a text?
			K.3.b CAN I with prompting and support identify the main topic and retell key details of a text?
			K.3.c CAN I with prompting and support describe the connection between two individuals, events, ideas or pieces of information in a text?
			K.3.d CAN I with prompting and support describe the relationship between illustrations and the text?
			K.3.e CAN I with prompting and support identify the reasons an author gives to support points in a text?
			K.3.f CAN I with prompting and support identify basic similarities in and differences between two texts on the same topic.
			4. I CAN! use text features to read kindergarten informational texts.
			K.4.a CAN I with prompting and support ask and answer questions about unknown words in a text?
			K.4.b CAN I identify the front cover, back cover, and title page of a book?
			K.4.c CAN I name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text?
			5. I CAN! write for different tasks and purposes.
			K.5.a CAN I use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state and opinion or preference about the topic or book.
			K.5.b CAN I use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
			K.5.c CAN I use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the order in which they occurred and provide a reaction to what happened.

Pre-Quiz ✓	Date ✓	Mastery ✓	KINDERGARTEN ELA "I CAN" THEMES K
			THEMES
			6. I CAN! use the writing process to develop my writing.
			K.6.a CAN I with guidance and support from adults respond to questions and suggestions from peers and add details to strengthen writing as needed.
			K.6.b CAN I with guidance and support from adults explore a variety of digital tools to produce and publish writing including collaboration with peers.
			7. I CAN! talk with others about kindergarten topics.
			K.7.a CAN I participate in conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
			K.7.b CAN I listen to others and take turns speaking about the topics and texts under discussion.
			K.7.c CAN I continue a conversation through multiple exchanges.
			K.7.d CAN I ask and answer questions to get help or information presented orally if something is not understood.
			8. I CAN! Present my work and ideas.
			K.8.a CAN I ask and answer questions in order to seek help, get information, or clarify something that is not understood.
			K.8.b CAN I describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
			K.8.c CAN I add drawings or other visual displays to descriptions as desired to provide additional detail.
			K.8.d CAN I speak audibly and express thoughts, feelings, and ideas clearly.
			9. I CAN! Use word clues to understand new words.
			K.9.a CAN I determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content?
			K.9.b CAN I identify new meanings for familiar words and apply them accurately?
			K.9.c CAN I use the most frequently occurring inflections and a xes as a clue to the meaning of an unknown word?
			10. I CAN! with help from adults, show understanding of words and their particular meanings.
			K.10.a CAN I sort common objects into categories to gain a sense of the concepts the categories represent?
			K.10.b CAN I demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites?
			11. I CAN! use words and phrases I've learned in conversations, reading and being read to.
			K.11.a CAN I identify real life connections between words and their use.
			K.11.b CAN I distinguish shades of meaning among verbs describing the same general action by acting out the meanings?

Pre-Quiz ✓	Date ✓	Mastery ✓	KINDERGARTEN ELA "I CAN" STEPS **K**
			STEPS
			12. I CAN name the letters and understand how print works.
			12.Ka) CAN I follow words from left to right, top to bottom, and page by page?
			12.Kb) CAN I recognize that spoken words are represented in written language by specific sequences of letters?
			12.Kc) CAN I understand that words are separated by spaces in print?
			12.Kd) CAN I recognize and name all upper-and lowercase letters of the alphabet?
			13. I CAN demonstrate understanding of spoken words, syllables and sounds.
.			13.Ka) CAN I recognize and produce rhyming words?
			13.Kb) CAN I count, pronounce, blend, and segment syllables in spoken words?
'			13.Kc) CAN I blend and segment onsets and rimes of single-syllable spoken words?
			13.Kd)CAN I blend two to three phonemes into recognizable words?
			13.Ke) CAN I isolate and pronounce the initial, medial vowel, and finals sounds in CVC words?
			14. I CAN use phonics and word analysis skills to sound out words both in isolation and in text.
			14.Ka) CAN I demonstrate basic knowledge of one-to one letter/sound correspondences?
			14.Kb) CAN I associate the long and short sounds for each vowel?
			14.Kc) CAN I? Read common high-frequency words by sight.
			14.Kd) CAN I? Distinguish between similarly spelled words by identifying the sounds of the letters that differ? (e.g. pan/pen/pet)
			15. I CAN read at grade level.
			15.Ka) CAN I? Read emergent-reader texts with purpose and understanding.
			16. I CAN use correct grammar and usage when writing or speaking.
			16.Ka) CAN I print upper-and lowercase letters
			16.Kb) CAN I use frequently occurring nouns and verbs
			16.Kc) CAN I form regular plural nouns orally by adding s or es (e.g. dog, dogs; wish, wishes)
			16.Kd) CAN I? Understand and use question words)
			16.Ke) Use the most frequently occuring prepositons
			17. I CAN use correct capitalization, punctuation and spelling when writing.

Kindergarten Sight Words

all	am	are	at	ate	be	black
brown	but	came	did	do	eat	four
get	good	have	he	into	like	must
new	no	now	on	our	out	please
pretty	ran	ride	saw	say	she	so
soon	that	there	they	this	too	under
want	was	well	went	what	white	who
will	with	yes				

Sight Words Mastery

1st Quarter____/12   2nd Quarter____/25   3rd Quarter____/37   4th Quarter____/52

Ways to practice sight words at home:

- Paper Plate Toss: Write sight words on paper plates. Use like Frisbees to throw after reading the word.
- Word Hunt: Look for target words in books, newspapers, or magazines.
- Play who am I? E.g. I rhyme with bed, I have 3 letters, and I end in "d".
- Children go outside and practice writing their words with chalk
- Flashlight words: Tape words on the wall or ceiling. Use the flashlight to shine on the word then read.
- Make words using play dough.
- Beat the clock - how many times can a word be written in 1 minute etc
- Play stepping stones - place words on the floor and children walk over them saying the word as they go to get to the other side of the stream.

Pre-Quiz ✓	Date ✓	Mastery ✓	KINDERGARTEN MATH "I CAN" STATEMENTS K
			1. I CAN tell you the number names and the count sequence.
			K.1a) CAN I count to 100 by ones?
			K.1b) CAN I count to 100 by tens?
			K.1c) CAN I count forward beginning from a given number within the sequence?
			K.1d) CAN I write numbers from 0 to 20?
			2. I CAN count to tell the number of objects.
			K.2a) CAN I say the number names when counting pairing each object with only one number?
			K.2b) CAN I understand that the last number said tells the number of objects counted?
			K.2c) CAN I understand that rearranging a set of objects does not change the number of objects in the set?
`			K.2d) CAN I understand that each successive number name refers to quantity that is one larger?
			K.2e) CAN I represent a number of objects with a written numeral 0-20?
			3. I CAN compare numbers.
			K.3a) CAN I identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group?
			K.3b) Can I compare two numbers between 1 and 10 presented as written numerals?
			4. I CAN understand addition as putting together and adding to.
			K.4a) CAN I represent addition with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal explanations, expressions or equations?
			K.4b) CAN I solve addition word problems and add within 10 by using objects or drawings to represent the problem.
			K.4c) CAN I decompose number less than or equal to 10 into pairs in more than one way and record each decomposition by a drawing or equation? (e.g. 5=2+3 and 5=4+1)
			K.4d) CAN I find the number that makes 10 when added to the given number by using objects or drawings and record the answer with a drawing or equation?
			K.4e) CAN I fluently add within 5?
			5. I CAN understand subtraction as taking apart and taking from.
			K.5a) CAN I represent subtraction with objects, fingers, mental images, drawings, sounds (claps), acting out situations, verbal explanations, expressions, or equations?
			K.5b) CAN I solve subtraction word problems, and add and subtract within 10 using objects or drawings to represent the problem?
			K.5c) CAN I decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings and record the answer with a drawing or equation? (5-4=1 and 5-3=2)
			6. I CAN work with numbers 11-19 to gain foundations for place value.
			K.6a) CAN I compose numbers from 11-19 as ten and some more ones using objects or drawings?
			K.6b) CAN I decompose numbers from 11-19 as ten and some more ones using objects or drawings?
			K.6c) CAN I record compositions and decompositions as equations?(11=10+1....19=10+9)

Pre-Quiz ✓	Date ✓	Mastery ✓	KINDERGARTEN MATH "I CAN" STATEMENTS K
			7. I CAN describe and compare measurable attributes.
			K.7a) CAN I describe several measurable attributes of objects such as length or weight
			K.7b) CAN I directly compare two objects with a measurable attribute in common to see which object has "more of"/"less of" the attribute and describe the difference? (Child A is a little bit shorter than Child B)
			8. I CAN classify objects and count the number of objects in each category.
			K.8a) CAN I classify objects into given categories?
			K.8b) CAN I count the number of objects in a category?
			K.8c) CAN I sort categories by count?
			K.8d) CAN I understand concepts of time (morning, afternoon, evening, today, yesterday, tomorrow, week, year)?
			K.8e) CAN I understand tools that measure time (clock, calendar)?
			K.8f) CAN I name the days of the week?
			K.8g) CAN I identify time (to the nearest hour) of everyday events (lunch is at 12:00)?
			9. I CAN identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres.
			K.9a) CAN I describe objects in the environment using names of shapes?
			K.9b) CAN I describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to?
			K.9c) CAN I correctly name shapes regardless of their orientations or overall size. Identify shapes as two-dimensional or three-dimensional?
			10. I CAN analyze, compare, create, and compose shapes.
			K.10a) CAN I analyze and compare 2-D and 3-D shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts (number of sides/corners) and other attributes?
			K.10b) CAN I model shapes in the world by building shapes from components (sticks and clay balls)and drawing shapes?
			K.10c) CAN I compose simple shapes to form larger shapes? e.g. "Can you join these two triangles with full sides touching to make a rectangle?"

Standards for Mathematical Practice

#1 Make sense of problems and persevere through solving them.

#2 Reason abstractly and quantitatively.

#3 Construct viable arguments and critique the reasoning of others.

#4 Model with mathematics.

#5 Use appropriate tools strategically.

#6 Attend to precision.

#7 Look for and make use of structure.

#8 Look for and express regularity in repeated reasoning.

iReady Scores

Fall		Winter		Spring	
Comprehension – Literature K.1, K.2		Comprehension – Literature K.1, K.2		Comprehension – Literature K.1, K.2	
Comprehension – Inform. Text K.3, K.4		Comprehension – Inform. Text K.3, K.4		Comprehension – Inform. Text K.3, K.4	
Phonological Awareness: K.12, K.13		Phonological Awareness: K.12, K.13		Phonological Awareness: K.12, K.13	
Phonics: K.14		Phonics: K.14		Phonics: K.14	
High Frequency Words: K.14		High Frequency Words: K.14		High Frequency Words: K.14	
Vocabulary K.9, K.10, K.11		Vocabulary K.9, K.10, K.11		Vocabulary K.9, K.10, K.11	
Numbers and Operations: K.1, K.2, K.3, K.6		Numbers and Operations: K.1, K.2, K.3, K.6		Numbers and Operations: K.1, K.2, K.3, K.6	
Algebra and Algebraic Thinking: K.4, K.5		Algebra and Algebraic Thinking: K.4, K.5		Algebra and Algebraic Thinking: K.4, K.5	
Measurement & Data I CAN K.7, K.8		Measurement & Data I CAN K.7, K.8		Measurement & Data I CAN K.7, K.8	
Geometry: I CAN K.9, K.10		Geometry: I CAN K.9, K.10		Geometry: I CAN K.9, K.10	

Springs
CHARTER SCHOOLS

ENGLISH LANGUAGE ARTS & MATH

Name: _____   Starting Year: _____

I CAN!

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Set Goal · Plan · Learn · Show · Reflect

The journey to mastery visits several levels.

LEVEL 1 — **NOVICE**
Learners interact with the concept with help.

LEVEL 2 — **APPRENTICE**
Learners know the vocabulary and procedures related to the concept independently.

LEVEL 3 — **PRACTITIONER**
Learners apply the concept to real world situations.

LEVEL 4 — **EXPERT**
Learners apply the concept beyond their grade level expectations.

Additional Resources

E-BOOK Math Grade
E-BOOK ELA Grade

I can!
SPRINGS CHARTER SCHOOL
INCENTIVE PROGRAM

Pre-Quiz ✓	Date ✓	Mastered ✓	FIRST GRADE ELA "I CAN" THEMES
			THEMES
			1. I CAN! read first grade books and poems.
			1.1.a CAN I ask and answer questions about key details in a text.
			1.1.b CAN I retell stories, including key details, and demonstrate understanding of their central message or lesson.
			1.1.c CAN I describe characters, settings, and major events in a story, using key details.
			1.1.d CAN I use illustrations and details in a story to describe its characters, setting, or events.
			1.1.e CAN I compare and contrast the adventures and experiences of characters in stories.
			1.1.f CAN I with prompting and support read first grade prose and poetry.
			2. I CAN! use text features to understand stories.
`			1.2.a CAN I identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
			1.2.b CAN I explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
			1.2.c CAN I identify who is telling the story at various points in a text.
			3. I CAN! read and understand informational texts.
			1.3.a CAN I ask and answer questions about key details in a text.
			1.3.b CAN I identify the main topic and retell key details of a text.
			1.3.c CAN I describe the connection between two individuals, events, ideas, or pieces of information in a text.
			1.3.d CAN I use the illustrations and details in a text to describe its key ideas.
			1.3.e CAN I identify the reasons an author gives to support points in a text.
			1.3.f CAN I identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
			1.3.g CAN I with prompting and support, read grade level informational texts.
			4. I CAN! use text features to read and understand text books, websites, and reference books.
			1.4.a CAN I ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
			1.4.b CAN I know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
			1.4.c CAN distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
			5. I CAN write for different tasks, purposes and audiences.
			1.5.a CAN I write opinion pieces introducing the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
			1.5.b CAN I write informative/explanatory texts in which they name a topic, supply somefacts about the topic, and provide some sense of closure.
			1.5.c CAN I write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Pre-Quiz ✓	Date ✓	Mastery ✓	THEMES
			6. I CAN use the writing process to develop my writing.
			1.6.a CAN I with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
			1.6.b CAN I with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
			7. I CAN! listen to others and ask and answer questions.
			1.7.a CAN I participate in collaborative conversations with partners about first grade topics and texts with peers and adults in small and larger groups.
			1.7.b CAN I follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
			1.7.c CAN I continue a conversation through multiple exchanges.
			1.7.d CAN I confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
			8. I CAN! follow one and tro step directions.
			1.8.a CAN I ask and answer questions in order to seek help, get information, or clarify something that is not understood.
			1.8.b CAN I describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
			1.8.c CAN I add drawings or other visual displays to descriptions when appropriate to clarifyideas, thoughts, and feelings.
			1.8.d CAN I produce complete sentences when appropriate to task and situation.
			9. I CAN! use new vocabulary words correctly.
			1.9.a CAN I determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
			1.9.b CAN I use sentence-level context as a clue to the meaning of a word or phrase.
			1.9.c CAN I use frequently occurring affixes as a clue to the meaning of a word.
			1.9.d CAN I identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
			10. I CAN! with help from adults, explore word relationships and meanings.
			1.10.a CAN I sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
			1.10.b CAN I define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
			11. I CAN use words and phrases acquired through conversations, reading and being read to and responding to texts.
			1.11.a CAN I identify real-life connections between words and their use (e.g., note places at home that are cozy).
			1.11.b CAN I distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
			1.11c CAN I use frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much).

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

Grade 1 Sight Words

after	again	am	any	as	ask	by
could	every	fly	from	give	going	had
has	her	him	his	how	just	know
let	live	may	of	old	once	open
over	put	round	some	stop	take	thank
them	then	think	walk	were	when	

Sight Words Mastery

1st Quarter____/10   2nd Quarter____/20   3rd Quarter____/30   4th Quarter____/41

Ways to practice sight words at home:

- Paper Plate Toss: Write sight words on paper plates. Use like Frisbees to throw after reading the word.
- Word Hunt: Look for target words in books, newspapers, or magazines.
- Play who am I? E.g. I rhyme with bed, I have 3 letters, and I end in "d".
- Children go outside and practice writing their words with chalk
- Flashlight words: Tape words on the wall or ceiling. Use the flashlight to shine on the word then read.
- Make words using play dough.
- Beat the clock - how many times can a word be written in 1 minute etc
- Play stepping stones - place words on the floor and children walk over them saying the word as they go to get to the other side of the stream.

Pre-Quiz ✓	Date ✓	Mastery ✓	FIRST GRADE MATH "I CAN" STATEMENTS ⬤1
			1. I CAN represent and solve problems involving addition and subtraction within 20.
			1.1a) CAN I solve word problems involving situations of adding to, taking from, putting together, taking apart and comparing with unknowns in all positions?
			1.1b) CAN I solve word problems that call for addition of three whole numbers by using objects, drawings and equations with a symbol for the unknown number to represent the problem?
			2. I CAN understand and apply properties of operations and the relationship between addition and subtraction within 20.
			1.2a) CAN I apply properties of operations as strategies to add and subtract? e.g. If 8+3=11 is known then 3 + 8 is also known (commutative property)
			1.2b) CAN I see subtraction as unknown-addend problems? e.g. 10-8 can be solved as 8 + = 10
`			3. I CAN I can add and subtract within 20.
			1.3a) CAN I relate counting to addition and subtraction? (e.g. count on 2 to add 2)
			1.3b) CAN I add and subtract within 20 with fluency for addition and subtraction within 10?
			4. I CAN work with addition and subtraction equations within 20.
			1.4a) CAN I understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false?
			1.4b) CAN I write and solve number sentences from word problems?
			1.4c) CAN I determine the unknown whole number in an addition or subtraction equation relating three whole numbers? e.g. 5 + = 14
			5. I CAN extend the counting sequence to 120.
			1.5a) CAN I count within 120 from any given number?
			1.5b) CAN I read numerals in this range?
			1.5c) CAN I write numbers to 120 using base-ten numerals?
			6. I CAN understand place value of tens and ones.
			1.6a) CAN I understand that the digits of a two-digit number represent amounts of tens and ones?
			1.6b) CAN I understand that 10 can be thought of as a bundle of ten ones called a ten?
			1.6c) CAN I understand that the numbers 10, 20, ... 90 represent 1, 2, ... 9 tens (and zero ones)?
			1.6d) CAN I compare two two-digit numbers based on meanings of the tens and ones digits recording the results of comparisons with the symbols >, = and <?
			7. I CAN use place value understanding and properties of operations to add and subtract within 100.
			1.7a) CAN I add a two-digit number and a one-digit number using concrete models or drawings?
			1.7b) CAN I add a two-digit number and a multiple of 10 using concrete models or drawings?
			1.7c) CAN I relate the strategies used in models or concrete drawings to a written equation?
			1.7d) CAN I explain that in adding two two-digit numbers, tens are added to tens and ones are added to ones, at times composing a ten when needed?
			1.7e) CAN I add and subtract multiples of 10 using mental strategies and concrete models?
			1.7f) CAN I subtract multiples of 10 from other multiples of 10 (up to 90) using concrete models or drawings and strategies based on place value?

Pre-Quiz ✓	Date ✓	Mastery ✓	FIRST GRADE MATH "I CAN" STATEMENTS 1
			8. I CAN measure lengths indirectly and by iterating length units.
			1.8a) CAN I order three objects by length; compare the lengths of two objects indirectly by using a third object?
			1.8b) CAN I express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end?
			1.8c) CAN I understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps? (Limit context to whole number length units)
			9. I CAN tell and write time to the half hour.
			1.9a) CAN I write/say the time given on a digital clock?
			1.9b) CAN I write/say the time given on an analog clock?
			1.9c) CAN I place hands on an analog clock to match a given time?
			1.9d) CAN I relate time events (before/after, shorter/longer)?
			10. I CAN represent and interpret data.
			1.10a) CAN I interpret data with up to three categories?
			1.10b) CAN I organize and represent data with up to three categories?
			1.10c) CAN I ask and answer questions about the number of data points in all and in categories?
			1.10d) CAN I compare the number of data points in two categories?
			1.10e) CAN I describe, extend, and explain ways to get to a next element in repeating patterns?
			11. I CAN reason with shapes and their attributes.
			1.11a) CAN I distinguish between defining attributes and non-defining attributes? e.g. Triangles have 3 sides, but color, size and orientation do not change the shape?
			1.11b) CAN I compose 2 dimensional shapes (rectangles, spares, trapezoids, triangles, half- circles, and quarter circles) to create a composite shape?
			1.11c) CAN I compose 3 dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape?
			1.11d) CAN I compose new shapes from 2-D and 3-D composite shapes?
			1.11e) CAN I partition circles and rectangles into two and four equal shares?
			1.11f) CAN I describe the shares using the words halves, fourths, and quarters?
			1.11g) CAN I describe the whole as two of, or four of the shares?
			1.11h) CAN I understand that decomposing into more equal shares creates smaller shares?

Standards for Mathematical Practice

#1   Make sense of problems and persevere through solving them.

#2   Reason abstractly and quantitatively.

#3   Construct viable arguments and critique the reasoning of others.

#4   Model with mathematics.

#5   Use appropriate tools strategically.

#6   Attend to precision.

#7   Look for and make use of structure.

#8   Look for and express regularity in repeated reasoning.

iReady Scores

Fall		Winter		Spring	
Comprehension – Literature 1.1, 1.2		Comprehension – Literature 1.1, 1.2		Comprehension – Literature 1.1, 1.2	
Comprehension – Inform. Text 1.3, 1.4		Comprehension – Inform. Text 1.3, 1.4		Comprehension – Inform. Text 1.3, 1.4	
Phonological Awareness: 1.12, 1.13		Phonological Awareness: 1.12, 1.13		Phonological Awareness: 1.12, 1.13	
Phonics: 1.14		Phonics: 1.14		Phonics: 1.14	
High Frequency Words: 1.14		High Frequency Words: K.14		High Frequency Words: K.14	
Vocabulary 1.9, 1.10, 1.11		Vocabulary 1.9, 1.10, 1.11		Vocabulary 1.9, 1.10, 1.11	
Numbers and Operations: 1.3, 1.5, 1.6, 1.7		Numbers and Operations: 1.3, 1.5, 1.6, 1.7		Numbers and Operations: 1.3, 1.5, 1.6, 1.7	
Algebra and Algebraic Thinking: 1.1, 1.2, 1.4		Algebra and Algebraic Thinking: 1.1, 1.2, 1.4		Algebra and Algebraic Thinking: 1.1, 1.2, 1.4	
Measurement & Data 1.8, 1.8, 1.10		Measurement & Data 1.8, 1.8, 1.10		Measurement & Data 1.8, 1.8, 1.10	
Geometry: 1.11		Geometry: 1.11		Geometry: 1.11	

Springs
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ENGLISH LANGUAGE ARTS & MATH

Name: _____   Starting Year: _____

I CAN!

Welcome to your Springs I CAN! Mastery Folder. This folder is designed to track and celebrate this year's learning.

Springs learners use the Mastery Learning Cycle to support their success.

What do we want learners to learn?   How do we know they've learned it?   How will we recognize and celebrate growth?

MASTERY LEARNING CYCLE

Set Goal · Plan · Learn · Show · Reflect

The journey to mastery visits several levels.

LEVEL 1 — NOVICE
Learners interact with the concept with help.

LEVEL 2 — APPRENTICE
Learners know the vocabulary and procedures related to the concept independently.

LEVEL 3 — PRACTITIONER
Learners apply the concept to real world situations.

LEVEL 4 — EXPERT
Learners apply the concept beyond their grade level expectations.

Additional Resources

E-BOOK — Math Grade

E-BOOK — ELA Grade

I can!
SPRINGS CHARTER SCHOOL
INCENTIVE PROGRAM

Pre-Quiz ✓	Date ✓	Mastered ✓	SECOND GRADE ELA "I CAN" THEMES **2**
			THEMES
			1. I CAN read and comprehend grade level literature, including stories, dramas and poetry.
			2.1.a CAN I ask and answer such questions as who, what, where, when, why, and how.
			2.1.b CAN I retell stories, fables, and folktales, and explain the message, lesson, or moral.
			2.1.c CAN I describe how characters in a story respond to events and challenges.
			2.1.d CAN I use information gained from the illustrations and words to better understanding the characters, setting, or plot.
			2.1.e CAN I compare two versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
			2. I CAN use literature text features to read and understand grade level literature including stories, dramas and poetry.
			2.2.a CAN I describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
			2.2.b CAN I describe the structure of a story, including how the beginning introduces the story and the ending concludes the action.
			2.2.c CAN I acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
			3. I CAN read and comprehend grade level informational texts including history, science, and online information.
			2.3.a CAN I ask and answer such questions as who, what, where, when, why, and how.
			2.3.b CAN I identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
			2.3.c CAN I describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
			2.3.d CAN I explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
			2.3.e CAN I describe how reasons support specific points the author makes in a text.
			2.3.f CAN I compare and contrast the most important points presented by two texts on the same topic.
			4. I CAN use text features to read and understand nonfiction text, including text books, online articles & websites, and reference books.
			2.4.a CAN I determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
			2.4.b CAN I know and use various text features (e.g., captions bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
			2.4.c CAN I identify the main purpose of a text, including what the author wants to answer, explain, or describe.
			5. I CAN write for different tasks, purposes and audiences.
			2.5.a CAN I write opinion pieces in which I introduce the topic or book I am writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g.,because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
			2.5.b CAN I write informative/explanatory texts in which I introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
			2.5.c CAN I write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal the order of events, and provide a sense of closure.

Pre-Quiz	Date	Mastery	THEMES
			6. I CAN use the writing process to develop my writing.
			2.6.a CAN I focus on a topic and strengthen writing by editing and revising.
			2.6.b CAN I use digital tools to produce and publish writing, including collaborating with peers.
			7. I CAN work with my peers to use our print and digital tools to answer a question we have about the world.
			2.7.a CAN I participate in shared research and writing projects (read a number of books on a single topic to produce a report; record science observations).
			2.7.b CAN I recall information from experiences or gather information from provided sources to answer a question.
			8. I CAN participate in conversations, about second grade topics and books.
			2.8.a CAN I follow agreed-upon rules for discussion (taking turns speaking, listening fully, speaking one at a time about the texts and topics under discussion)
			2.8.b CAN I build on other's talk in conversations by linking their comments to the remarks of others.
			2.8.c CAN I ask for clarification and further explanation to better understand the discussion.
			2.8.d CAN I recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
			2.8.e CAN I ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
			9. I CAN present ideas and experiences and use visual displays.
			2.9.a CAN I tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
			2.9.b CAN I create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
			2.9.c CAN I produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
			10. I CAN use print or digital tools to find the meaning of unknown and multiple-meaning words and phrases.
			2.10.a CAN I use sentence-level context as a clue to the meaning of a word or phrase.
			2.10.b CAN I determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
			2.10.c CAN I use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
			2.10.d CAN I use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
			2.10.e CAN I use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
			11. I CAN understand word relationships and shades of meaning.
			2.11.a CAN I identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
			2.11.b CAN I distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Pre-Quiz ✓	Date ✓	Mastery ✓	STEPS
			12. I CAN use my phonics skills to decode words as I read.
			2.12a) CAN I distinguish between long and short vowels in regularly spelled one syllable words.
			2.12b) CAN I read words with common vowel teams?
			2.12c) CAN I decode regularly spelled two-syllable words with long vowels?
			2.12d) CAN I decode words with common prefixes and suffixes??
			2.12e) CAN I identify and use homophones?
			2.12f) CAN I recognize and read second grade sight words?
			13. I CAN read with accuracy and fluency.
			2.13a) CAN I read with purpose and understanding?
			2.13.b) CAN I read 87 words per minute with 97 percent accuracy with appropriate expression?
			2.13.c) CAN I use context to understand my reading and to self-correct?
			14. I CAN! use proper grammar when I write and speak.
			2.14a) CAN I use collective nouns (e.g. group)?
			2.14b) CAN I form and use frequently occurring irregular plural nouns (e.g. feet, mice)?
			2.14c) CAN I use reflexive pronouns (e.g. myself, ourselves)?
			2.14d) CAN I form and use irregular past tense verbs (e.g. sat, hid, told)?
			2.14e) CAN I use adjectives and adverbs, choosing between them depending on what is to be modified?
			2.14f) CAN I produce, expand, and rearrange complete simple and compound sentences?
			15. I CAN! use proper capitalization, punctuation, and spelling in my writing.
			2.15a) CAN I capitalize holidays, product names, and geographic names?
			2.15b) CAN I use commas in greetings and closings of letters?
			2.15c) CAN I use an apostrophe to form contractions and common possessives?
			2.15d) CAN I? my second grade word families correctly (-igh, -oo, -ue, -ew, -aw, -augh, -ough, -oy, -oi, -ou, -ow) r controlled vowels, (-or, -ar, -er, -ir, -ur).

Grade 2 Sight Words

always	around	because	been	before	best	both
buy	call	cold	does	don't	fast	first
five	found	gave	goes	green	its	made
many	off	or	pull	read	right	sing
sit	sleep	tell	their	these	those	upon
us	use	very	wash	which	why	wish
work	would	write	your			

Sight Words Mastery

1st Quarter____/11   2nd Quarter____/23   3rd Quarter____/35   4th Quarter____/46

Reading Fluency Mastery

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

Pre-Quiz ✓	Date ✓	Mastery ✓	SECOND GRADE MATH "I CAN" STATEMENTS **2**
			1. I CAN add and subtract within 100 and use what I know to solve word problems.
			2.1a) CAN I show the steps to solve a word problem?
			2.1b) CAN I find the missing number in a subtraction equation?
			2.1c) CAN I find the missing number in an addition equation?
			2.1d) CAN I name the strategy used to solve word problems?
			2.1e) CAN I use addition and/or subtraction to solve word problems?
			2. I CAN know my addition and subtraction facts within 20 and know from memory all sums of two one-digit numbers.
			2.2a) CAN I use models to show subtraction strategies?
			2.2b) CAN I use models to show addition strategies?
			2.2c) CAN I explain the difference between addition and subtraction?
			2.2d) CAN I draw a number line and use it to add and subtract numbers?
			2.2e) CAN I explain the mental strategies used to add and subtract?
			3. I CAN group up to 20 objects to tell if a number is odd or even by finding pairs or counting by 2s.
			2.3a) CAN I explain the difference between odd and even?
			2.3b) CAN I group objects to show odd amounts and even amounts?
			2.3c) CAN I count a group of objects up to 20 by 2's?
			2.3d) CAN I write an equation to show an even number as the sum of two other numbers?
			2.3e) CAN I show why two equal numbers added together always give an even number?
			4. I CAN show my multiplication tables for 2s, 5s and 10s by using repeated addition, arrays, or by counting with multiples
			2.4a) CAN I draw a rectangular array up to 5 rows and 5 columns?
			2.4b) CAN I show how arrays can be written as repeated addition problems?
			2.4c) CAN I write repeated addition problems as a strategy to multiply numbers?
			2.4d) CAN I Find the total number of objects using rectangular arrays?
			2.4e) CAN I skip count by 2's, 5's and 10's?
			5. I CAN read, write and count numbers forward and backward to 1,000 using 2s, 5s, 10s and 100s
			2.5a) CAN I count within 1,000 from any given number?
			2.5b) CAN I skip count by 2's, 5's and 10's from any given number?
			2.5c) CAN I read & write numbers to 1000 using base-ten numerals?
			2.5d) CAN I read & write numbers to 1000 using number names?
			2.5e) CAN I read & write numbers to 1000 using expanded form?
			6. I CAN count, read, compare, write, order, and place numbers from least to greatest in value up to 1,000 by using the symbols <, >, and =.
			2.6a) CAN I say the names of the place value columns?
			2.6b) CAN I name the value of each of the digits in a 3-digit number?
			2.6c) CAN I use base ten blocks, place value charts, and drawings to model a 3-digit number?
			2.6d) CAN I use <, > and = to compare number values?
			2.6e) CAN I identify a bundle of 10 tens as a "hundred"?

Pre-Quiz ✓	Date ✓	Mastery ✓	SECOND GRADE MATH "I CAN" STATEMENTS **2**
			7. I CAN add and subtract tens and hundreds in my head and explain how I found my answer.
			2.7a) CAN I use place value knowledge to mentally add and subtract numbers?
			2.7b) CAN I apply properties of operations to add and subtract?
			2.7c) CAN I mentally add and subtract 10 from a number 100-900?
			2.7d) CAN I mentally add and subtract 100 from a number 100-900?
			2.7e) CAN I model place value strategies to add and subtract numbers?
			8. I CAN add and subtract three-digit numbers and add more than two big numbers using what I know about place value and properties of operations.
			2.8a) CAN I use properties of operations (associative and commutative) to add and subtract?
			2.8b) CAN I identify when to regroup for addition and subtraction?
			2.8c) CAN I explain the order in which to subtract three-digit numbers?
ˋ			2.8d) CAN I add and subtract fluently within 100?
			2.8e) CAN I use strategies to add up to four two-digit numbers?
			9. I CAN add and subtract within 1000 using models, drawings, regrouping, properties, estimation and correct understanding of place value.
			2.9a) CAN I compose or decompose tens or hundreds to add or subtract?
			2.9b) CAN I use models, drawings and strategies to add and subtract within 1000?
			2.9c) CAN I write about the strategy used to solve an addition or subtraction problem?
			2.9d) CAN I apply properties of operations to add and subtract numbers?
			2.9e) CAN I explain the relationship between place value and adding/subtracting?
			10. I CAN count money (bills, quarters, dimes, nickels and pennies) and use that knowledge to solve word problems using dollar and cent signs correctly.
			2.10a) CAN I identify and recognize the value of dollar bills, quarters, dimes, nickels and pennies?
			2.10b) CAN I count coin, dollar and dollar/coin combinations?
			2.10c) CAN I recognize how the decimal sign separates the whole from the part in money value?
			2.10d) CAN I solve word problems using symbols appropriate symbols ($ and cent)?
			11. I CAN measure, estimate and compare the lengths of objects using measuring tools.
			2.11a) CAN I use rulers, yardsticks, meter sticks and measuring tapes to measure objects?
			2.11b) CAN I recognize units of measurements that can be compared (inch/cm, m/yard)?
			2.11c) CAN I estimate lengths and justify if they are reasonable?
			2.11d) CAN I recognize the size of inches, feet, centimeters and meters?
			2.11e) CAN I determine how much longer one object is than another?

Pre-Quiz ✓	Date ✓	Mastery ✓	SECOND GRADE MATH "I CAN" STATEMENTS **2**
			12. I CAN tell time to the nearest 5 minutes using a.m. and p.m. and know the number of minutes in an hour, days in a week, and days in a month.
			2.12a) CAN I write time using analog clocks?
			2.12b) CAN I write time using digital clocks?
			2.12c) CAN I label when a.m. and p.m. occur in the day?
			2.12d) CAN I tell time on an analog clock?
			2.12e) CAN I tell time on a digital clock?
			13. I CAN make and use a table to organize data and use it to make a line plot, picture graph and bar graph.
			2.13a) CAN I read measurement tools to the nearest unit (thermometer, ruler, rain gauge, scale)?
			2.13b) CAN I make a line plot with a horizontal scale marked in whole numbers?
			2.13c) CAN I draw a picture graph to show data with up to 4 categories?
`			2.13d) CAN I draw a bar graph to show data with up to 4 categories?
			2.13e) CAN I make repeated measurements of objects to gather data?
			14. I CAN name and draw triangles, quadrilaterals, pentagons, hexagons and cubes.
			2.14a) CAN I name the attributes of 2D and 3D shapes (faces, angles, sides, vertices, etc.)?
			2.14b) CAN I identify 2D and 3D shapes based on given attributes?
			2.14c) CAN I describe and analyze shapes by looking at their attributes?
			2.14d) CAN I compare shapes by their attributes?
			2.14e) CAN I draw shapes with given attributes?
			15. I CAN divide circles and rectangles into equal parts, find the area and use fraction words to name the parts.
			2.15a) CAN I count to find the total number of same size squares within a shape?
			2.15b) CAN I describe how to partition a rectangle into same size squares?
			2.15c) CAN I identify two, three, and four equal shares of a whole?
			2.15d) CAN I describe shapes using fraction vocabulary: halves, thirds, fourths, half of, third of etc.?
			2.15e) CAN I explain why equal share of the same whole do not always have the same shape?

Standards for Mathematical Practice

#1 Make sense of problems and persevere through solving them.

#2 Reason abstractly and quantitatively.

#3 Construct viable arguments and critique the reasoning of others.

#4 Model with mathematics.

#5 Use appropriate tools strategically.

#6 Attend to precision.

#7 Look for and make use of structure.

#8 Look for and express regularity in repeated reasoning.

iReady Scores

Fall		Winter		Spring	
Comprehension 2.1, 2.2, 2.3, 2.4		Comprehension 2.1, 2.2, 2.3, 2.4		Comprehension 2.1, 2.2, 2.3, 2.4	
Comprehension – Close Reading 2.1, 2.2,		Comprehension – Close Reading 2.1, 2.2,		Comprehension – Close Reading 2.1, 2.2,	
Phonological Awareness: 2.12		Phonological Awareness: 2.12		Phonological Awareness: 2.12	
Phonics: 2.12		Phonics: 2.12		Phonics: 2.12	
High Frequency Words: 2.12		High Frequency Words: 2.12		High Frequency Words: 2.12	
Vocabulary 2.10, 2.11		Vocabulary 2.10, 2.11		Vocabulary 2.10, 2.11	
Numbers and Operations: 2.3, 2.5, 2.6, 2.8, 2.9		Numbers and Operations: 2.3, 2.5, 2.6, 2.8, 2.9		Numbers and Operations: 2.3, 2.5, 2.6, 2.8, 2.9	
Algebra and Algebraic Thinking: 2.1, 2.2, 2.4, 2.8		Algebra and Algebraic Thinking: 2.1, 2.2, 2.4, 2.8		Algebra and Algebraic Thinking: 2.1, 2.2, 2.4, 2.8	
Measurement & Data 2.12, 2.11, 2.12, 2.13		Measurement & Data 2.12, 2.11, 2.12, 2.13		Measurement & Data 2.12, 2.11, 2.12, 2.13	
Geometry: 2.14, 2.15		Geometry: 2.14, 2.15		Geometry: 2.14, 2.15	

Springs
CHARTER SCHOOLS

ENGLISH
LANGUAGE ARTS

3-5

Name: _____ Starting Year: _____

I CAN!

Welcome to your Springs I CAN! Mastery Folder. This folder is designed to track and celebrate this year's learning.

Springs learners use the Mastery Learning Cycle to support their success.

What do we want learners to learn?   How do we know they've learned it?   How will we recognize and celebrate growth?

Set Goal
Plan
Reflect
MASTERY LEARNING CYCLE
Learn
Show

The journey to mastery visits several levels.

LEVEL 1 **NOVICE**
Learners interact with the concept with help.

LEVEL 2 **APPRENTICE**
Learners know the vocabulary and procedures related to the concept independently.

LEVEL 3 **PRACTITIONER**
Learners apply the concept to real world situations.

LEVEL 4 **EXPERT**
Learners apply the concept beyond their grade level expectations.

Additional Resources

E-BOOK Math Grade

E-BOOK ELA Grade

I can!
SPRINGS CHARTER SCHOOL
INCENTIVE PROGRAM

Pre-Quiz ✓	Date ✓	Mastered ✓	THIRD GRADE ELA "I CAN" THEMES **3**
			THEMES
			1. I CAN read and comprehend grade level literature, including stories, dramas and poetry.
			3.1.a CAN ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers.
			3.1.b CAN I recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
			3.1.c CAN I describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
			3.1.d CAN I explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
			3.1.e CAN I compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
			2. I CAN use literature text features to read and understand grade level literature including stories, dramas and poetry.
			3.2.a CAN I determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
			3.2.b CAN I refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections
			3.2.c CAN I distinguish their own point of view from that of the narrator or those of the characters.
			3. I CAN read and comprehend grade level informational texts, including history/social studies, science, and online information.
			3.3.a CAN I ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
			3.3.b CAN I determine the main idea of a text; recount the key details and explain how they support the main idea.
			3.3.c CAN I describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
			3.3.d CAN I use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
			3.3.e CAN I describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
			3.3.f CAN I compare and contrast the most important points and key details presented in two texts on the same topic.
			4. I CAN use text features to read and understand nonfiction text, including text books, online articles & websites, and reference books.
			3.4.a CAN I determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
			3.4.b CAN I use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
			3.4.c CAN I distinguish their own point of view from that of the author of a text.
			5. I CAN write for different tasks, purposes and audiences.
			3.5.a CAN I write opinion pieces on topics or texts, supporting a point of view with reasons.
			3.5.b CAN I write informative/explanatory texts to examine a topic and convey ideas and information clearly.
			3.5.c CAN I write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
			6. I CAN use the writing process to develop my writing.
			3.6.a CAN I with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
			3.6.b CAN I with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
			3.6.c CAN I with guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
			7. I CAN work collaboratively with peers to use print and digital tools to answer a question.
			3.7.a CAN I conduct short research projects that build knowledge about a topic.
			3.7.b CAN I recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
			8. I CAN participate in collaborative conversations about grade level topics and books.
			3.8.a CAN I come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
			3.8.b CAN I follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
			3.8.c CAN I ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
			3.8.d CAN I explain their own ideas and understanding in light of the discussion.
			3.8.e CAN I determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Pre-Quiz ✓	Date ✓	Mastery ✓	**THIRD GRADE ELA "I CAN" THEMES** **3**
			THEMES
			3.8.f CAN I ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
			9. I CAN communicate ideas and experiences through oral and visual presentations.
			3.9.a CAN I report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
			3.9.b CAN I create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
			3.9.c CAN I speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
			10. I CAN use print or digital tools to determine the meaning of unknown and multiple meaning grade level words and phrases.
			3.10.a CAN I use sentence-level context as a clue to the meaning of a word or phrase.
			3.10.b CAN I determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
			3.10.c CAN I use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
			3.10.d CAN I use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
			11. I CAN use appropriate vocabulary and identify literal and nonliteral words and phrases.
			3.11.a CAN I distinguish the literal and nonliteral meanings of words and phrases in context (e.g.,take steps).
			3.11.b CAN I identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
			3.11.c CAN I identify multiple meaning words such as: synonyms, antonyms, homophones
			3.11.d CAN I acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (Item not tested on milestones)

Pre-Quiz ✓	Date ✓	Mastery ✓	**THIRD GRADE ELA "I CAN" STEPS** **3**
			STEPS
			12. I CAN! use my phonics skills to decode words as I read.
			12.3a) CAN I identify and know the meaning of the most common prefixes and derivational suffixes?
			12.3b) CAN I decode words with common Latin suffixes?
			12.3c) CAN I decode multi-syllable words?
			12.3d) CAN I recognize and read third grade sight words?
			13. I CAN! read with accuracy and fluency and self-correct when necessary.
			13.3a) CAN I read third grade level books with purpose and understanding?
			13.3b) CAN I read out loud with accuracy, at a natural pace, and use expression.
			13.3c) CAN I use context to understand my reading and to self-correct?
			14. I CAN! use proper grammar when I write and speak.
			14.3a) CAN I explain the function of nouns and pronouns?
			14.3b) CAN I explain the function of verbs?
			14.3c) CAN I explain the function of adverbs?
			14.3d) CAN I explain the function of adjectives?
			14.3e) CAN I form and use regular and irregular plural nouns?
			14.3f) CAN I use abstract nouns (e.g. childhood)?
			14.3g) CAN I form and use regular and irregular verbs?
			14.3h) CAN I for and use simple verb tenses (e.g. I walked; I walk; I will walk)?
			14.3i) CAN I ensure subject-verb and pronoun-antecedent agreement?
			14.3j) CAN I form and use comparative and superlative adjectives and adverbs properly?
			14.3k) CAN I use coordinating and subordinating conjunctions?
			14.3l) CAN I produce simple, compound and complex sentences?
			15. I CAN! use proper capitalization, punctuation, and spelling in my writing.
			15.3a) CAN I capitalize appropriate words in titles?
			15.3b) CAN I use commas in addresses?
			15.3c) CAN I use commas and quotation marks in dialogue?
			15.3d) CAN I form and use possessives?
			15.3e) CAN I spell third grade sight words and words that add suffixes to base words?
			15.3f) CAN I use spelling patterns and generalizations in writing words?
			15.3g) CAN I use reference materials to check and correct spellings?

Reading Fluency Mastery

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

Pre-Quiz ✓	Date ✓	Mastered ✓	**FOURTH GRADE ELA "I CAN" THEMES** 〔**4**〕
			THEMES
			1. I CAN read and comprehend grade level literature, including stories, dramas and poetry.
			4.1.a CAN refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
			4.1.b CAN I determine a theme of a story, drama, or poem from details in the text; summarize the text.
			4.1.c CAN I describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
			4.1.d CAN I make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
			4.1.e CAN I compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
			2. I CAN use literature text features to read and understand grade level literature including stories, dramas and poetry.
			4.2.a CAN I determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
			4.2.b CAN I explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
			4.2.c CAN I compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
			3. I CAN read and comprehend grade level informational texts, including history/social studies, science, and online information.
			4.3.a CAN I refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
			4.3.b CAN I determine the main idea of a text and explain how it is supported by key details; summarize the text.
			4.3.c CAN I explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
			4.3.d CAN I interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
			4.3.e CAN I explain how an author uses reasons and evidence to support particular points in a text
			4.3.f CAN I integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
			4. I CAN use text features to read and understand nonfiction text, including text books, online articles & websites, and reference books.
			4.4.a CAN I determine the meaning of the language of the discipline
			4.4.b CAN I describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
			4.4.c CAN I compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
			5. I CAN write for different tasks, purposes and audiences.
			4.5.a CAN I write opinion pieces on topics or texts, supporting a point of view with reasons.
			4.5.b CAN I write informative/explanatory texts to examine a topic and convey ideas and information clearly.
			4.5.c CAN I write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
			6. I CAN use the writing process to develop my writing.
			4.6.a CAN I with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
			4.6.b CAN I with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
			4.6.c CAN I with guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
			7. I CAN work collaboratively with peers to use print and digital tools to answer a question.
			4.7.a CAN I conduct short research projects that build knowledge about a topic.
			4.7.b CAN I recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
			4.7.c CAN I draw evidence from informational texts to support analysis, reflection, and research
			4.8.d CAN I draw evidence from literary text
			8. I CAN participate in collaborative conversations about grade level topics and books.
			4.8.a CAN I come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
			4.8.b CAN I follow agreed-upon rules for discussions

Pre-Quiz ✓	Date ✓	Mastered ✓	FOURTH GRADE ELA "I CAN" THEMES **4**
			THEMES
			4.8.c CAN I ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
			4.8.d CAN I explain my own ideas and understanding in light of the discussion.
			4.8.e CAN I paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
			4.8.f CAN I identify the reasons and evidence a speaker provides to support particular points.
			9. I CAN communicate ideas and experiences through oral and visual presentations.
			4.9.a CAN I report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
			4.9.b CAN I add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
			4.9.c CAN I differentiate between contexts that call for formal English, and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.
			10. I CAN use print or digital tools to determine the meaning of unknown and multiple meaning grade level words and phrases.
			4.10.a CAN I use sentence-level context as a clue to the meaning of a word or phrase.
			4.10.b CAN I determine the meaning of a word with Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
			4.10.c CAN I consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key-words and phrases.
			11. I CAN understand figurative language, word relationships and nuances in word meanings.
			4.11.a CAN I explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
			4.11.b CAN I recognize and explain the meaning of common idioms, adages, and proverbs.
			4.11.c CAN I demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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

Reading Fluency Mastery

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

Pre-Quiz ✓	Date ✓	Mastered ✓	FIFTH GRADE ELA "I CAN" THEMES **5**
			THEMES
			1. I CAN read and comprehend grade level literature, including stories, dramas and poetry.
			5.1.a CAN quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
			5.1.b CAN I determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama responds to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
			5.1.c CAN I compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
			5.1.d CAN I analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.
			5.1.e CAN I compare and contrast stories in the same genre on their approaches to similar themes and topics.
			2. I CAN use literature text features to read and understand grade level literature including stories, dramas and poetry.
			5.2.a CAN I determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
			5.2.b CAN I explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
			5.2.c CAN I describe how a narrator's or speaker's point of view influences how events are described.
			3. I CAN read and comprehend grade level informational texts, including history/social studies, science, and online information.
			5.3.a CAN I quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
			5.3.b CAN I determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
			5.3.c CAN I explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
			5.3.d CAN I draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
			5.3.e CAN I explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
			5.3.f CAN integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
			4. I CAN use text features to read and understand nonfiction text, including text books, online articles & websites, and reference books.
			5.4.a CAN I determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
			5.4.b CAN I compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
			5.4.c CAN I analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
			5. I CAN write for different tasks, purposes and audiences.
			5.5.a CAN I write opinion pieces on topics or texts, supporting a point of view with reasons.
			5.5.b CAN I write informative/explanatory texts to examine a topic and convey ideas and information clearly.
			5.5.c CAN I write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
			6. I CAN use the writing process to develop my writing.
			5.6.a CAN I with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
			5.6.b CAN I with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
			5.6.c CAN I with guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
			7. I CAN work collaboratively with peers to use print and digital tools to answer a question.
			5.7.a CAN I conduct short research projects that build knowledge about a topic.
			5.7.b CAN I recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
			5.7.c CAN I draw evidence from informational texts to support analysis, reflection, and research.
			5.7.d CAN I draw evidence from literary text
			8. I CAN participate in collaborative conversations about grade level topics and books.
			5.8.a CAN I engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
			5.8.b CAN I come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Pre-Quiz ✓	Date ✓	Mastered ✓	**FIFTH GRADE ELA "I CAN" THEMES** **5**
			THEMES
			5.8.c CAN I follow agreed-upon rules for discussions and carry out assigned roles.
			5.8.d CAN I pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
			5.8.e CAN I review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
			5.8.f CAN I summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
			5.8.g CAN I summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
			9. I CAN communicate ideas and experiences through oral and visual presentations.
			5.9.a CAN I report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
			5.9.b CAN I include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
			5.9.c CAN I adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
			10. I CAN use print or digital tools to determine the meaning of unknown and multiple meaning grade level words and phrases.
			5.10.a CAN I determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
			5.10.b CAN I use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
			5.10.c CAN I use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
			5.10.d CAN I consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the meaning of keywords and phrases.
			11. I CAN understand figurative language, word relationships and nuances in word meanings.
			5.11.a CAN I interpret figurative language, including similes and metaphors, in context.
			5.11.b CAN I recognize and explain the meaning of common idioms, adages, and proverbs.
			5.11.c CAN I use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
			5.11.d CAN I acquire and use accurately grade-appropriate general academic and domain- specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

Reading Fluency Mastery

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

"I Can" statements are created to assist your student in feeling empowered about their own learning. Use this folder to track your student's progress towards Mastery. Revisit the "I Cans" a few times, even if your student has demonstrated mastery. Refreshing important skills is a beneficial part of the learning process.

MATH

Name: _____ Starting Year: _____

[I CAN!]

Welcome to your Springs I CAN! Mastery Folder. This folder is designed to track and celebrate this year's learning.

Springs learners use the Mastery Learning Cycle to support their success.

What do we want learners to learn?   How do we know they've learned it?   How will we recognize and celebrate growth?

MASTERY LEARNING CYCLE

Set Goal · Plan · Learn · Show · Reflect

The journey to mastery visits several levels.

LEVEL 1 **NOVICE**
Learners interact with the concept with help.

LEVEL 2 **APPRENTICE**
Learners know the vocabulary and procedures related to the concept independently.

LEVEL 3 **PRACTITIONER**
Learners apply the concept to real world situations.

LEVEL 4 **EXPERT**
Learners apply the concept beyond their grade level expectations.

Additional Resources

E-BOOK Math Grade

E-BOOK ELA Grade

I can!
SPRINGS CHARTER SCHOOL
INCENTIVE PROGRAM

Pre-Quiz ✓	Date ✓	Mastery ✓	THIRD GRADE MATH "I CAN" STATEMENTS 3
			1. I CAN use place value to round whole numbers to the nearest 10 or 100, add or subtract numbers within 100 and multiply any one digit whole number by 10.
			3.1a) CAN I name the place value columns?
			3.1b) CAN I know when to round up and when to round down?
			3.1c) CAN I use place value to multiply one digit whole numbers by multiples of 10?
			3.1d) CAN I describe the relationship between addition and subtraction?
			3.1e) CAN I identify real life situations where rounding is needed?
			2. I CAN understand multiplication and division problems by grouping numbers and use that knowledge to solve word problems and find the missing number in an equation.
			3.2a) CAN I multiply two numbers and model the process?
			3.2b) CAN I divide two numbers and model the process?
			3.2c) CAN I use grouping, arrays, and equations to model multiplicatio n and division?
			3.2d) CAN I explain number families in multiplication?
			3.2e) CAN I write equations using a symbol for the unknown number?
			3. I CAN know and apply multiplication properties of operations (associative, distributive and commutative).
			3.3a) CAN I give an example of the Commutative Property?
			3.3b) CAN I model the Distributive Property?
			3.3c) CAN I explain the Associative Property?
			3.3d) CAN I use multiplication facts to solve multiplication problems?
			3.3e) CAN I use Properties of Multiplication to solve problems mentally?
			4. I CAN find the answer to a division problem by thinking of the missing factor in a multiplication problem.
			3.4a) CAN I find the missing factor in a multiplication problem?
			3.4b) CAN I find the missing factor in a division problem?
			3.4c) CAN I explain multiplication fact families?
			3.4d) CAN I name the factors of a number?
			3.4e) CAN I explain the relationship between multiplication and division?
			5. I CAN fluently multiply and divide within 100 and, by the end of 3rd grade, know from memory all products of two one-digit numbers.
			3.5a) CAN I multiply two numbers up to 12 times 12?
			3.5b) CAN I name the factors in a multiplication or division family?
			3.5c) CAN I use tools to find the product or quotient?
			3.5d) CAN I draw arrays and shapes to find the area?
			3.5e) CAN I use mental math strategies to recall multiplication facts?
			6. I CAN use addition, subtraction, multiplication and division to solve two-step word problems, then use mental math to check my answers.
			3.6a) CAN I choose the best operations to solve a word problem?
			3.6b) CAN I check my answer using mental math?
			3.6c) CAN I use unit squares or multiplication to find the area and perimeter?
			3.6d) CAN I choose multiplication or division to solve a word problem?
			3.6e) CAN I test my answers using multiplication and division?
			7. I CAN find patterns in addition and multiplication tables and explain them using what I know about how numbers work.
			3.7a) CAN I find patterns in a multiplication table?
			3.7b) CAN I explain patterns I see in multiplication and division?
			3.7c) CAN I locate patterns in the multiplication and addition tables?
			3.7d) CAN I justify patterns I see using properties of operations?
			3.7e) CAN I identify patterns in the world around me?
			8. I CAN show fractions are part of a whole and represent fractions on a number line.
			3.8a) CAN I identify the part and whole of a fraction?
			3.8b) CAN I describe what a fraction represents?
			3.8c) CAN I locate a fraction on a number line?
			3.8d) CAN I draw a number line and label fractions in order?
			3.8e) CAN I model fractions using models and pictures?

Taught ✓	Practiced ✓	Mastery Date	THIRD GRADE MATH "I CAN" STATEMENTS 3
			9. I CAN compare fractions (using <, =, >), show whole numbers in fraction form, and recognize fractions that are equal to one whole and sometimes equal to each other.
			3.9a) CAN I know when fractions are equal even when they look different?
			3.9b) CAN I show fractions equal to 0 and 1?
			3.9c) CAN I describe fractions as part of a whole?
			3.9d) CAN I model with fractions using graphs, tables and gathered data?
			3.9e) CAN I identify parts of shapes using fractions?
			10. I CAN tell time to the nearest minute, measure time and solve time word problems by adding and subtracting minutes.
			3.10a) CAN I identify the start time, end time and elapsed time of an event?
			3.10b) CAN I explain the difference between a.m. and p.m.?
			3.10c) CAN I tell the current time on an analog clock?
			3.10d) CAN I say how many minutes there are in an hour, hours there are in a day…?
			3.10e) CAN I find out how much time has passed between the start and end time?
			11. I CAN measure liquids and solids with liters, grams, and kilograms and use math to solve word problems involving mass
			3.11a) CAN I know measurement units for liquid and solids?
			3.11b) CAN I correlate the appropriate units to what is being measured?
			3.11c) CAN I use a graph to compare measurements?
			3.11d) CAN I estimate liquid volumes and masses of objects?
			3.11e) CAN I use drawings to represent measurement?
			12. I CAN create a picture graph, bar graph or line graph to show data that has been measured to the nearest whole, half or quarter number.
			3.12a) CAN I draw a picture graph to represent a set of data?
			3.12b) CAN I draw a scaled bar graph to represent a set of data?
			3.12c) CAN I use a graph to answer "how many more" and "how many less" problems?
			3.12d) CAN I use rulers marked with halves and fourths to gather measurement data?
			3.12e) CAN I model measurement data on a line plot?
			13. I CAN measure area by using what I know about multiplication and addition and describe it in unit squares.
			3.13a) CAN I describe area measurement?
			3.13b) CAN I use unit squares to count area of shapes?
			3.13c) CAN I relate area to multiplication and addition using area models?
			3.13d) CAN I use correct units when describing area (square cm, square m, square in, square ft)?
			3.13e) CAN I partition shapes into parts with equal areas?
			14. I CAN recognize, draw and categorize quadrilaterals and divide those shapes into parts with equal areas using fractions.
			3.14a) CAN I describe attributes of plane figures (rhombuses, rectangles, squares, and others) using math language?
			3.14b) CAN I name shapes that share attributes?
			3.14c) CAN I draw examples of plane figures and name their attributes?
			3.14d) CAN I express area of parts of figures as a fraction of the whole?
			3.14e) CAN I partition shapes into parts with equal areas?
			15. I CAN find the area and perimeter of shapes applied in real world examples.
			3.15a) CAN I draw and describe a unit square?
			3.15b) CAN I explain the difference between area and perimeter?
			3.15c) CAN I draw a picture to help me find the area?
			3.15d) CAN I draw a picture to help me find the perimeter?
			3.15e) CAN I find an unknown side length of a polygon?

Taught ✓	Practiced ✓	Mastery Date	FOURTH GRADE MATH "I CAN" STATEMENTS 4
			1. I CAN use my understanding of place value to represent, round and compare multi-digit whole numbers.
			4.1a) CAN I name the digits in a multi-digit whole number?
			4.1b) CAN I explain how a digit in the ones place represents 10 times the number on its right?
			4.1c) CAN I write numbers in expanded form using place value?
			4.1d) CAN I use the symbols <, > and = to compare numbers?
			4.1e) CAN I know the rules of rounding for estimating numbers?
			2. I CAN add and subtract numbers within 1,000,000.
			4.2a) CAN I model adding and subtracting using base ten blocks?
			4.2b) CAN I explain how to regroup numbers?
			4.2c) CAN I know the vocabulary that means "add"?
			4.2d) CAN I know the vocabulary that means "subtract"?
			4.2e) CAN I use place value to apply the adding and subtracting algorithms?
			3. I CAN determine factor pairs and multiples for the numbers 1-100 and tell whether a number is prime or composite.
			4.3a) CAN I explain the difference between a prime and composite number?
			4.3b) CAN I explain the difference between factors and multiples?
			4.3c) CAN I write a whole number as a multiplication problem of its factors?
			4.3d) CAN I fluently say my multiplication facts to 12?
			4.3e) CAN I list all of the prime numbers between 1 and 100?
			4. I CAN create and analyze patterns to identify features of the pattern to follow a math rule.
			4.4a) CAN I see patterns in the real-world?
			4.4b) CAN I describe math patterns using math language?
			4.4c) CAN I identify odd numbers and even numbers?
			4.4d) CAN I write a math pattern?
			4.4e) CAN I create a math rule such as "add 3" or subtract 4"?
			5. I CAN use addition, subtraction, multiplication and division with whole numbers to estimate and solve problems and explain the solution with words and models.
			4.5a) CAN I translate math equations into verbal statements?
			4.5b) CAN I describe multiplication equations as a comparison of numbers?
			4.5c) CAN I use drawings to show multiplication comparisons?
			4.5d) CAN I know the difference between comparing multiplication problems and addition problems?
			4.5e) CAN I solve real-world problems using multiplicative comparisons?
			6. I CAN use what I know about the four operations to solve for an unknown value represented by a letter.
			4.6a) CAN I write equations with an unknown value using a letter?
			4.6b) CAN I solve real-word problems using multiplication and division?
			4.6c) CAN I solve real-world problems using addition and subtraction?
			4.6d) CAN I interpret math problems that involve remainders?
			4.6e) Can I use mental estimation to check answers?
			7. I CAN use place value understanding and properties of operations to add, subtract, multiply and divide multi-digit whole numbers
			4.7a) CAN I add and subtract numbers within 1,000,000 using the algorithm?
			4.7b) CAN I find whole number quotients with remainders?
			4.7c) CAN I use rectangular area models to illustrate multiplication?
			4.7d) CAN I use arrays to model my understanding of multiplication?
			4.7e) CAN I explain the relationship between multiplication and division?
			8. I CAN compare, order, and understand equivalence of fractions with different numerators and denominators.
			4.8a) CAN I use fraction models to show fraction value?
			4.8b) CAN I explain that a fraction a/a is equal to one whole?
			4.8c) CAN I show how two fractions can be equal even when the parts are different sizes?
			4.8d) CAN I create a fraction that is equal to another fraction but has different numbers?
			4.8e) CAN I recognize equivalent fractions?

Taught ✓	Practiced ✓	Mastery Date	FOURTH GRADE MATH "I CAN" STATEMENTS
			9. I CAN use what I know about adding fractions to decompose fractions, add fractions with mixed numbers that have like denominators and model my answer.
			4.9a) CAN I use the symbols >, < and = to compare fractions and justify the reasoning?
			4.9b) CAN I name and locate benchmark fractions on a number line?
			4.9c) CAN I create common denominators and numerators with benchmark fractions?
			4.9d) CAN I create a visual fraction model?
			4.9e) CAN I know when fraction comparisons are valid only when they refer to the same whole?
			10. I CAN use unit fractions to multiply fractions and model my answer.
			4.10a) CAN I explain the difference between a fraction and a whole number?
			4.10b) CAN I fluently use multiplication facts to 12?
			4.10c) CAN I name the numerator and denominator of fractions?
			4.10d) CAN I write a fraction with a numerator greater than 1 as a sum of two fractions?
			4.10e) CAN I write a whole number as a fraction?
			11. I CAN use decimals to represent and model fractions with denominators of 10 and 100 and reason about their size with models and words.
			4.11a) CAN I use mental math to multiply by 10?
			4.11b) CAN I create an equivalent fraction by multiplying the number by 10/10 to add two fractions?
			4.11c) CAN I change fractions with denominator of 10 or 100 into a decimal? Ex. 62/100 = 0.62
			4.11d) CAN I compare decimals to hundredths?
			4.11e) CAN I use the symbols >, < and = to compare decimals and justify the reasoning?
			12. I CAN draw and name lines and angles, classify shapes by properties of their lines or angles and identify lines of symmetry in figures.
			4.12a) CAN I define and draw geometric vocabulary: point, line, segment, ray, parallel lines and perpendicular lines?
			4.12b) CAN I draw, identify and measure angles: right, acute & obtuse?
			4.12c) CAN I classify two-dimensional figures and identify right triangles?
			4.12d) CAN I define and locate lines of symmetry?
			4.12e) CAN I explain how parallel and perpendicular lines define a figure?
			13. I CAN understand concepts of angles, draw angles and measure angles using tools.
			4.13a) CAN I draw an angle by connecting two rays at an endpoint?
			4.13b) CAN I measure and draw an angle using a protractor and name the size using degrees?
			4.13c) CAN I describe how an angle is related to the total angle measurement of a circle (360 degrees)?
			4.13d) CAN I solve addition and subtraction problems to find unknown angles on a diagram?
			4.13e) CAN I explain how angle measure can be additive, the whole of one angle is the sum of its parts?
			14. I CAN represent and interpret data measured in fractions by making a line plot to display the data.
			4.14a) CAN I collect data to create a data set?
			4.14b) CAN I use a line plot to display measurement data in fraction form?
			4.14c) CAN I interpret the meaning of data displayed in a line plot?
			4.14d) CAN I identify data in the real-world and justify the findings?
			4.14e) CAN I explain how data can be used to solve real-world scenarios?
			15. I CAN solve problems involving measurement and know how to change measurement from a larger unit to a smaller unit.
			4.15a) CAN I know relative sizes of measurement units: km, m, cm, kg, g, lb, oz, l, ml, hr, min, sec?
			4.15b) CAN I record measurement equivalents in a two-column table?
			4.15c) CAN I use four operations to solve real-world measurement problems?
			4.15d) CAN I represent measurement quantities using diagrams?
			4.15e) CAN I apply area & perimeter to measurement problems using formulas?

Taught ✓	Practiced ✓	Mastery Date	FIFTH GRADE MATH "I CAN" STATEMENTS **5**
			1. I CAN understand and explain the value of digits and use that understanding to read, write, round and compare decimals to thousandths.
			5.1a) CAN I name each place value to the thousandths?
			5.1b) CAN I recognize a digit in the one place is 10 times as much as the number to its right and 1/10 of the number to its left?
			5.1c) CAN I explain the relationship between the number of zeros in a number and relate it to powers of 10?
			5.1d) CAN I describe decimal point placement when a number is multiplied or divided by a power of 10?
			5.1e) CAN I use rounding strategies to estimate decimals?
			2. I CAN multiply multi-digit whole numbers and divide four-digit dividends by two-digit divisors.
			5.2a) CAN I use place value strategies to multiply & divide numbers?
			5.2b) CAN I use place value strategies to divide numbers?
			5.2c) CAN I apply properties of operations when multiplying and dividing?
			5.2d) CAN I describe the relationship between multiplication and division?
			5.2e) CAN I Illustrate multiplication and division using equations, arrays and area models?
٭			3. I CAN add, subtract, multiply and divide decimals to hundredths and use concrete models, drawings, area models and arrays to explain my answer.
			5.3a) CAN I use concrete models based on place value to compute with decimals?
			5.3b) CAN I apply properties of operations to decimal computations?
			5.3c) CAN I describe a strategy used to compute with decimals?
			5.3d) CAN I explain the relationship between addition and subtraction?
			5.3e) CAN I solve real-world problems involving decimals and explain my reasoning?
			4. I CAN fluently add, subtract, multiply and divide fractions involving unlike denominators, mixed numbers and whole numbers.
			5.4a) CAN I identify and explain the parts of a fraction and what it represents?
			5.4b) CAN I explain the criteria for a fraction to be equal to 1?
			5.4c) CAN I find a common denominator of two fractions?
			5.4d) Can I mentally assess if my answers are reasonable using benchmark fractions?
			5.4e) CAN I create visual fraction models and equations to represent a real-world problem?
			5. I CAN interpret, apply and extend understanding of fraction computation to real world problems involving fractions and mixed numbers.
			5.5a) CAN I explain how a fraction is related to division?
			5.5b) CAN I solve real-world problems involving of division of fractions sing models and equations?
			5.5c) CAN I solve real-world problems involving of multiplication of fractions using models and equations?
			5.5d) CAN I use multiplication of fractions to resize real-world models?
			5.5e) CAN I compare the size of a product to the size of one factor?
			6. I CAN use parentheses, brackets and ordering of operations to write expressions and calculate numbers.
			5.6a) CAN I know and apply the order of operations?
			5.6b) CAN I find prime factors of numbers?
			5.6c) CAN I multiply numbers using exponents?
			5.6d) CAN I write simple expressions without evaluating them?
			5.6e) CAN I recognize how operations change a number without evaluating them?
			7. I CAN determine the prime factors of all numbers through 50 and show multiples of a factor using exponents.
			5.7a) CAN I explain the relationship between exponents and multiplication?
			5.7b) CAN I give examples of prime numbers and explain what makes them prime?
			5.7c) CAN I give examples of composite numbers and explain what makes them composite?
			5.7d) CAN I name factors of numbers based on what I know about multiplication?
			5.7e) CAN I show factors as a product of numbers?

Taught ✓	Practiced ✓	Mastery Date	FIFTH GRADE MATH "I CAN" STATEMENTS **5**
			8. I CAN convert measurement within the same measuring system
			5.8a) CAN I identify different measuring systems?
			5.8b) CAN I know how to use measuring tools and name the size?
			5.8c) CAN I name common units of measurement?
			5.8d) CAN I compare the size of items and describe them?
			5.8e) CAN I convert measurement in multi-step real-world problems?
			9. 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.
			5.9a) CAN I read and gather data from a line plot?
			5.9b) CAN I analyze a data set to gather information?
			5.9c) CAN I use fraction measurement in data collection?
			5.9d) CAN I gather data and create a line plot to represent the data?
			5.9e) CAN I solve real-world problems from information given in line plots?
\			**10. I CAN understand volume, measure volume by counting unit cubes, find the volume using a formula and use this knowledge to solve real world problems.**
			5.10a) CAN I describe the difference between two- and three-dimensional figures?
			5.10b) CAN I recognize volume as an attribute of solid figures?
			5.10c) CAN I use unit cubes to show the volume?
			5.10d) CAN I relate volume to multiplication and addition operations?
			5.10e) CAN I identify volume in the world and solve real-world problems?
			11. I CAN draw a coordinate plane, use numerical rules and patterns to graph ordered pairs (x, y), and represent real world and mathematical problems by graphing and interpreting the values.
			5.11a) CAN I draw a coordinate plane including: x-axis, y-axis and the origin?
			5.11b) CAN I label points (ordered pairs) on the coordinate plane?
			5.11c) CAN I generate patterns using given rules and graph the ordered pair?
			5.11d) CAN I describe the relationship between and x- and y-coordinates of an ordered pair?
			5.11e) CAN I explain how the x-axis and y-axis relate to the x- and y-coordinates of an ordered pair?
			12. I CAN classify two-dimensional shapes into categories based on their properties.
			5.12a) CAN I identify attributes of two-dimensional figures?
			5.12b) CAN I identify and name right angles in a figure?
			5.12c) CAN I draw two-dimensional shapes and identify them in the world?
			5.12d) CAN I assign two-dimensional figures into categories and subcategories?
			5.12e) CAN I know the names of two-dimensional shapes?

Standards for Mathematical Practice

#1 Make sense of problems and persevere through solving them.

#2 Reason abstractly and quantitatively.

#3 Construct viable arguments and critique the reasoning of others.

#4 Model with mathematics.

#5 Use appropriate tools strategically.

#6 Attend to precision.

#7 Look for and make use of structure.

#8 Look for and express regularity in repeated reasoning.

MATH SCHOLARS WILL...

Monitor their progress and make changes when necessary

Ask questions to gather information when making a plan to solve a problem

Test their answer to consider if it is reasonable and makes sense

Help support their arguments with appropriate math vocabulary

Summarize their conclusions and processes with words, both written and oral

Carefully calculate and use precision

Help explain data using pictures, models and graphs

Observe and listen to other math scholars with discernment

Look for patterns and consider different approaches to solving the same problem

Access math tools (calculators, blocks, protractor, rulers, etc.) and use them strategically

Recognize repeated calculations, shortcuts and patterns that lead to a general formula

See math in the world around them and make connections

Springs
CHARTER SCHOOLS

ENGLISH LANGUAGE ARTS

6-8

Name: _____   Starting Year: _____

I CAN!

Welcome to your Springs I CAN! Mastery Folder. This folder is designed to track and celebrate this year's learning.

Springs learners use the Mastery Learning Cycle to support their success.

What do we want learners to learn?   How do we know they've learned it?   How will we recognize and celebrate growth?

MASTERY LEARNING CYCLE

Set Goal — Plan — Learn — Show — Reflect

The journey to mastery visits several levels.

LEVEL 1 — NOVICE
Learners interact with the concept with help.

LEVEL 2 — APPRENTICE
Learners know the vocabulary and procedures related to the concept independently.

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Learners apply the concept to real world situations.

LEVEL 4 — EXPERT
Learners apply the concept beyond their grade level expectations.

Additional Resources

E-BOOK — Math Grade

E-BOOK — ELA Grade

I can! SPRINGS CHARTER SCHOOL INCENTIVE PROGRAM

Pre-Quiz ✓	Date ✓	Mastered ✓	SIXTH GRADE ELA "I CAN" THEMES
			THEMES
			1. I CAN read and comprehend grade level literature, including stories, dramas and poetry.
			6.1.a CAN Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
			6.1.b CAN I Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
			6.1.c CAN I Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
			6.1.d CAN I Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
			6.1.e CAN I Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
			2. I CAN use literature text features to read and understand grade level literature including stories, dramas and poetry.
			6.2.a CAN I Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
			6.2.b CAN I Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
			6.2.c CAN I Explain how an author develops the point of view of the narrator or speaker in a text.
			3. I CAN read and comprehend grade level informational texts, including history/social studies, science, and technical texts.
			6.3.a CAN I Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
			6.3.b CAN I Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
			6.3.c CAN I Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
			6.3.d CAN I Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to better understand the topic or issue.
			6.3.e CAN I Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
			6.3.f CAN I Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
			4. I CAN use text features to read and understand nonfiction text, including text books, online articles & websites, and reference books.
			6.4.a CAN I Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
			6.4.b CAN I Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
			6.4.c CAN I Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
			5. I CAN read and comprehend grade level history/social studies texts independently and proficiently.
			6.5.a CAN I Cite specific textual evidence to support analysis of primary and secondary sources.
			6.5.b CAN I Determine the central ideas of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
			6.5.c CAN I Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
			6.5.d CAN I Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
			6.5.e CAN I Describe how a text presents information (e.g., sequentially, comparatively, causally).
			6.5.f CAN I Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
			6.5.g CAN I Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
			6.5.h CAN I Distinguish among fact, opinion, and reasoned judgment in a text.
			6.5.i CAN I Analyze the relationship between a primary and secondary source on the same topic.
			6. I CAN read and comprehend sixth grade science and technical texts independently and proficiently.
			6.6.a CAN I Cite specific textual evidence to support analysis of science and technical texts.
			6.6.b CAN I Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
			6.6.c CAN I Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
			6.6.d CAN I Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.

Pre-Quiz ✓	Date ✓	Mastery ✓	**SIXTH GRADE ELA "I CAN" THEMES** 6
			THEMES
			6.6.e CAN I Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
			6.6.f CAN I Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
			6.6.g CAN I Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
			6.6.h CAN I Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
			6.6.i CAN I Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
			7. I CAN write for different tasks, purposes, and audiences.
			6.7.a CAN I Write arguments to support claims with clear reasons and relevant evidence.
			6.7.b CAN I Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
			6.7.c CAN I Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
			8. I CAN use the writing process to develop my writing.
	ʼ		6.8.a CAN I Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
			6.8.b CAN I With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
			6.8.c CAN I Use the internet and technology to produce and publish writing and to collaborate with others; type a minimum of three pages in a single sitting.
			9. I CAN! conduct short research projects using print and digital sources.
			6.9.a CAN I Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
			6.9.b CAN I Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
			6.9.c CAN I Draw evidence from literary or informational texts to support analysis, reflection, and research.
			10. I CAN! participate in small and large group conversations about topics and books we are reading.
			6.10.a CAN I Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
			6.10.b CAN I Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
			6.10.c CAN I Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
			6.10.d CAN I Explain their own ideas and understanding in light of the discussion.
			6.10.e CAN I Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
			6.10.f CAN I Identify a speaker's argument and claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
			11. I CAN communicate ideas and experiences through oral and visual presentations.
			6.11.a CAN I Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
			6.11.b CAN I Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
			6.11.c CAN I Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
			12. I CAN determine or clarify the meaning of grade level unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.
			6.12.a CAN I Use sentence-level context as a clue to the meaning of a word or phrase.
			6.12.b CAN I Determine the meaning of a work with Greek and Latin affixes and roots as clues to the meaning of a word.
			6.12.c CAN I Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronounciation and determine or clarify the prcise meaning of key-words and phrases.
			6.12.d Verify the preliminary determination of the meaning of a word or phrase.
			13. I CAN demonstrate understanding of figurative language, word relationships and nuances in word meanings.
			6.13.a CAN I Interpret figures of speech (e.g., personification) in context.
			6.13.b CAN I Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
			6.13.c CAN I Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

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

Pre-Quiz ✓	Date ✓	Mastery ✓	SEVENTH GRADE ELA "I CAN" THEMES	7
			THEMES	
			1. I CAN read and comprehend grade level literature, including stories, dramas and poetry.	
			7.1.a CAN Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
			7.1.b CAN I Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	
			7.1.c CAN I Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
			7.1.d CAN I Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	
			7.1.e CAN I Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	
			2. I CAN use literature text features to read and understand grade level literature including stories, dramas and poetry.	
			7.2.a CAN I Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	
			7.2.b CAN I Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	
			7.2.c CAN I Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	
			3. I CAN read and comprehend grade level informational texts, including history/social studies, science, and technical texts.	
			7.3.a CAN I Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as **inferences drawn from the text.**	
			7.3.b CAN I Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	
			7.3.c CAN I Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	
			7.3.d CAN I Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	
			7.3.e CAN I Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	
			7.3.f CAN I Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	
			4. I CAN use text features to read and understand nonfiction text, including text books, online articles & websites, and reference books.	
			7.4.a CAN I Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	
			7.4.b CAN I Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	
			7.4.c CAN I Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	
			5. I CAN read and comprehend grade level history/social studies texts independently and proficiently.	
			7.5.a CAN I Cite specific textual evidence to support analysis of primary and secondary sources.	
			7.5.b CAN I Determine the central ideas of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
			7.5.c CAN I Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	

Pre-Quiz ✓	Date ✓	Mastery ✓	THEMES
			7.5.d CAN I Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
			7.5.e CAN I Describe how a text presents information (e.g., sequentially, comparatively, causally).
			7.5.f CAN I Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
			7.5.g CAN I Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
			7.5.h CAN I Distinguish among fact, opinion, and reasoned judgment in a text.
			7.5.i CAN I Analyze the relationship between a primary and secondary source on the same topic.
			6. I CAN read and comprehend Science and Technical texts independently and proficiently.
			7.6.a CAN I Cite specific textual evidence to support analysis of science and technical texts.
			7.6.b CAN I Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
			7.6.c CAN I Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
			7.6.d CAN I Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.
			7.6.e CAN I Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
			7.6.f CAN I Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
			7.6.g CAN I Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, graph, or table).
			7.6.h CAN I Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
			7.6.i CAN I Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
			7. I CAN write for different tasks, purposes, and audiences.
			7.7.a CAN I Write arguments to support claims with clear reasons and relevant evidence.
			7.7.b CAN I Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
			7.7.c CAN I Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
			8. I CAN use the writing process to develop my writing.
			7.8.a CAN I Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
			7.8.b CAN I With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
			7.8.c CAN I Use the internet and technology to produce and publish writing and to collaborate with others; type a minimum of three pages in a single sitting.
			9. I CAN work collaboratively with peers to use print and digital tools to answer a question.
			7.9.a CAN I Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
			7.9.b CAN I Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
			7.9.c CAN I Draw evidence from literary or informational texts to support analysis, reflection, and research.
			10. I CAN participate in collaborative conversations about seventh grade topics and books.
			7.10.a CAN I Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
			7.10.b CAN I Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
			7.10.c CAN I Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
			7.10.d CAN I Acknowledge new information expressed by others and, when warranted, modify their own views.
			7.10.e CAN I Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
			7.10.f CAN I Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
			11. I CAN communicate ideas and experiences through oral and visual presentations.
			7.11.a CAN I Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Pre-Quiz ✓	Date ✓	Mastery ✓	SEVENTH GRADE ELA "I CAN" THEMES 7
			THEMES
			7.11.b CAN I Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
			7.11.c CAN I Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
			12. I CAN clarify the meaning of words and phrases based on grade level reading by choosing from a range of strategies.
			7.12.a CAN I Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
			7.12.b CAN I Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
			7.12.c CAN I Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
			7.12.d CAN I Verify the preliminary determination of the meaning of a word or phrase
			13. I CAN demonstrate understanding of figurative language, word relationships and nuances in word meanings.
			7.13.a CAN I Interpret figures of speech in context.
			7.13.b CAN I Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
			7.13.c CAN I Distinguish among the connotations (associations) of words with similar denotations (definitions)

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

Pre-Quiz ✓	Date ✓	Mastery ✓	EIGHTH GRADE ELA "I CAN" THEMES 8
			THEMES
			1. I CAN read and comprehend grade level literature, including stories, dramas and poetry.
			8.1.a CAN Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
			8.1.b CAN I Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
			8.1.c CAN I Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
			8.1.d CAN I Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
			8.1.e CAN I Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
			2. I CAN use literature text features to read and understand grade level literature including stories, dramas and poetry.
			8.2.a CAN I Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
			8.2.b CAN I Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
			8.2.c CAN I Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
			3. I CAN read and comprehend grade level informational texts, including history/social studies, science, and technical texts.
			8.3.a CAN I Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

THEMES

Pre-Quiz	Date	Mastered	THEMES
			8.3.b CAN I Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective text summary.
			8.3.c CAN I Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
			8.3.d CAN I Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
			8.3.e CAN I Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
			8.3.f CAN I Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
			4. I CAN use text features to read and understand nonfiction text, including text books, online articles & websites, and reference books.
			8.4.a CAN I Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
			8.4.b CAN I Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
\			8.4.c CAN I Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
			5. I CAN read and comprehend grade level history/social studies texts independently and proficiently.
			8.5.a CAN I Cite specific textual evidence to support analysis of primary and secondary sources.
			8.5.b CAN I Determine the central ideas of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
			8.5.c CAN I Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
			8.5.d CAN I Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
			8.5.e CAN I Describe how a text presents information (e.g., sequentially, comparatively..).
			8.5.f CAN I Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
			8.5.g CAN I Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
			8.5.h CAN I Distinguish among fact, opinion, and reasoned judgment in a text.
			8.5.i CAN I Analyze relationships between a primary and secondary source on the same topic.
			6. I CAN read and comprehend Science and Technical texts independently and proficiently.
			8.6.a CAN I Cite specific textual evidence to support analysis of science and technical texts.
			8.6.b CAN I Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
			8.6.c CAN I Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
			8.6.d CAN I Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
			8.6.e CAN I Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
			8.6.f CAN I Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
			8.6.g CAN I Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually
			8.6.h CAN I Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
			8.6.i CAN I Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
			7. I CAN write for different tasks, purposes, and audiences.
			8.7.a CAN I Write arguments to support claims with clear reasons and relevant evidence.
			8.7.b CAN I Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
			8.7.c CAN I Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
			8. I CAN use the writing process to develop my writing.
			8.8.a CAN I Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
			8.8.b CAN I develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
			8.8.c CAN I Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Pre-Quiz ✓	Date ✓	Mastery ✓	EIGHTH GRADE ELA "I CAN" THEMES	8
			THEMES	
			9. I CAN work collaboratively with peers to use print and digital tools to answer a question.	
			8.9.a CAN I Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	
			8.9.b CAN I Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
			8.9.c CAN I Draw evidence from literary or informational texts to support analysis, reflection, and research.	
			10. I CAN participate in collaborative conversations about eighth grade topics and books.	
			8.10.a CAN I Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
			8.10.b CAN I Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	
			8.10.c CAN I Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	
			8.10.d CAN I Acknowledge new information expressed by others and, when warranted, modify their own views.	
			8.10.e CAN I Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	
			8.10.f CAN I Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
			11. I CAN communicate ideas and experiences through oral and visual presentations.	
			8.11.a CAN I Presents claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	
			8.11.b CAN I Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	
			8.11.c CAN I Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
			8.11.d CAN I Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
			12. I CAN determine or clarify the meaning of grade level unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.	
			8.12.a CAN I Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
			8.12.b CAN I Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	
			8.12.c CAN I Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	
			8.12.d CAN I Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
			13. I CAN demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
			8.13.a CAN I Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
			8.13.b CAN I Interpret figures of speech (e.g. verbal irony, puns) in context.	
			8.13.c CAN I Use the relationship between particular words to better understand each of the words.	
			8.13.d CAN I Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	

Pre-Quiz ✓	Date ✓	Mastery ✓	EIGHTH GRADE ELA "I CAN" STEPS	8
			STEPS	
			14. I CAN! use proper grammar when I write and speak.	
			14.8a) CAN I explain the function of verbals in general (gerunds, participles, infinitives) and their function in particular sentences.	
			14.8b) CAN I form and use verbs in the active and passive voice?	
			14.8c) CAN I form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood?	
			14.8d) CAN I recognize and correct inappropriate shifts in verb voice and mood?	
			15. I CAN! correctly use the rules for capitalization, punctuation, and spelling when writing.	
			15.8a) CAN I use punctuation to indicate a pause or break?	
			15.8b) CAN I use ellipsis to indicate an omission?	
			15.8c) CAN I spell grade-appropriate words correctly, consulting references as needed?	

MATH

6-8

Name: _____ Starting Year: _____

I CAN!

Welcome to your Springs I CAN! Mastery Folder. This folder is designed to track and celebrate this year's learning.

Springs learners use the Mastery Learning Cycle to support their success.

What do we want learners to learn?   How do we know they've learned it?   How will we recognize and celebrate growth?

Set Goal · Plan · Learn · Show · Reflect

MASTERY LEARNING CYCLE

The journey to mastery visits several levels.

LEVEL 1 — NOVICE
Learners interact with the concept with help.

LEVEL 2 — APPRENTICE
Learners know the vocabulary and procedures related to the concept independently.

LEVEL 3 — PRACTITIONER
Learners apply the concept to real world situations.

LEVEL 4 — EXPERT
Learners apply the concept beyond their grade level expectations.

Additional Resources

E-BOOK — Math Grade

E-BOOK — ELA Grade

I can!
SPRINGS CHARTER SCHOOL
INCENTIVE PROGRAM

Taught ✓	Practiced ✓	Mastery Date	EIGHT GRADE MATH "I CAN" STATEMENTS **8**
			8. I CAN construct a function to model the relationship between two quantities and describe the relationship by analyzing a table or sketching a graph.
			8.8a) CAN I determine the rate of change of a function?
			8.8b) CAN I relate a function to a real world situation?
			8.8c) CAN I locate the initial value of a function?
			8.8d) CAN I describe the relationship of two quantities illustrated by a graph?
			8.8e) CAN I verbally describe a function by looking at a graph?
			9. I CAN use the Pythagorean Theorem to find the distance, find lengths in right triangles in two and three dimensions, and explain a proof of the theorem and its converse.
			8.9a) CAN I restate the Pythagorean Theorem and what it represents?
			8.9b) CAN I know various proofs of the Pythagorean Theorem?
			8.9c) CAN I name the sides of a right triangle and how they relate to the Pythagorean Theorem?
			8.9d) CAN I apply the Pythagorean Theorem to find the distance between points in the coordinate plane?
			8.9e) CAN I solve for an unknown value in the Pythagorean Theorem?
			10. I CAN verify the properties of rotations, reflections and translations and use that knowledge to establish congruence of shapes, determine similarity and how they can change a shape in the coordinate plane.
			8.10a) CAN I use math vocabulary to describe translations (line, segment, angle, parallel)?
			8.10b) CAN I know when two geometric shapes are congruent?
			8.10c) CAN I use models to demonstrate translations?
			8.10d) CAN I describe translations in the coordinate planes by using coordinates of points?
			8.10e) CAN I describe 2D figures by their geometric properties?
			11. I CAN use reasoning about triangles to derive and know properties involving angle sums, exterior angles, and similar triangles.
			8.11a) CAN I use mathematical language to give informal arguments?
			8.11b) CAN I define geometric terms: Parallel, exterior angle, transversal, and similarity?
			8.11c) CAN I describe the angle-angle criterion for similarity of triangles?
			8.11d) CAN I know and apply the angle sum theorem?
			8.11e) CAN I describe the relationships between interior angles and exterior angles?
			12. I CAN know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
			8.12a) CAN I identify 3D shapes: Cone, cylinder and sphere?
			8.12b) CAN I locate the various parts of 3D shapes?
			8.12c) CAN I find the area and circumference of a circle?
			8.12d) CAN I find the area and perimeter of quadrilaterals?
			8.12e) CAN I locate and describe 3D shapes in the world?
			13. I CAN construct and interpret scatter plots, use a straight line to model the data, and use what I know about lines to solve data problems.
			8.13a) CAN I identify bivariate data and identify its graph?
			8.13b) CAN I define statistical vocabulary: Clustering, outliers, frequencies, positive or negative association, linear association and nonlinear association?
			8.13c) CAN I find the line of best fit using statistical data?
			8.13d) CAN I find patterns in bivariate data sets and scatter plots?
			8.13e) CAN I use a linear equation y=mx+b to summarize statistical data?

Student Name: _____

SSID: _____

Taught ✓	Practiced ✓	Mastery Date	SIXTH GRADE MATH "I CAN" STATEMENTS 6
			8. 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.
			6.8a) CAN I use equations to solve real-world problems involving ratio and rate?
			6.8b) CAN I use tables of equivalent ratios to solve real-world problems involving ratio and rate?
			6.8c) CAN I use tape diagrams to solve real-world problems involving ratio and rate?
			6.8d) CAN I use double number line diagrams to solve real-world problems involving ratio and rate?
			6.8e) CAN I explain my reasoning when solving real-world problems involving ratio and rate?
			9. I CAN apply my knowledge of rational numbers to opposite quantities, absolute value, exponents and the inverse.
			6.9a) CAN I write numerical expressions involving whole-number exponents?
			6.9b) CAN I evaluate numerical expressions involving whole-number exponents?
			6.9c) CAN I identify when two expressions are equivalent? Ex. $y + y + y = 3y$
			6.9d) CAN I evaluate expressions in which letters stand for numbers?
			6.9e) CAN I know and apply the order of operation rules when evaluating expressions?
			10. I CAN solve equations and inequalities to find an unknown value and apply that knowledge to problems by writing and solving equations and drawing a diagram.
			6.10a) CAN I use substitution of values to determine whether an inequality is true?
			6.10b) CAN I explain the concept of variable and use it to represent an unknown number?
			6.10c) CAN I write an inequality to represent a constraint or condition in a real-world problem?
			6.10d) CAN I represent solutions of inequalities using a number line diagram?
			6.10e) CAN I write and solve equations using nonnegative rational numbers? Ex. $x + p = q$ and $px = q$.
			11. I CAN use variables to represent the relationship between two quantities and analyze that relationship using graphs and tables.
			6.11a) CAN I identify the independent variable and the dependent variable in an equation?
			6.11b) CAN I explain the relationship between the independent and dependent variables in an equation?
			6.11c) CAN I design a table to generate numerical values from an equation?
			6.11d) CAN I model an equation using a graph?
			12. I CAN use math tools and technology to solve real-world math problems with 2D and 3D shapes involving area, surface area and volume.
			6.12a) CAN I find the area of triangles, quadrilaterals and polygons by composing into rectangles or decomposing into other shapes?
			6.12b) CAN I find the volume of 3D figures with fractional edge lengths using unit cubes and the formula for volume?
			6.12c) CAN I draw polygons in the coordinate plane using coordinates of the vertices?
			6.12d) CAN I use nets made up of rectangles and triangles to represent 3D figures?
			13. 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.
			6.13a) CAN I recognize and develop statistical questions that can be measured by data?
			6.13b) CAN I describe the variability within a data set?
			6.13c) CAN I understand that a data distribution can be described by its center, spread and overall shape?
			6.13d) CAN I explain the difference between a measure of center and a measure of variation?
			6.13e) CAN I gather and analyze statistical data in the real-world?

Taught ✓	Practiced ✓	Mastery Date	SEVENTH GRADE MATH "I CAN" STATEMENTS 7
			1. I CAN add, subtract, multiply and divide rational and fractional numbers and apply number operations to real world problems.
			7.1a) CAN I use a line diagram to model operations with rational numbers?
			7.1b) CAN I give real world examples applied to negative numbers?
			7.1c) CAN I convert a fraction into a decimal?
			7.1d) CAN I convert a decimal into a fraction?
			7.1e) CAN I compare the value of rational numbers (positive, negative, fraction, decimal)?
			2. I CAN compute using absolute value and use it to find the distance.
			7.2a) CAN I find the absolute value of a number?
			7.2b) CAN I use absolute value to find the distance from zero
			7.2c) CAN I give a definition of absolute value?
			7.2d) CAN I identify and apply rules of absolute value computation?
			7.2e) CAN I use absolute value to add and subtract negative numbers?
			3. I CAN extend my understanding of fractions to multiply and divide rational numbers.
			7.3a) CAN I solve real world problems involving complex fractions?
			7.3b) CAN I explain why an integer cannot be divided by zero?
			7.3c) CAN I demonstrate the operational rules of multiplication and division with negative numbers?
			7.3d) CAN I interpret quotients of rational numbers by describing real-world contexts?
			7.3e) CAN I interpret products of rational numbers by describing real-world contexts?
			4. I CAN apply properties of operations (associative, commutative and distributive) as strategies to compute numbers and algebraic expressions.
			7.4a) CAN I factor expressions?
			7.4b) CAN I use properties to make equivalent expressions?
			7.4c) CAN I use properties to strategize and find patterns?
			7.4d) CAN I rewrite an expression in other forms without changing the expression?
			7.4e) CAN I use the Distributive Property to solve equations?
			5. I CAN solve one- and two-step equations and inequalities using what I know about algebraic expressions and properties of numbers.
			7.5a) CAN I describe inverse operations?
			7.5b) CAN I use variables to represent a real world problem and construct an equation?
			7.5c) CAN I use variables to represent a real world problem and construct an inequality?
			7.5d) CAN I use mental computation and estimation strategies to check an answer?
			7.5e) CAN I assess the reasonableness of my solutions to equations?
			6. I CAN use measure expressed as rate (e.g., speed, density) and measure expressed as products (e.g. person-days) to solve problems and represent the relationships by an equations and a graph.
			7.6a) CAN I explain the relationship between fractions and proportional relationships?
			7.6b) CAN I compute the unit rate in quantities measured in like or different units?
			7.6c) CAN I use fractions to describe ratios?
			7.6d) CAN I tell whether quantities are proportional?
			7.6e) CAN I use number values and graphs to model rates?
			7. I CAN solve problems that involve discounts, markups, commissions, profit, percent increase, percent decrease and simple interest.
			7.7a) CAN I relate ratio problems to percentages?
			7.7b) CAN I compute problems of ratio using fraction computation?
			7.7c) CAN I identify proportional relationships in the world?
			7.7d) CAN I use a graph to model proportional relationships?
			7.7e) CAN I explain the difference between increase and decrease?

Taught ✓	Practiced ✓	Mastery Date	SEVENTH GRADE MATH "I CAN" STATEMENTS **7**
			8. 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.
			7.8a) CAN I reproduce a scale drawing at a different scale (enlarge and reduce)?
			7.8b) CAN I compute the area of geometric figures?
			7.8c) CAN I identify unique triangles by their angles and sides?
			7.8d) CAN I identify the shape of the cross section of right rectangular prisms and right rectangular pyramids?
			7.8e) I CAN draw geometric figures using a ruler, protractor and technology?
			9. I CAN solve real-life and mathematical problems involving circumference, area, surface area and volume.
			7.9a) CAN I describe the relationship between area and circumference of a circle?
			7.9b) CAN I use correct units when solving for area (units squared) and circumference (units)?
			7.9c) CAN I use facts about angles (supplementary, complementary, vertical and adjacent) to solve multi-step problems?
			7.9d) CAN I identify two- and three-dimensional composite objects made from triangles, quadrilaterals, polygons, cubes and right prisms?
			7.9e) CAN I apply geometric problem solving to real world situations?
			10. I CAN use random sampling to draw inferences about a population.
			7.10a) CAN I explain how statistics can be used to get information and find patterns?
			7.10b) CAN I describe how to gather a sample?
			7.10c) CAN I use sampling to support inferences?
			7.10d) CAN I use data to estimate or predict?
			7.10e) CAN I model and measure statistical variations using data?
			11. I CAN compare and analyze data using dot plots and box plots making comparative inferences about two populations.
			7.11a) CAN I measure data using the Measures of Central Tendency (mean, median, mode and range)?
			7.11b) CAN I compare data variability using the Measures of Central Tendency?
			7.11c) CAN I find the Mean Absolute Deviation of a data set?
			7.11d) CAN I draw informal inferences about two populations based on numerical data?
			7.11e) CAN I apply statistical problem solving to real world situations?
			12. I CAN investigate, make predictions and calculate the experimental and theoretical probability of simple and compound events.
			7.12a) CAN I explain why the probability is a number between 0 and 1?
			7.12b) CAN I approximate the probability something will happen based on data?
			7.12c) CAN I calculate the frequency given a probability?
			7.12d) CAN I develop a probability model and justify my model?
			7.12e) CAN I find probabilities of compound events using lists, tables, tree diagrams and situation?

Taught ✓	Practiced ✓	Mastery Date	EIGHTH GRADE MATH "I CAN" STATEMENTS 8
			1. I CAN represent and compare rational and irrational number approximations with decimal expansions, radical signs and locate them on a number line.
			8.1a) CAN I tell the difference between a rational and irrational number?
			8.1b) CAN I know how to convert between fractions and decimals?
			8.1c) CAN I know when a decimal is terminal and when it is repeating?
			8.1d) CAN I find the decimal value of numbers with a radical sign?
			8.1e) CAN I explain how to compare fractions, decimals and numbers with radical sign?
			2. I CAN know and apply the properties of integer exponents, fluently know small perfect squares and cube roots, and use square and cube roots to express a number.
			8.2a) CAN I describe what an exponent represents?
			8.2b) CAN I calculate numbers and expressions with negative exponents?
			8.2c) CAN I explain the difference between a cube root and a square root?
			8.2d) CAN I know fluently perfect squares and their square roots and perfect cubes and their cube roots?
			8.2e) CAN I explain why the square root of 2 is irrational?
			3. I CAN use scientific notation to express measurement of very small and very large quantities.
			8.3a) CAN I estimate large and small numbers using exponents?
			8.3b) CAN I use the integer power of 10 to express numbers?
			8.3c) CAN I relate decimal value to scientific notation value?
			8.3d) CAN I apply scientific notation to measurement?
			8.3e) CAN I interpret scientific notation that has been created by technology?
			4. I CAN compare proportional values draw a graph of their relationships and know the unit rate is the slope of the graph.
			8.4a) CAN I relate the parts of a proportion to the parts of a graph?
			8.4b) CAN I explain how to determine the unit rate?
			8.4c) CAN I compare proportional relationships by interpreting their graphs?
			8.4d) CAN I describe the slope of a graph?
			8.4e) CAN I tell how the slope of a graph and proportional value are related?
			5. I CAN derive the equation of a line y = mx + b where the slope (m) can be found using similar triangles and the y-intercept (b) is where the line crosses the vertical axis.
			8.5a) CAN I describe what makes two triangles similar?
			8.5b) CAN I draw a coordinate plane including: x-axis, y-axis, quadrants, the origin and unit values?
			8.5c) CAN I find the slope of a line using two distinct points on the line?
			8.5d) CAN I recall the equation of a line and name the parts?
			8.5e) CAN I explain the difference between a positive and negative slope?
			6. I CAN solve pairs of linear equations with one variable and interpret the solution (one, infinitely many, or none).
			8.6a) CAN I determine the difference between and expression and an equation?
			8.6b) CAN I combine like terms within an equation?
			8.6c) CAN I solve a linear equation in one variable?
			8.6d) CAN I use various methods to solve pairs of linear equations: Graphing, substitution & elimination?
			8.6e) CAN I know that when there is one solution I put my answer in the form (x, y)?
			7. I CAN understand a function as a rule where a graph of ordered pairs represents the rule, express properties of two functions in different ways (algebra, graph, tables or verbally), and interpret equations as linear functions.
			8.7a) CAN I create a function table and graph the values?
			8.7b) CAN I interpret the graph of a function to determine rate of change?
			8.7c) CAN I give examples of functions that are NOT linear and explain why?
			8.7d) CAN I describe & define the input and output of a function table?
			8.7e) CAN I relate a function to the equation y=mx+b?

Taught ✓	Practiced ✓	Mastery Date	EIGHT GRADE MATH "I CAN" STATEMENTS **8**
			8. I CAN construct a function to model the relationship between two quantities and describe the relationship by analyzing a table or sketching a graph.
			8.8a) CAN I determine the rate of change of a function?
			8.8b) CAN I relate a function to a real world situation?
			8.8c) CAN I locate the initial value of a function?
			8.8d) CAN I describe the relationship of two quantities illustrated by a graph?
			8.8e) CAN I verbally describe a function by looking at a graph?
			9. I CAN use the Pythagorean Theorem to find the distance, find lengths in right triangles in two and three dimensions, and explain a proof of the theorem and its converse.
			8.9a) CAN I restate the Pythagorean Theorem and what it represents?
			8.9b) CAN I know various proofs of the Pythagorean Theorem?
			8.9c) CAN I name the sides of a right triangle and how they relate to the Pythagorean Theorem?
			8.9d) CAN I apply the Pythagorean Theorem to find the distance between points in the coordinate plane?
			8.9e) CAN I solve for an unknown value in the Pythagorean Theorem?
			10. I CAN verify the properties of rotations, reflections and translations and use that knowledge to establish congruence of shapes, determine similarity and how they can change a shape in the coordinate plane.
			8.10a) CAN I use math vocabulary to describe translations (line, segment, angle, parallel)?
			8.10b) CAN I know when two geometric shapes are congruent?
			8.10c) CAN I use models to demonstrate translations?
			8.10d) CAN I describe translations in the coordinate planes by using coordinates of points?
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			8.11a) CAN I use mathematical language to give informal arguments?
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			12. I CAN know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
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			13. I CAN construct and interpret scatter plots, use a straight line to model the data, and use what I know about lines to solve data problems.
			8.13a) CAN I identify bivariate data and identify its graph?
			8.13b) CAN I define statistical vocabulary: Clustering, outliers, frequencies, positive or negative association, linear association and nonlinear association?
			8.13c) CAN I find the line of best fit using statistical data?
			8.13d) CAN I find patterns in bivariate data sets and scatter plots?
			8.13e) CAN I use a linear equation y=mx+b to summarize statistical data?

Student Name: _____

SSID: _____

Standards for Mathematical Practice

#1 Make sense of problems and persevere through solving them.

#2 Reason abstractly and quantitatively.

#3 Construct viable arguments and critique the reasoning of others.

#4 Model with mathematics.

#5 Use appropriate tools strategically.

#6 Attend to precision.

#7 Look for and make use of structure.

#8 Look for and express regularity in repeated reasoning.

MATH SCHOLARS WILL...

Monitor their progress and make changes when necessary

Ask questions to gather information when making a plan to solve a problem

Test their answer to consider if it is reasonable and makes sense

Help support their arguments with appropriate math vocabulary

Summarize their conclusions and processes with words, both written and oral

Carefully calculate and use precision

Help explain data using pictures, models and graphs

Observe and listen to other math scholars with discernment

Look for patterns and consider different approaches to solving the same problem

Access math tools (calculators, blocks, protractor, rulers, etc.) and use them strategically

Recognize repeated calculations, shortcuts and patterns that lead to a general formula

See math in the world around them and make connections

Springs
CHARTER SCHOOLS

Bell Schedule

As a non-classroom based charter, there are no bell schedules for any of the programs in River Springs Charter School.

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River Springs Charter School

2018-19 Attendance & 185 Credentialed Staff Calendar

July 2018 (0 days)

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

August 2018 (5 days)

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

September 2018 (18 days)

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

October 2018 (23 days)

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

November 2018 (15 days)

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

December 2018 (10 days)

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

January 2019 (18 days)

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

February 2019 (18 days)

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

March 2019 (21 days)

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April 2019 (16 days) Easter 4/21

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May 2019 (22 days)

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

June 2019 (9 days)

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
15	16	17	18	19
22	23	24	25	26
27	28	29	30	

Yellow = Staff Development/Non-Student Day
Green = First Day of Semester
Orange = Last Day of Semester
Blue = Holiday/Non-Student Day
Lavender = 185 Credentialed Staff Off/Non-Student Day
Pink = P1/P2

(1st semester – 85 days; 2nd semester – 90 days)

Holidays:

September 3, 2018 – Labor Day
November 12, 2018 – Veteran's Day honored
November 22, 2018 – Thanksgiving
December 25, 2018 – Christmas Day
January 1, 2019 – New Year's Day
January 21, 2019 – Martin Luther King Day
February 18, 2019 – President's Day
May 27, 2019 – Memorial Day

Student Recesses:

Thanksgiving Break: November 19 - 23
Winter Break: December 17 – January 4
Spring Break: April 15 - 19

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Course Availability Subject to Enrollment - Homeschool/Keys/Venture order through Bookmart.

CTE Year-Long High School Courses for the 2017 -2018 School Year Courses must be taken in sequential order	
Transportation Industry Sector	
Systems Diagnostics, Service & Repair Pathway	
Course Title	**Course Location**
CTE Small Engine Maintenance & Repair (Foundational)	Pathfinder SC, Temecula Facilities
CTE Maintenance & Repair Vehicle Systems (Concentrator)	Pathfinder SC, Temecula Facilities
CTE Maintenance Control Center Operations (Capstone)	Pathfinder SC, Temecula Facilities
Health Science and Medical Technology Industry Sector	
Healthcare Administrative Workers Pathway	
Course Title	**Course Location**
CTE Medical Terminology (Foundational)	Online, Hemet SC, Magnolia SC, Temecula SC
CTE Medical Front Office (Concentrator)	Online, Hemet SC, Magnolia SC, Temecula SC
CTE Medical Billing & Coding (Capstone)	Online, Hemet SC, Magnolia SC, Temecula SC
Patient Care Pathway	
Course Title	**Course Location**
Anatomy & Physiology w/ Lab (P) (Foundational) *(includes mandatory monthly labs)*	Online, Hemet SC, Magnolia SC, Temecula SC
CTE Kinesiology (Concentrator)	Online, Hemet SC, Magnolia SC, Temecula SC
CTE Treatment & Care (Capstone)	Hemet SC, Magnolia SC, Temecula SC
Engineering & Architecture Industry Sector	
Engineering Technology Pathway	
Course Title	**Course Location**
CTE Engineering Essentials (Foundational)	Hemet SC, Magnolia SC, Temecula SC
CTE Electrical & Computer Engineering (Concentrator)	Hemet SC, Magnolia SC, Temecula SC
CTE Mechanical Engineering w/ CAD (Capstone)	Hemet SC, Magnolia SC, Temecula SC
Business & Finance Industry Sector	
Business Management Pathway	
Course Title	**Course Location**
CTE Introduction to Business (Foundational)	Online, Hemet SC, Pathfinder SC, Temecula Facilities, Temecula SC
CTE Marketing & Advertising (Concentrator)	Online, Hemet SC, Pathfinder SC, Temecula Facilities, Temecula SC
CTE Business Management (Capstone)	Online, Hemet SC, Pathfinder SC, Temecula Facilities, Temecula SC
Arts, Media & Entertainment Industry Sector	
Media & Design Arts Pathway	
Course Title	**Course Location**
CTE Introduction to Photography (Foundational)	Online, Hemet SC, Pathfinder SC, Temecula SC
CTE Digital Art & Design (Concentrator)	Online, Hemet SC, Pathfinder SC, Temecula SC
CTE Video Production (Capstone)	Online, Hemet SC, Pathfinder SC, Temecula SC

Game Design Pathway	
Course Title	**Course Location**
CTE Introduction to Game Design (Foundational)	Online, Hemet SC, Magnolia SC, Temecula Robotics
CTE Intermediate Game Design (Concentrator)	Online, Hemet SC, Magnolia SC, Temecula Robotics

Public Services Industry Sector	
Public Safety Pathway	
Course Title	**Course Location**
CTE Public Safety 1 (Foundational)	Online, Hemet SC, Pathfinder SC, Temecula SC
CTE Enforcement Agencies and Procedures (Concentrator)	Online, Hemet SC, Pathfinder SC, Temecula SC

Information & Communication Technologies Industry Sector	
Information Support & Services Pathway	
Course Title	**Course Location**
CTE PC Essentials (Foundational)	Online
CTE Desktop Professional (Concentrator)	Online
CTE Computer Systems and Technologies (Capstone)	Online

Networking Pathway	
Course Title	**Course Location**
CTE PC Essentials (Foundational)	Online
CTE Networking Fundamentals (Concentrator)	Online
CTE PC Security (Capstone)	Online

Education, Child Development & Family Services Industry Sector	
Family and Human Services Pathway	
Course Title	**Course Location**
CTE Human Development (Foundational)	Online, Hemet SC, Magnolia SC, Temecula SC

Hospitality, Tourism and Recreation Industry Sector	
Hospitality, Tourism and Recreation Pathway	
Course Title	**Course Location**
CTE Hospitality, Tourism & Recreation (Foundational)	Online, Hemet SC, Pathfinder SC, Temecula SC

Work Experience Education (WEE)	
Course Title	**Course Location**
Exploratory Work Experience Education Internship (EWEE) 1 / 2 / 3	Online, Hemet SC, Magnolia SC, Pathfinder SC, Temecula SC
General Work Experience Education *Students with paying jobs; must be at least 16 yrs. Old* Internship/Work Experience Education (GWEE) 1 / 2	Online, Hemet SC, Magnolia SC, Pathfinder SC, Temecula SC

Course Locations:

Hemet Student Center
105 North Girard Street
Hemet, CA 92544

Magnolia Student Center
4020 Jefferson Street
Riverside, CA 92504

Pathfinder Student Center
4260 Tequesquite Avenue
Riverside, CA 92501

Temecula Student Center
43040 Margarita Road
Temecula, CA 92592

Temecula Facilities
43174 Business Park Drive
Temecula, CA 92590

Temecula Robotics
43218 Business Park Dr., Ste. 107
Temecula, CA 92590

MTSS Handbook

Springs Charter School
Personalized Learning Department

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Purpose of MTSS (Multi Tiered Systems of Support)

Response to Intervention (RtI) provides a means for parents, teachers and key school personnel to systematically review and make suggestions about student performance with a goal to elevate student academic achievement by meeting individual instructional needs. Generally, the RtI process begins when the student has been identified through universal screening measures.

RtI is a three-tiered intervention process focused on identifying and assisting struggling students in an effort to help them be successful in school. The process is based on the following principles:

- Teach all children effectively
- Intervene early
- Use a multi-tier model of service delivery
- Adopt a problem-solving methodology

Why? Schoolwide Screening
Screening all children in a school helps identify students who may need extra help **and not let students "fall through the cracks."**

Why? Progress Monitoring
Monitoring the child's progress allows us to examine what changes, if any, need to be made to the instruction.

Why? High Quality, Research- Based Instruction and SMART Interventions
This ensures that the materials and instruction methods are known to work well.

Why? Collaboration Among School Staff Members
It allows for collaboration and shared knowledge from various perspectives and backgrounds to provide a more well rounded approach to assisting a struggling student.

Why? Better communication between the parents, student, and school staff
Relationships are strengthened and there is increased accountability and collaboration.

Why? Fidelity of Implementation
This is to make sure that instruction or materials are being used in the way they are supposed to be used, because that is when they are most effective.

RtI Defined

Response to Intervention (RtI) is an integrated approach to service delivery that encompasses general, remedial, and special education through a multi-tiered service delivery model. RtI provides a proactive process and structure for school teams in designing, implementing, and evaluating educational interventions. RtI is the process of aligning appropriate assessment with purposeful instruction for all students. AT SCS, our goal for all of our students is to be involved in a strong and rigorous personalized educational program. Universal screening measures are in place to help identify students who need additional support. Students requiring interventions to meet learning expectations will receive support through a systematic and purposeful process.

- Advantages of RtI: One advantage of RtI is early intervention for students who struggle.
- Another advantage is that RtI create a plan and implement specific instructional strategies found to benefit a particular student. This information can be very helpful to both teachers and parents.

Data-Driven Decision Making Model

RtI at SCS is based on a problem-solving model wherein data drives the decision-making process at all tiers. The RtI team and teachers are continually using data to drive instructional decision making. The process is aligned and connected throughout SCS programs and communication between all parties involved to ensure individual student success.

RtI Meeting Requirements

Outlined below are the levels and functions of the RTI Meeting process for Springs Charter School.

RtI – Tier 1 Meetings

All students will receive evidence-based instruction within the general education classroom and independent study programs. **SCS's mission statement of personalized learning** incorporates an individualized approach to student learning that is expected to enhance **each student'**s ability to achieve to their highest potential of academic success. Universal screening at the Tier 1 level occurs through school wide OARS, i-Ready Diagnostic, and progress monitoring through other formal and informal assessments. Regularly scheduled staff meetings will be held to discuss and document interventions and progress for all students (PLC).

Frequency of Tier 1 Meetings

Each program will review data during PLC meetings to discuss and document each of their student's progress and ongoing monitoring at least once during each semester. It is recommended that data reviews are conducted at the beginning of the year, and more frequently for students who are demonstrating the greatest areas of need. Staff will keep an assessment folder in e**ach student's file and will document progress.**

RtI – Tier 2 Meetings

There are four reasons for a Tier 2 meeting.

1. Tier 1 Team Referral
2. Parent request
3. Staff referral
4. Transition meeting for Tier 2 referrals to Tier 3 for Special Education Assessment

All initial Tier 2 meetings involve the RtI team; Administrator (site director or RTI Coordinator**), the student's teacher of record or educational specialist. If requested, the** school counselor may also attend the meeting. Additional teachers and staff that work directly with the student may be asked to provide valuable information to the team in creating an intervention plan. Every 6-8 weeks progress monitoring will occur with the ES/TOR and the RtI Coordinator. Once the report has been created the ES/TOR will conference with the parent and student regarding the results of progress toward goal. If at any time the results of progress stagnate or regress the ES/TOR and RtI Coordinator will schedule a meeting with the parent.

Frequency of Tier 2 meetings

All Tier 2 meetings provide **an overview of the student's academic strengths and areas of** concern, assessment scores, previously attempted interventions and progress monitoring, samples of student work and professional opinions from staff who work directly with the student.

Follow-up Tier 2 meetings occur at least every 6-8 weeks until the student begins to show progress gains or until the initial referral concerns have been resolved. All Tier 2 meetings are documented in OASIS within two weeks of each meeting.

RtI – Tier 2 – Tier 1 Team Referral

Students who have not shown improvement after implementation of the prescribed interventions at the Tier 1 level should be referred to Tier 2 (see the Criteria to Target Tier 2 students). At this level, the parent becomes involved in the discussion of objective assessment data, documented academic and behavior concerns and professional staff **observations of the student's performance.**

RtI –Tier 2- Parent requested meeting

(2 week response time)

When a parent makes a request for additional assistance for their student, program staff will **set up a Tier 2 meeting within 2 weeks of the parent's request. This conference is a** combined effort of staff and parent for the purpose of addressing the parent concerns. All staff dire**ctly involved with the student's academic program should attend the initial meeting prepared to 1) listen to the parent's concerns, 2) provide constructive feedback in regards to addressing the student's academic and/or behavior performance, 3) provide the** parent with objective observations and information.

RtI –Tier 2 – Staff requested meeting

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

RtI –Tier 2 team referral to Tier 3 (SST)

Recommendation for Special Education Assessment (2 week response time)

It is expected that parents/students and staff participate in the RtI Tier 2 process prior to a referral for evaluation for Special Education services. This step in the process will insure legal compliance that all general education services have been exhausted prior to receiving special education services. Clearly documented RtI Tier 2 meetings leading up to a referral will be beneficial in order to expedite the process for determination of a student's need for additional services. When a referral for evaluation is made to the RtI Coordinator or administrator, copies of all RtI assessments, evaluations, interventions and samples of student work must be included with the referral. The administrator and Special Education staff will review the documentation and make further recommendations to the RtI local team or begin the assessment process.

The RTI team will continue to meet with staff and parents at 6-8 week intervals until the assessment process is completed and a final determination for additional services has been made. This step in the process will insure a smooth transition for students with disabling conditions while maintaining that each student continues to receive continued support during the evaluation process. If the student qualifies for special education services and an

initial IEP meeting is held, the RtI Tier 2 team will exit the student from the Tier 2 process for continued progress monitoring at Tier 1 meetings.
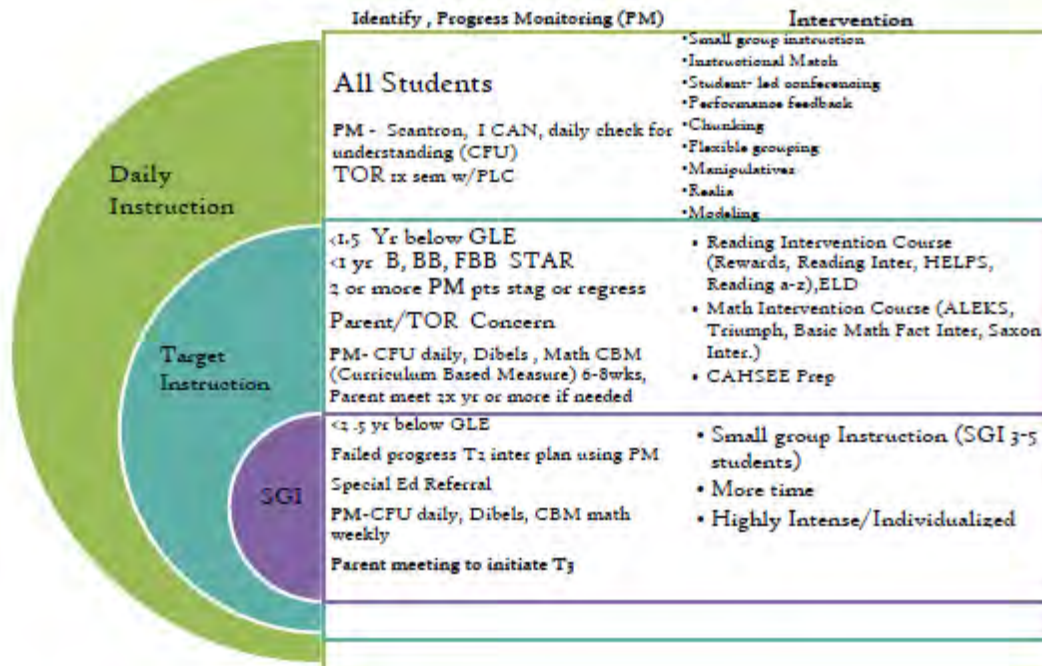
Parent requests for evaluation to determine if their student qualifies for special education services must, by law, be addressed within a designated number of days from the date of the request.

When a Springs' parent makes a verbal or written request for evaluation of their student two actions must be taken by program administrative staff. First, an email must be sent to both the RtI Coordinator, director and to special.education@riverspringscharter.org notifying **them of the parent's request. Second, a**n RtI Tier 2 Meeting (see above) must be arranged and held within ten working days of the date the request was made. The Benchmark assessments must be completed prior to the meeting. If the student has not been previously targeted for the Tier 2 process, an initial meeting to review the student's academic performance, attendance and any other concerns must be held. Timelines during this process are extremely time sensitive.

RSCS RtI

Homeschool Academic Support

	Identify , Progress Monitoring (PM)	Intervention
Daily Instruction	**All Students** PM - Scantron, I CAN , CBM (Curriculum Based Measure), daily check for understanding (CFU) ES 1x sem w/PLC	•EDI (Explicit direct Instruction)w/modeling •Scaffolding •Break time •Learning styles; multiple modalities; project •Vocabulary •Manipulative •Graphic organizers
Target Instruction	<1.5 Yr below GLE <1 yr B, BB, FBB STAR 2 or more PM pts stag or regress Parent/ES Concern PM- CFU daily, CBM weekly, 6wks Parent meet 2x yr or more if needed	• Reading Intervention Course (Rewards,ReadingInter, HELPS, Reading a-z, Razz kids, LARF), ELD • Math Intervention Course (ALEKS, Triumph, Basic Math Fact Inter, Saxon Inter.) • CAHSEE Prep
SGI	<2 .5 yr below GLE Failed progress T2 inter plan using PM Special Ed Referral PM-CFU daily, Dibels, CBM math weekly Parent meeting to initiate T3	• Small group Instruction (SGI 3-5 students) • More time • Highly Intense/Individualized

RSCS RtI

Academy Support

Identify, Progress Monitoring (PM)		Intervention
All Students PM - Scantron, I CAN, daily check for understanding (CFU) TOR 1x sem w/PLC		•Small group instruction •Instructional Match •Student- led conferencing •Performance feedback •Chunking •Flexible grouping •Manipulatives •Realia •Modeling
<1.5 Yr below GLE <1 yr B, BB, FBB STAR 2 or more PM pts stag or regress Parent/TOR Concern PM- CFU daily, Dibels, Math CBM (Curriculum Based Measure) 6-8wks, Parent meet 2x yr or more if needed		• Reading Intervention Course (Rewards, Reading Inter, HELPS, Reading a-z),ELD • Math Intervention Course (ALEKS, Triumph, Basic Math Fact Inter, Saxon Inter.) • CAHSEE Prep
<2.5 yr below GLE Failed progress T2 inter plan using PM Special Ed Referral PM-CFU daily, Dibels, CBM math weekly Parent meeting to initiate T3		• Small group Instruction (SGI 3-5 students) • More time • Highly Intense/Individualized

Daily Instruction — Target Instruction — SGI

SCS PBIS Support System

Data Based Decision Making Safe and Welcoming Culture	•Schoolwide Acknowledgment System (Capturing Kids Hearts) •Schoolwide Bullying Prevention (ongoing instruction) •Active Supervision (Hot Spots- surveys) •Enforcement of Universal Expectations (Positive reinforcement)	Universal Expectations
Target Skills Development Explicit Instruction School Success Skills School Based Network of support (counselors, mentors, and others)	•School Survival Skills •Social Skills Instruction •Increase feedback and monitoring •Function Based Intervention -Gain Attention (check in/out), Escape: academic support	Behavior Skill Development
Behavior Support Plan (BSP) Functional Equivalent Replacement Behaviors (FERB)	•Environmental Modifications •Curriculum Modifications •Reinforcement System •Reactive Strategies •Behavior Goals •Communication System •Mental Health Support	Behavior support plan

Tier 1 (ALL STUDENTS) Activities checklist:

- ☐ Universal screening or benchmarking conducted at school level
- ☐ Evidence based curricula and strategies in place for all students and differentiation is documented by ES/TOR through the personalized learning plan- Best practices in teaching are discussed
- ☐ Any student identified as at risk should be monitored using progress monitoring tool or CBM in order to determine instructional effectiveness- i-Ready and/or I CAN and progress monitoring chart, student monitoring chart
- ☐ Data included and analyzed by ES/TOR for decision making that indicates if Tier 1 universal interventions should be continued or if there is a need to proceed to the increased intensity of Tier 2 interventions
- ☐ A student folder is maintained which includes copies of any relevant documentation including: i-Ready results, Scaled scores and gains for core areas, copies of prior state test results, all copies of assessment results, student work samples, parent correspondence, etc.
- ☐ Progress is monitored at a minimum of three times per year

RTI Criteria for targeted students

- Not responding to Tier 1 good teaching, personalized learning and interventions– second year with low assessment scores and low growth gains, including the decline of State test scores over two or more years
- Multiple areas of concern – including low academic performance in math, ELA and/or behavior concerns
- **In the "Math Path," working significantly below grade level, and needing support through the "I Can Intervention Math Path" plan**
- Did not pass Math Path Milestone 1, attended the Parent meeting and did not pass Milestone 2
- Adequate Progress or Attendance Issues – OASIS
- **Previous or "exited" IEP**
- **High School student is "at risk" of not graduating or has very low grades and/or units** earned (transcript review)
- GLE discrepancy of more than 1.5 below the students grade level placement
- Teacher concerns based on student work and professional observation
- Parent concerns about student low performance
- Significant Ethnic/racial subgroups
- Students whose parents both have not received a high school diploma or is identified for the free or reduced lunch program
- English Learners who have not scored at the proficient level on state assessments in ELA for three years
- Focus Group- is in two or more of the Focus Group categories (CUSP, Significant sub group- EL, Low parent ed level, SES)

Tier 2 process for newly identified students

- **Identify students using the "Targeted Criteria for Tier 2" handout**
- Schedule time to administer the Tier 2 benchmarks; Dibels Next Benchmark, Dibels Early Release Math Benchmark, San Diego Quick; ensure student has taken i-Ready
- Input assessment data into Oasis
- Schedule an initial Tier 2 meeting with your RTI Site Coordinator (starting the end of September)

- Invite additional people as needed, eg. parent(s), Director, EL support, RSP teacher, and other members of the PS department

Tier 2 follow up procedures

- Every 4-8 weeks (determined by the RTI team at the initial meeting) the progress monitoring tool will be administered by ES/TOR)
- Assessment data will be input into OASIS by ES/TOR
- The ES/TOR will consult with the director and review progress monitoring results
  - If student makes some progress and/or achieves the goal, a new progress monitoring goal is established and the process continues.

  - If student makes little or no progress towards the goal, determine if a follow-up meeting with the RTI Coordinator needs to be scheduled to establish a new intervention plan or a Tier 3 meeting is needed to discuss necessary steps to ensure all possible general education resources have been exhausted.

Prior to Tier 2/3 Meeting Checklist
  - Review reason for the meeting
  - Review results from universal screening measures
  - Record relevant student information, existing, attempted interventions and accommodations
  - Discuss area(s)of concern and determine specific area of need (can use problem/clarification checklist, parent, student and teacher questionnaires)

Tier 2/3 Meeting Agenda
  - Introduction (2 minutes)
  - Discuss strengths (2 minutes)
  - Problem identification (2 minutes)
  - Review main concern (2 minutes)
  - Problem Analysis (brainstorm) (10 minutes)
  - Complete student achievement goals (10 minutes)
  - Generate interventions (10 minutes)
  - Determine interventions responsibilities
    Who, what, where, when and how (2 minutes)
  - Set up progress monitoring (2 minutes)
  - Schedule follow up progress monitoring meeting for 4-8 weeks (2 minutes)

**Record all the information on summary and in OASIS

Tier 2/3 Activities Checklist:
  - ☐ Universal screening or benchmarking conducted at school level
  - ☐ Intervention plan is implemented with fidelity. Parent is using the intervention as prescribed at the Tier 2 meeting.
  - ☐ Progress monitoring analyzed by ES/TOR every 6-8weeks for decision making that indicates if Tier 2 interventions are effective.
  - ☐ Based on the progress monitoring measures if a student shows regression or stagnates progress there may be a need to proceed to the increased intensity of interventions another meeting should be scheduled with the RTI coordinator and multidisciplinary team.
  - ☐ A student folder is maintained which includes copies of any relevant documentation including: Internal Assessment results, Scaled scores and gains for core areas, copies of prior state tests, all copies of assessment results, student work samples, parent correspondence, etc.

☐ Progress is monitored at a minimum of every 4-8 weeks and documented in OASIS with a meeting log.

RtI Annual Timeline

July/August: *Update OASIS data*
- Data analysis and identification of students within RTI Tiered level support
- Review Universal Screening data and input status into OASIS on all targeted students
- **Develop students' educational plan to address academic performance concerns**

September/October
- Conduct additional assessments on target students and begin RtI meetings.
- Student observations by teachers, documentation of individual student interventions within the classroom or home setting
- Continue documentation process for all targeted students in OASIS
- I-Ready and OARS test window for Fall (all students grade 2-11): September to October

December
- Identify and refer all targeted students in grade 1-8 for retention/promotion process and begin Tier 2 meetings. Include all parent requested & staff referrals for grade level retention or promotion.

January
- Conduct additional assessments on target students and begin RtI meetings.
- Student observations by teachers, documentation of individual student interventions within the classroom or home setting
- Continue documentation process for all targeted students in OASIS
- I-Ready and OARS window for winter testing (recommended as progress monitoring assessment for struggling students. Testing window for Winter: January – February

March
- Conduct additional assessments on target students and begin RtI meetings.
- Student observations by teachers, documentation of individual student interventions within the classroom or home setting
- Continue documentation process for all targeted students in OASIS
- Meet with RtI-Tier 2 teams, ensure parent participation in decision and referral of students for grade level retention/promotion recommendations.
- Meet with Guidance counselor and RtI team to make recommendations for alternative program placement options for fall enrollment. Program Placement alternatives should **be determined at a Tier 2 meeting with the student's counselor in attendance.**

May/June
- Conduct additional assessments on target students and begin RtI meetings.
- Student observations by teachers, documentation of individual student interventions within the classroom or home setting
- Continue documentation process for all targeted students in OASIS
- Spring i-Ready and OARS testing window and end of the year reporting
  Spring Testing window (all students grades 2-11): May to June
- Review student progress and make recommendations for following year to alternate level tiers or exit students who indicate grade level performance and progress gains.

Speech Support Referrals
Speech RtI Referrals (previously referred to as Speech Support Referral)
Students may be referred for speech RtI support by instructional staff, school administration, and/or parents.
This is a request for support through the RtI process NOT a request for special education assessment in the area of speech and language. An intervention plan will be established and progress will be monitored to ensure all possible general education resources have been exhausted. If the student is not responding to the interventions, the TOR/ES will contact the Language, Speech and Hearing Specialist to request additional assessments.

Students with Disabilities: 504
All students who have disabilities may be entitled to a 504 Accommodation Plan. By law, these students must have full opportunity to participate in all aspects of the school on an equal basis with students without disabilities. 504 accommodation plans may be written for students with a disability that substantially limits one or more major life activities. Staff must refer these students immediately **to the Guidance Department's** RtI/504 coordinator to **evaluate the student's disabling condition and to determine if the student qualifi**es for a 504 plan and/or to make a referral to the RtI process for ongoing assessment and interventions. Timelines during this process are extremely time-sensitive and should take a high priority on the RtI **Advisor or site director's schedule. All steps i**n the 504 referral process will be **documented in the student's confidential section of OASIS.**

English Language Learners
The ultimate goal of Springs Charter School**'s English Learner Program is to develop English** language literacy in each English learner (EL) as effectively and rapidly as possible so that students experience academic success comparable to native English speakers. SCS recognizes that this goal can be accomplished through programs that are ELD standards based, individualized, and well designed so that students can access the entire curriculum while acquiring English.
Federal case law requires that the main goals of the English Learner Program be to develop in each English learner, fluency in English as effectively and as rapidly as possible, and to develop mastery of the core curriculum comparable to native English speakers. This should be monitored in the RtI Tier 1 process. If concerns in progress arise ES will refer student to Tier 1 progress monitoring of the RtI process. Springs Charter School will ensure that students recoup any academic deficits incurred in achieving grade level standards in those areas.
In order to achieve these goals, the charter school will:
- Provide all students with the opportunity to participate in high quality curricular activities that address academic standards
- Offer programs based on student need and sound educational pedagogy
- Provide for and honor parent options
- Provide high quality staff development
- Embrace parent involvement in the educational process
- Provide a process for monitoring the effectiveness of the program.

Springs Charter School is committed to developing in English learners academic proficiency in English, academic achievement at parity with native English speakers, a positive self-image, and reclassification to Fluent English Proficient as well as developing in all students an appreciation of the cultural and linguistic diversity English learners bring to the community.

Grade Level Retention/Promotion

Kindergarten

Under California Education Code 48011, the general provisions for retention or promotion of students enrolled in Kindergarten require the parent or guardian of the child and the school district to agree that the child may continue in kindergarten for not more than an additional school year. At SCS, all kindergarten students will automatically be promoted to the first grade at the completion of the school year. Parent and staff that wish to retain a kindergarten student should use the Kindergarten Retention Form available on the SCS website under Staff Resources.

In cases where the Education Specialist or other staff (Teacher of Record, **Advisor, Program Director) does not agree with the parent's req**uest to retain or promote a Kindergarten student, the staff member must submit their reasons for objection to the director. The team will make the determination for retention or promotion. The parent has the right to appeal the decision of staff to the program director, Senior Administrative staff, and the Executive Director of the charter school.

Grades 1 through 8

California Education Code requires that school staff identify students who are being considered for retention and/or promotion as early as possible in order that assessments and instructional interventions can be attempted and measured for success. Parent and/or staff recommendations for retention or promotion of students in grades 1-8 must be targeted for intervention within the RtI process. Springs' students are expected to be identified for possible retention/promotion by the end of December.

Specific criteria to be met before retention/promotion is considered:

- Student has identified involvement in the RtI process prior to end of December.
- An RtI Tier 2 meeting is held between staff and parents to discuss concerns and the possibility of retention and to develop an assessment/intervention plan. Additional Tier 2 meetings are held regularly (every 6 to 8 weeks) throughout the year in order to monitor student progress and to insure ongoing communication between the parent and school staff. A final meeting is held in May and a final decision is made to either retain or promote.
- Determination to retain or promote a student must be made based on assessment data, samples of student work, teacher observations, and other documented information addressed during the RtI process.
- If a decision is made to retain, a Retention/Promotion Request Form must be completed by the RtI team administrator or program director and submitted to the guidance **department. The student's counselor will review the request, address any additional** concerns and approve/deny the request for retention or promotion. The form will then be submitted to Student Records to complete the process and file the form in the **student's cum file.**
- The parent has the right to appeal the decision of staff to the program director, Senior Administrative staff, and the Executive Director of the charter school.

Specific criteria used when making the decision to retain or promote:
It is important when discussing student achievement and a possible retention or promotion, that the following criteria must be considered.

- What is the student's current academic standing according to assessments and teacher observations established by SCS?
- What level is the student performing at academically in relationship to his or her typical peers?
- What instructional strategies/intervention have been attempted in order to help the student improve academically? What has **been the student's academic improvement gain(s) in response to RtI interventions?**
- What will be the social/emotional and developmental impact on the student if a determination to retain or promote is made?
- What other considerations may be factors **affecting the student's academic** achievements?

High School
Grade level placement for high school students is based on both a minimal unit completion and grade level benchmark courses attempted. Grade level placement is based on a transcript review according to the guidelines described in the SCS High School Advisement Handbook.
Students with an IEP or 504
Refer all retention/promotion determinations for students with IEPs and 504s to the IEP/504 **multidisciplinary team (ie.. the student's case manager or the site counselor)** early in the school year.

Universal Screening
Universal Screening is a general outcome measure used to identify underperforming students and to determine the rate of increase for the school, classroom, and student. A Universal Screening will not identify why students are underperforming; rather it will identify which students are not at the expected performance criteria for a given grade level in reading and mathematics. The key feature in a screening measure is the accuracy in **classifying a student as "at risk" or not "at risk." Although i**t is important that overall student achievement consistently be evaluated using multiple measures, universal screening is important because it represents the first point of entry into subsequent RtI tiers.
Universal Screening measures for all SCS students:
1. I-Ready for grades KN through 10
2. State Test, including CAASSP
3. Curriculum-**based assessments that are part of the student's instructional program**
4. Teacher and parent observation, student work samples
5. Discipline Report

i-Ready

Purpose: a computer-adaptive test used to quickly pinpoint the proficiency level of students, across a range of subjects, that correspond with the CA state standards. Assessment results are used to personalize learning within the learning plan.
Grades: Kn - 10
Testing Time: approx. 30-40 minutes for each content area
Administration: Individual, internet-based

SCS uses i-Ready as a Universal Screening Measure for all students in Kindergarten through 10th grade.   Students take the online assessment in essential academic areas: English

Language Arts and Mathematics. The assessment provides for more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods. The screening data is organized to allow for comparison of both group (e.g. class) and individual performance. Comparisons of group performance can provide feedback about class performance to school leadership to identify when a teacher may require additional support, for example. Individual performance helps identify students who are potentially at risk for not acquiring the academic skill.

Schedule for the i-Ready Administration
(Unless indicated otherwise by administration)
Fall testing window: September/ October
Winter testing window: January/February
Spring testing window: May/June
Staff may reference the SCS Master Calendar on the website for specific testing windows.

Interpreting i-Ready Scores
Print a Student Profile Report of all subjects to see level placement for overall proficiency and proficiency in each domain for ELA and for Math. The ELA Domains include: Phonemic Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension literature and Comprehension Informational Text. This report also gives the Lexile Level for the student. Refer to the following tables for Mathematics and Reading in order to determine students **considered "at risk" and to calculate Grade Level Equivalency.**

- *At Risk: scores below the interquartile range for their enrolled grade. Students risk not being able to progress at the same rate as their peers.*
- *Grade level performance(In Range): Scores ranging from the 25th percentile to the 75th percentile, or the middle 50% of the students enrolled in each grade. Students in this range are performing similarly to their peers.*
- *Advanced: designated by the 95th percentile*

Using i-Ready levels to determine grade level equivalency:
Using the GLE score does not mean the student, in the example above, should be promoted to the fourth grade, since he/she may not have the curricular framework to do actual fourth grade work. Instead this means that the student should be challenged throughout the year with more complex materials that meet necessary state objectives at their current grade level. It also can be interpreted to mean that this state has fairly aggressive expectations for third grade, in comparison with the national norm sample.

Analyzing Growth Gains
When evaluating the data for a student who is considered "at risk," it is important to determine where the student is performing in relationship to his peers (GLE) as well as the rate in which the student is progressing. For example, consider a student who is determined to be two grade levels behind in math but is progressing at a rate which 1 ½ times faster than his/her peers. If the student continues to make progress at this rate, we can be confident that he will catch up to his peers in three years. However, the student who is behind and is making progress at a rate considerably lower than peers needs greater intervention and progress monitoring.
Average Gains from Fall to Spring

Using Lexile Scores to Determine Grade Level Equivalency
It should be understood that there is no direct correspondence between a specific Lexile® measure and a specific grade level. Within any classroom or grade, there will be a range of

readers and a range of reading materials. For example, in a fifth-grade classroom there will be some readers who are ahead of the typical reader (about 250L above) and some readers who **are behind the typical reader (about 250L below). To say that some books are "just right" for fifth graders assumes that all fifth graders are reading at the same level. The** Lexile Framework® for Reading is intended to match readers with texts at whatever level the reader is reading.

However, MetaMetrics has studied the ranges of Lexile reader measures and Lexile text measures at specific grades in an effort to describe the typical Lexile measure of students and the typical Lexile measure of texts of a given grade level. *Disclaimer: This information is for descriptive purposes only and should not be interpreted as a prescribed guide about what an appropriate reader measure or text measure should be for a given grade.*

Grade	Reader Measures (Interquartile Range, Mid-Year)	Text Measures (from the Lexile Map)
1	Up to 300L	200L to 400L
2	140L to 500L	300L to 500L
3	330L to 700L	500L to 700L
4	445L to 810L	650L to 850L
5	565L to 910L	750L to 950L
6	665L to 1000L	850L to 1050L
7	735L to 1065L	950L to 1075L
8	805L to 1100L	1000L to 1100L
9	855L to 1165L	1050L to 1150L
10	905L to 1195L	1100L to 1200L
11 and 12	940L to 1210L	1100L to 1300L

Typical Reader and Text Measures by Grade
Notice that there is considerable overlap between the grades. This is typical of student reading levels and texts published for each grade. In addition, the level of support provided during reading and reader motivation have an impact on the reading experience. Students who are interested in reading about a specific topic (and are therefore motivated) often are **able to read text at a higher level than would be forecasted by the reader's Lexile measure.**

CAASP State Testing Program

Purpose: They measure students' progress toward achieving California's state-adopted academic content standards, which describe what students should know and be able to do in each grade and subject tested.
Grades: 3 through 8 and 11
Testing Time: Typically 2 to 4 days, depending on the student, grade level, and course schedule. Eg. Students in grades three through eight take a computer based test for various subjects.
Schedule for the CAASSP Administration
CAASSP is administered annually in the spring. For exact dates, refer to SCS Master Calendar and the SCS assessment department.

CAASSP Performance Standards –TBD 2015

OARS Milestone Tests

Purpose: Milestone tests measure students' progress toward achieving California's state-adopted academic content standards, which describe what students should know and be able to do in each grade and subject tested. This is a summative assessment and is meant to test mastery of content taught. The results will be used to target instruction for reteach and review based on students individual results of progress.
Grades: 3-12
Time: Approximately 90 minutes
Schedule for Administration: Three times per year; October, December/January and February/March
Interpreting Scores: If student scores below 70% Targeted instruction with reteach and review are necessary.
Performance Standards: Student must score 70% to demonstrate mastery of content

How to Find the Grade Level Equivalency(GLE)

i-Ready Reading and Math Overall Performance and GLE Chart

Reading Placements	Student Grade Level												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Below K	0 - 343	0 - 328	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Level K	344 - 457	329 - 407	0 - 392	0 - 392	0 - 392	0 - 392	0 - 392	0 - 392	0 - 392	0 - 392	0 - 392	0 - 392	0 - 392
Level 1	458 - 520	408 - 520	393 - 463	393 - 448	393 - 448	393 - 448	393 - 448	393 - 448	393 - 448	393 - 448	393 - 448	393 - 448	393 - 448
Level 2	521 - 560	521 - 560	464 - 560	449 - 513	449 - 498	449 - 498	449 - 498	449 - 498	449 - 498	449 - 498	449 - 498	449 - 498	449 - 498
Level 3	561 - 800	561 - 584	561 - 584	514 - 584	499 - 556	499 - 541	499 - 541	499 - 541	499 - 541	499 - 541	499 - 541	499 - 541	499 - 541
Level 4	NA	585 - 800	585 - 627	585 - 627	557 - 627	542 - 580	542 - 565	542 - 565	542 - 565	542 - 565	542 - 565	542 - 565	542 - 565
Level 5	NA	NA	628 - 800	628 - 635	628 - 635	581 - 635	566 - 597	566 - 582	566 - 582	566 - 582	566 - 582	566 - 582	566 - 582
Level 6	NA	NA	NA	636 - 800	636 - 653	636 - 653	598 - 653	583 - 608	583 - 593	583 - 593	583 - 593	583 - 593	583 - 593
Level 7	NA	NA	NA	NA	654 - 800	654 - 670	654 - 670	609 - 670	594 - 619	594 - 604	594 - 604	594 - 604	594 - 604
Level 8	NA	NA	NA	NA	NA	671 - 800	671 - 684	671 - 684	620 - 684	605 - 639	605 - 624	605 - 624	605 - 624
Level 9	NA	NA	NA	NA	NA	NA	685 - 800	685 - 712	685 - 712	640 - 712	625 - 651	625 - 636	625 - 636
Level 10	NA	NA	NA	NA	NA	NA	NA	713 - 800	713 - 723	713 - 723	652 - 723	637 - 659	637 - 644
Level 11	NA	NA	NA	NA	NA	NA	NA	NA	724 - 800	724 - 735	724 - 735	660 - 735	645 - 667
Level 12	NA	NA	NA	NA	NA	NA	NA	NA	NA	736 - 800	736 - 800	736 - 800	668 - 800

Mathematics Placements	Student Grade Level												
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Below K	0 - 402	0 - 387	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Level K	403 - 499	388 - 424	0 - 409	0 - 409	0 - 409	0 - 409	0 - 409	0 - 409	0 - 409	0 - 409	0 - 409	0 - 409	0 - 409
Level 1	500 - 533	425 - 523	410 - 446	410 - 431	410 - 431	410 - 431	410 - 431	410 - 431	410 - 431	410 - 431	410 - 431	410 - 431	410 - 431
Level 2	534 - 569	524 - 569	447 - 542	432 - 468	432 - 453	432 - 453	432 - 453	432 - 453	432 - 453	432 - 453	432 - 453	432 - 453	432 - 453
Level 3	570 - 800	570 - 578	543 - 578	469 - 563	454 - 489	454 - 474	454 - 474	454 - 474	454 - 474	454 - 474	454 - 474	454 - 474	454 - 474
Level 4	NA	579 - 800	579 - 588	564 - 588	490 - 574	475 - 500	475 - 485	475 - 485	475 - 485	475 - 485	475 - 485	475 - 485	475 - 485
Level 5	NA	NA	589 - 800	589 - 598	575 - 598	501 - 584	486 - 511	486 - 508	486 - 508	486 - 508	486 - 508	486 - 508	486 - 508
Level 6	NA	NA	NA	599 - 800	599 - 609	585 - 609	512 - 599	509 - 522	509 - 527	509 - 527	509 - 527	509 - 527	509 - 527
Level 7	NA	NA	NA	NA	610 - 800	610 - 618	600 - 618	523 - 604	528 - 533	528 - 536	528 - 536	528 - 536	528 - 536
Level 8	NA	NA	NA	NA	NA	619 - 800	619 - 628	605 - 614	534 - 614	537 - 555	537 - 555	537 - 555	537 - 555
Level 9	NA	NA	NA	NA	NA	NA	629 - 800	615 - 626	615 - 626	556 - 626	556 - 586	556 - 571	556 - 571
Level 10	NA	NA	NA	NA	NA	NA	NA	627 - 800	627 - 637	627 - 637	587 - 637	572 - 601	572 - 586
Level 11	NA	NA	NA	NA	NA	NA	NA	NA	638 - 800	638 - 652	638 - 652	602 - 652	587 - 616
Level 12	NA	NA	NA	NA	NA	NA	NA	NA	NA	653 - 800	653 - 800	653 – 800	617 - 800

Mathematics Placement	Student Grade Level			
	Grade 9	Grade 10	Grade 11	Grade 12
Level K	0 - 409	0 - 409	0 - 409	0 - 409
Level 1	410 - 431	410 - 431	410 - 431	410 - 431
Level 2	432 - 453	432 - 453	432 - 453	432 - 453
Level 3	454 - 474	454 - 474	454 - 474	454 - 474
Level 4	475 - 485	475 - 485	475 - 485	475 - 485
Level 5	486 - 508	486 - 508	486 - 508	486 - 508
Level 6	509 - 527	509 - 527	509 - 527	509 - 527
Level 7	528 - 536	528 - 536	528 - 536	528 - 536
Level 8	537 - 555	537 - 555	537 - 555	537 - 555
Algebra I	556 - 626	556 - 586	556 - 571	556 - 571
Geometry	627 - 637	587 - 637	572 - 601	572 - 586
Algebra II	638 - 652	638 - 652	602 - 652	587 - 616
CCR Math	653 - 800	653 - 800	653 - 800	617 - 800

SCS Performance Standards for Oral Reading Fluency			
Grade	Fall (WCPM)	Winter (WCPM)	Spring (WCPM)
1		20-40	40-60
2	30-60	50-80	60-90
3	60-90	80-100	90-110
4	80-100	90-110	110-130
5	110-130	120-140	120-150
6	100-140	120-150	120-160
7	120-150	120-160	130-170
8	120-160	130-170	140-180

Fluency- Use Reading A-Z Passage or Dibles*	San Diego Quick
*An assessment needed for Tier 2 consideration Use a grade level passage for the assessment. Dibles passages can be found in your <u>Assessment Tool Box</u> binder or on Moodle under <u>RTI Resources</u>. **For monthly progress monitoring you will use a passage AT their reading level.	Measures recognition of words out of context. *An assessment needed for Tier 2 consideration The test consists of 13 graded word lists from preprimer to 11th grade. The words within each list are of about equal difficulty. Weak readers over rely on context and recognize words in context more easily than out of context. 1-Error= Independent 2-Errors= Instructional 3-Errors= Frustration **The student's reading level is the last grade level word list in which the student reads eight or more words correctly.

How to read i-Ready tables	Lexile Level	
		Reader Measures **(Interquartile Range,** **Mid-Year)**	**Text Measures** **(from the** **Lexile Map)**

How to read i-Ready tables	Grade	Reader Measures (Interquartile Range, Mid-Year)	Text Measures (from the Lexile Map)
1. Determine the student's grade . 2. Look at that column to see the range of scores that student should have in order to be considered on-level for his grade . • For example: On the Math Assessment, a student in fourth grade needs to score between 490 and 574 to be considered on-grade-level for math . On the Reading Assessment, a student in fourth grade needs to score between 557 and 627 to be considered on-grade-level for reading . • Note that these charts reflect overall scores for both Math and Reading . There are different scale-score ranges for each domain. **adapted from i-ready user guide	1	Up to 300L	200L to 400L
	2	140L to 500L	300L to 500L
	3	330L to 700L	500L to 700L
	4	445L to 810L	650L to 850L
	5	565L to 910L	750L to 950L
	6	665L to 1000L	850L to 1050L
	7	735L to 1065L	950L to 1075L
	8	805L to 1100L	1000L to 1100L
	9	855L to 1165L	1050L to 1150L
	10	905L to 1195L	1100L to 1200L
	11 and 12	940L to 1210L	1100L to 1300L

<u>Benchmark Assessments</u>

There are three additional assessments required for all SCS Students Involved in Tier 2 of the RtI Process. These assessments are each used to provide a different aspect of student achievement. Their purpose is to establish baselines in which to measure growth gains and

along with universal screening measures is used to establish goals for the purpose of determining and achieving grade level equivalency. They are:

1. Dibels Next grade level Benchmark; Oral Reading Fluency and Retell Fluency (ORF and RTF)
2. Dibels Early Release Math Benchmark Assessment
3. San Diego Quick

It is important to note that because these assessments are not being administered to all students, parent permission should be given before administering the assessments to students. The assessments and administration directions can be found in the RtI Google Site.

Dibels NEXT
Purpose: Helps examine how students are doing in learning important reading skills. The **results can help identify students who are "on track" for learning to read, or whether a** student may need help in learning important reading skills. The skills assessed are:

- Phonemic Awareness: hearing and using sounds in spoken words
- Alphabetic Principle: Knowing the sounds of the letters and sounding out written words
- Accurate and Fluent Reading: Reading stories and other materials easily and quickly with few mistakes
- Vocabulary: Understanding and using a variety of words
- Comprehension: Understanding what is spoke or read

Ages: K through 10
Testing Time: 5-10 minutes
Administration: Individual

The Dynamic Indicators of Basic Early Literacy Skills (Dibels NEXT) are comprised of the following measures:

- FSF: First Sounds Fluency
- LNF: Letter Naming Fluency
- PSF: Phoneme Segmentation Fluency
- NWF: Nonsense Word Fluency
- DORF: DIBELS Oral Reading Fluency
- RTF: Retell Fluency
- DAZE: Dibels Comprehension Maze
- WUF: Word Use Fluency

The most important Dibels measure to administer to students is the ORF, or Dibels Oral Reading Fluency. This one is required for all students in Tier 2 of the RtI process.
Schedule for the Dibels NEXT Administration
At a minimum for baseline and benchmark data collection, students in Tier 2 should be assessed at the beginning, middle, and end of an academic year to allow for timely instructional feedback. The following figure provides information on which measures to administer depending on grade and time of year. Only Oral Reading Fluency is required at this time. The progress monitoring materials are used for more-frequent assessment of students whose performance needs to be closely monitored to ensure they are making adequate progress.
Interpreting Dibels NEXT Scores
The first time the Dibels is administered, refer to the following table to determine the

baseline scores and determine if student is "at risk." Low risk is considered at the 40th percentile and above. The goal for the end of the school year for Oral Reading Fluency would be greater than the "low risk." For example, at the end of first grade, the goal is that the lowest student in the class would be able to read at least 40 correct words per minute.

Dibels NEXT Performance Standards

Kindergarten

	Beginning of year Months 1-3		Middle of year Months 4-6		End of school year Months 7-10	
	Scores	Status	Scores	Status	Scores	Status
First Sound Fluency (FSF)	10+ 5 – 9 0 - 4	At or above Below At Risk	30+ 20 - 29 0 - 19	Established Emerging Deficient	Not administered during this period	
Phoneme Segmentation Fluency (PSF)	Not administered during this period		20+ 10 - 19 0 - 9	At or above Below At Risk	40+ 25-39 0 - 24	Established Emerging Deficient
Nonsense Word Fluency (NWF)	Not administered during this period		17+ 8 – 16 0 - 7	At or above Below At Risk	28+ 15 – 27 0 - 14	At or Above Below At Risk

First Grade

	Beginning of year		Middle of year		End of school year	
Phoneme Segmentation Fluency (PSF)	40+ 25-39 0 - 24	Established Emerging Deficient	Not administered during this period		Not administered during this period	
Nonsense Word Fluency (NWF) CLS	27+ 18 – 26 0 – 17	At or above Below At Risk	43+ 33 - 42 0 – 32	At or above Below At Risk	58+ 47 - 57 0 – 46	At or above Below At Risk
Nonsense Word Fluency (NWF) WWR	1+ 0	At or above Below At Risk	8+ 3 – 7 0 - 2	At or above Below At Risk	13+ 6 – 12 0 - 5	At or above Below At Risk
Dibels Oral Reading Fluency (DORF) cwpm	Not administered during this period		23+ 16 - 22 0 – 15	At or above Below At Risk	47+ 32 - 46 0 – 31	At or above Below At Risk
DORF Accuracy	Not administered during this period		78%+ 68%-77% 0%-67%	At or above Below At Risk	90%+ 82%-89% 0%-81%	At or above Below At Risk
DORF Retell	Not administered during this period		Not administered during this period		15+ 0 - 14	At or above Below At Risk

Second Grade

	Beginning of year		Middle of year		End of school year	
Nonsense Word Fluency (NWF) CLS	54+ 35 - 53 0 - 34	Established Emerging Deficit	Not administered during this period		Not administered during this period	
NWF -WWR	13+ 6 – 12 0 - 5	Established Emerging Deficit				

Oral Reading Fluency (DORF)	52+ 37 – 51 0 - 36	At or above Below At Risk	72+ 55- 71 0 – 54	At or above Below At Risk	87+ 65 - 86 0 – 64	At or above Below At Risk
DORF Accuracy	90%+ 81%-89% 0- 80%	At or above Below At Risk	96%+ 91%-95% 0- 90%	At or above Below At Risk	97%+ 93%-96% 0- 92%	At or above Below At Risk
Retell	16+ 8-15 0 – 7	At or above Below At Risk	21+ 13 - 20 0 - 12	At or above Below At Risk	27+ 18 – 26 0 - 17	At or above Below At Risk
Third Grade					
Oral Reading Fluency (DORF) cwpm	70+ 55 - 69 0 - 54	At or above Below At Risk	86+ 68 - 85 0 - 67	At or above Below At Risk	100+ 80-99 0 - 79	At or above Below At Risk
DORF Accuracy	95%+ 89%-94% 0- 88%	At or above Below At Risk	96%+ 92%-95% 0 – 91%	At or above Below At Risk	97%+ 94%- 96% 0- 93%	At or above Below At Risk
Retell	20+ 10-19 0-9	At or above Below At Risk	26+ 18-25 0-17	At or above Below At Risk	30+ 20-29 0-19	At or above Below At Risk
Daze	8+ 5 – 7 0 - 4	At or above Below At Risk	11+ 7 – 10 0 - 6	At or above Below At Risk	19+ 14 – 18 0 - 13	At or above Below At Risk
Fourth Grade					
Oral Reading Fluency (DORF) cwpm	90+ 70-89 0-69	At or above Below At Risk	103+ 79-102 0-78	At or above Below At Risk	115+ 95-114 0-94	At or above Below At Risk
DORF accuracy	96%+ 93%-95% 0-92%	At or above Below At Risk	97%+ 94%-96% 0-93%	At or above Below At Risk	98% 95%-97% 0-94%	At or above Below At Risk
Retell	27+ 14-26 0-13	At or above Below At Risk	30+ 20-29 0-19	At or above Below At Risk	33+ 24-32 0-23	At or above Below At Risk
Daze	15+ 10-14 0-9	At or above Below At Risk	17+ 12-16 0-11	At or above Below At Risk	24+ 20-23 0-19	At or above Below At Risk
Fifth Grade					
Oral Reading Fluency (DORF)	111+ 96 – 110 0 - 95	At or above Below At Risk	120+ 101 – 119 0 - 100	At or above Below At Risk	130+ 105 – 129 0 - 104	At or above Below At Risk

DORF Accuracy	98% + 95%- 97% 0%- 94%	At or above Below At Risk	98%+ 96%- 97% 0- 95%	At or above Below At Risk	99%+ 97%- 98% 0- 96%	At or above Below At Risk
Retell	33+ 22-32 0 - 21	At or above Below At Risk	36+ 25-35 0 - 24	At or above Below At Risk	36+ 25-35 0 - 24	At or above Below At Risk
Daze	18+ 12 – 17 0 - 11	At or above Below At Risk	20+ 13 – 19 0 - 12	At or above Below At Risk	24+ 18 – 23 0 - 17	At or above Below At Risk
Sixth Grade						
Oral Reading Fluency (DORF)	107+ 90 – 106 0 - 89	At or above Below At Risk	109+ 92 – 108 0 - 91	At or above Below At Risk	120+ 95 – 119 0 - 94	At or above Below At Risk
DORF Accuracy	97% + 94%- 96% 0 – 93%	At or above Below At Risk	97% + 94%- 96% 0 – 93%	At or above Below At Risk	98% + 96%- 97% 0 – 95%	At or above Below At Risk
Retell	27+ 16- 26 0 - 15	At or above Below At Risk	29 + 18 – 28 0 - 17	At or above Below At Risk	32+ 24 – 31 0 - 23	At or above Below At Risk
Daze	18 + 14 – 17 0 - 13	At or above Below At Risk	19+ 14 – 18 0 - 13	At or above Below At Risk	21+ 15 – 20 0 - 14	At or above Below At Risk
Seventh Grade						
Oral Reading Fluency (ORF)	135+ 114-134 0 - 113	At or above Below At Risk	146+ 126-145 0 - 125	At or above Below At Risk	157 + 134-156 0 - 155	At or above Below At Risk
DORF Accuracy	97% + 94%- 96% 0 – 93%	At or above Below At Risk	97% + 94%- 96% 0 – 93%	At or above Below At Risk	98% + 96%- 97% 0 – 95%	At or above Below At Risk
Retell	27+ 16- 26 0 - 15	At or above Below At Risk	29 + 18 – 28 0 - 17	At or above Below At Risk	32+ 24 – 31 0 - 23	At or above Below At Risk
Daze	18 + 14 – 17 0 - 13	At or above Below At Risk	19+ 14 – 18 0 - 13	At or above Below At Risk	21+ 15 – 20 0 - 14	At or above Below At Risk
Eight Grade						
Oral Reading Fluency (ORF)	141+ 115-140 0 - 114	At or above Below At Risk	153+ 126-152 0 - 125	At or above Below At Risk	159+ 132 -158 0 - 131	At or above Below At Risk
DORF Accuracy	97% + 94%- 96% 0 – 93%	At or above Below At Risk	97% + 94%- 96% 0 – 93%	At or above Below At Risk	98% + 96%- 97% 0 – 95%	At or above Below At Risk

Retell	27+ 16- 26 0 - 15	At or above Below At Risk	29 + 18 – 28 0 - 17	At or above Below At Risk	32+ 24 – 31 0 - 23	At or above Below At Risk
Daze	18 + 14 – 17 0 - 13	At or above Below At Risk	19+ 14 – 18 0 - 13	At or above Below At Risk	21+ 15 – 20 0 - 14	At or above Below At Risk

Using Dibels NEXT to Determine Grade Level Equivalency

There is no direct correspondence between correct words per minute and a specific grade level. Within any classroom or grade, there will be a range of readers and a range of reading materials. For example, in a fifth-grade classroom there will be some readers who are ahead of the typical reader (about 250L above) and some readers who are behind the typical reader (about 250L below). To say that some books are "just right" for fifth graders assumes that all fifth graders are reading at the same level. Dibels assessments are intended to use for goal setting and progress monitoring. However, the following chart can be referenced as a guide for determining grade level equivalency. Administer the Dibels benchmark probe for oral reading fluency to determine number of correct words per minute the student read. Refer to the following chart and find the column for the time in which the test was administered. I.e. fall, winter, or spring. Next, go down and find the correct number of words read per minute. Refer to the grade level equivalency for that row. For example, if a student read 105 cwpm in the fall.

Oral Reading Fluency (DORF) Target Rate Norms

Grade	Fall (WCPM)	Winter (WCPM)	Spring (WCPM)
1 2 3 4	 30-60 60-90 80-100	20-40 50-80 80-100 90-110	40-60 60-90 90-110 110-130
5 6 7 8	110-130 100-140 120-150 120-160	120-140 120-150 120-160 130-170	120-150 120-160 130-170 140-180

Source: Adapted from "AIMSweb: Charting the Path to Literacy," 2003, Edformation, Inc. Available at www.aimsweb.com/norms/reading_fluency.htm. Data are also adapted from "Curriculum-Based Oral Reading Fluency Norms for Students in Grades 2 Through 5," by J. E. Hasbrouck and G. Tindal, 1992, Teaching Exceptional Children, 24, pp. 41-44.

Dibels Early Release Math Benchmark Assessment

Purpose: Dibels Math measures are brief indicators of larger skill areas. As indicators they are meant to be quick, efficient predictors of overall mathematics success. The measures are not designed for in-depth diagnostic testing, as with other curriculum based measures (CBM), an analysis of error patterns can provide instructionally relevant diagnostic information. It may be highly predictive of later mathematic success.

- <u>Ages</u>: K through 10
  <u>Testing Time</u>: 5-10 minutes
  <u>Administration:</u> Individual and/or large group

The Dibels Early Release Math assessment are comprised of the following measures:
- Beginning Quantity Discrimination
- Number Identification
- Next Number Fluency
- Advanced Quantity Discrimination
- Missing Number Fluency
- Computation
- Concepts and Applications

Grade Level Time Limits for Worksheets
Each worksheet has multiple pages. The time limits are for the entire worksheet, not each page.

Grade	Time Limit per Worksheet
2	5 minutes
3	12 minutes
4	10 minutes
5	14 minutes
6	16 minutes

At a minimum for baseline and benchmark data collection, students in Tier 2and 3 should be assessed at the beginning, middle, and end of an academic year to allow for timely instructional feedback. The progress monitoring materials are used for more-frequent assessment of students whose performance needs to be closely monitored to ensure they are making adequate progress.

Interpreting Dibels NEXT Scores
The first time the Dibels Math is administered, refer to the following table to determine the baseline scores and determine if **student is "at risk." Below Benchmark** is considered at the 50%th percentile. The goal for the end of the school year would be greater than "Below Benchmark**." For example, at the end of first grade, the goal is that the l**owest student in the class would fall within "Below Benchmark" according to the grade level charts below.

Table 1. Design or Target Odds of Achieving Subsequent Early Numeracy or Computation Goals, DIBELS Math Benchmark Score Levels, and Likely Need for Support

Target odds of achieving subsequent early numeracy or computation goals	Visual Representation	DIBELS Math Score Level	Likely need for support to achieve subsequent early numeracy or computation goals
80% to 90%	■	At or Above Benchmark *scores at or above the benchmark goal*	Likely to Need Core Support
40% to 60%	◪	Below Benchmark *scores below the benchmark goal and at or above the cut point for risk*	Likely to Need Strategic Support
10% to 20%	☐	Well Below Benchmark *scores below the cut point for risk*	Likely to Need Intensive Support

DIBELS Math Benchmark Goals and Cut Points for Risk for Kindergarten Children

DIBELS Math Measure	DIBELS Math Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS Math Early Numeracy Composite Score	At or Above Benchmark	Likely to Need Core Support	27+	48+	75+
	Below Benchmark	Likely to Need Strategic Support	11 - 26	31 - 47	51 - 74
	Well Below Benchmark	Likely to Need Intensive Support	0 - 10	0 - 30	0 - 50
Beginning Quantity Discrimination (BQD)	At or Above Benchmark	Likely to Need Core Support	5+	8+	11+
	Below Benchmark	Likely to Need Strategic Support	2 - 4	4 - 7	7 - 10
	Well Below Benchmark	Likely to Need Intensive Support	0 - 1	0 - 3	0 - 6
Number Identification Fluency (NIF)	At or Above Benchmark	Likely to Need Core Support	6+	13+	23+
	Below Benchmark	Likely to Need Strategic Support	3 - 5	7 - 12	13 - 22
	Well Below Benchmark	Likely to Need Intensive Support	0 - 2	0 - 6	0 - 12
Next Number Fluency (NNF)	At or Above Benchmark	Likely to Need Core Support	5+	10+	12+
	Below Benchmark	Likely to Need Strategic Support	1 - 4	6 - 9	9 - 11
	Well Below Benchmark	Likely to Need Intensive Support	0	0 - 5	0 - 8

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row. At the beginning and middle of year, the DIBELS Math Composite is 2 * BQD + 1 * NIF + 2 * NNF. At the end of year, the DIBELS Math Composite is 2 * BQD + 1 * NIF + 3 * NNF.

DIBELS Math Benchmark Goals and Cut Points for Risk for First Grade Children

DIBELS Math Measure	DIBELS Math Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS Math Composite Score	At or Above Benchmark	Likely to Need Core Support	116+	43+	51+
	Below Benchmark	Likely to Need Strategic Support	70 - 115	31 - 42	40 - 50
	Well Below Benchmark	Likely to Need Intensive Support	0 - 69	0 - 30	0 - 39
Number Identification Fluency (NIF)	At or Above Benchmark	Likely to Need Core Support	27+		
	Below Benchmark	Likely to Need Strategic Support	14 - 26		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 13		
Next Number Fluency (NNF)	At or Above Benchmark	Likely to Need Core Support	12+		
	Below Benchmark	Likely to Need Strategic Support	7 - 11		
	Well Below Benchmark	Likely to Need Intensive Support	0 - 6		
Advanced Quantity Discrimination (AQD)	At or Above Benchmark	Likely to Need Core Support	10+	18+	20+
	Below Benchmark	Likely to Need Strategic Support	5 - 9	13 - 17	15 - 19
	Well Below Benchmark	Likely to Need Intensive Support	0 - 4	0 - 12	0 - 14
Missing Number Fluency (MNF)	At or Above Benchmark	Likely to Need Core Support	4+	7+	9+
	Below Benchmark	Likely to Need Strategic Support	2 - 3	5 - 6	7 - 8
	Well Below Benchmark	Likely to Need Intensive Support	0 - 1	0 - 4	0 - 6
Computation (Comp)	At or Above Benchmark	Likely to Need Core Support	5+	9+	13+
	Below Benchmark	Likely to Need Strategic Support	2 - 4	5 - 8	9 - 12
	Well Below Benchmark	Likely to Need Intensive Support	0 - 1	0 - 4	0 - 8

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row. At the beginning of year, the DIBELS Math Composite is 1 * NIF + 3 * NNF + 2 * AQD + 5 * MNF + 4 * Comp. At the middle of year, the DIBELS Math Composite is 1 * AQD + 2 * MNF + 1 * Comp. At the end of year, the DIBELS Math Composite is 1 * AQD + 2 * MNF + 1 * Comp.

DIBELS Math Benchmark Goals and Cut Points for Risk for Second Grade Children

DIBELS Math Measure	DIBELS Math Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS Math Computation (Comp)	At or Above Benchmark	Likely to Need Core Support	7+	10+	13+
	Below Benchmark	Likely to Need Strategic Support	4 - 6	7 - 9	10 - 12
	Well Below Benchmark	Likely to Need Intensive Support	0 - 3	0 - 6	0 - 9

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

DIBELS Math Benchmark Goals and Cut Points for Risk for Third Grade Children

The third grade goals are no longer applicable since the timing of the Computation measure changed starting with the 2014-2015 school year. Please use local normative information.

DIBELS Math Benchmark Goals and Cut Points for Risk for Fourth Grade Children

DIBELS Math Measure	DIBELS Math Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS Math Computation (Comp)	At or Above Benchmark	Likely to Need Core Support	18+	29+	42+
	Below Benchmark	Likely to Need Strategic Support	13 - 17	21 - 28	31 - 41
	Well Below Benchmark	Likely to Need Intensive Support	0 - 12	0 - 20	0 - 30

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

DIBELS Math Benchmark Goals and Cut Points for Risk for Fifth Grade Children

DIBELS Math Measure	DIBELS Math Score Level	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
DIBELS Math Computation (Comp)	At or Above Benchmark	Likely to Need Core Support	29+	48+	53+
	Below Benchmark	Likely to Need Strategic Support	16 - 28	31 - 47	37 - 52
	Well Below Benchmark	Likely to Need Intensive Support	0 - 15	0 - 30	0 - 36

The benchmark goal is the number provided in the At or Above Benchmark row. The cut point for risk is the first number provided in the Below Benchmark row.

San Diego Quick

Purpose: Determines a student's independent reading level
Ages: K through 10
Testing Time: 5 minutes
Administration: Individual
Suggested uses: Assesses independent reading level to ensure that the student is presented with reading material which can be decoded independently.
Schedule for the San Diego Quick Administration
At a minimum for baseline and benchmark data collection, students in Tier 2 should be assessed at the beginning, middle, and end of an academic year to allow for timely instructional feedback.
Interpreting San Diego Quick Scores
Students are asked to read from leveled word lists, beginning with at least two grade levels below the grade level in which the student is enrolled.
Using San Diego Quick to Determine Grade Level Equivalency
The list in which a student misses no more than one of the ten words is the level at which he/she can read independently.
Two errors indicate his/her instructional level.
Three or more errors identify the level at which reading material will be too difficult for him/her.
San Diego Quick Performance Standards

0 -1 errors   Independent reading level

2 errors   Instructional reading level

3+ errors   Frustration level

Barton - Additional Assessments Required
There are two additional assessments that are pre-requisites for students who will be tutored by their parents using the Barton Reading program. These assessments must be completed prior to ordering the Barton Curriculum and attending training.

Barton Screening

Purpose: **To assess a student's necessary auditory discrimination skills and determine** readiness for the Barton Reading program.

Ages: There is a student screening for Grades K – 12 and a tutor screening

Administration: Individual

Time: 5 minutes

Interpreting Barton Screening Scores

Students must pass all three tasks. The maximum number wrong for tasks 1 and 2 is one and the maximum number wrong for task C is two, with a maximum of six repeats.

High Frequency Words

Purpose: A brief achievement test measuring reading recognition of high-frequency words essential to reading fluency.

Ages: Grades K - 6

Administration: Individual

Time: 5 minutes.

Suggested Uses: Good readers decode words so that they are said "instantly," therefore, assuring the automaticity essential to comprehension. Each level should be taught and assessed sequentially, with the goal of increasing fluency on these high frequency words to the point that parallel processing can occur.

Interpreting High Frequency Word Scores

Grade K	25 words per minute w/ 95% accuracy
Grade 1	50 words per minute w/ 95% accuracy
Grade 2	75 words per minute w/ 95% accuracy
Grade 3	100 words per minute w/ 95% accuracy
Grade 4	150 words per minute w/ 95% accuracy
Grade 5	175 words per minute w/ 95% accuracy
Grade 6	200 words per minute w/ 95% accuracy

SCS Performance Standards for Writing

Total Words written in Three Minutes with a 1 Minute Think Time

Grade	Words Written	
	Fall	Spring
K	0	0
1	15	23
2	31	39
3	43	52
4	54	61
5	63	67
6	70	74
7	75	77
8	82	84

Research norms from AimsWeb

SCS Performance Standards for Math Computational Fluency

Level	Digits Correct Per Minute	Digits Incorrect Per Minute
Grades 1 through 3		
Frustration	0 -9	8 or more
Instructional	10 - 19	3 - 7
Mastery	20 or more	2 or fewer
Grades 4 and Up		

Frustration	0 – 19	8 or more
Instructional	20 – 39	3 – 7
Mastery	40 or more	2 or fewer

Research norms from Deno, S.L., & Mirkin, P.K. (1977). Data-based program modification: A manual. Reston, VA: Council for Exceptional Children.

- By winter of **first** grade students will: Compute **22** digits per minute
- By winter of **second** grade students will: Compute **36** digits per minute
- By winter of **third** grade students will: Compute about **39** digits per minute
- By winter of **fourth** grade students will: Compute about **78** digits per minute
- By winter of **fifth** grade students will: Compute about **60** digits per minute
- By winter of **sixth** grade students will: Compute about **62** digits per minute
- By winter of **seventh** grade students will: Compute about **55** digits per minute
- By winter of **eighth** grade students will: Compute about **50** digits per minute
- By winter of **ninth** grade students will: Compute about **51** digits per minute
- By winter of **tenth** grade students will: Compute about **61** digits per minute
- By winter of **eleventh** grade students will: Compute about **56** digits per minute

Personalized Learning Strategies

Springs' philosophy that parents are the primary educators for their children implies that the parent's influence in their child's education is a major factor of their students' academic success. Parents and staff are expected to have ongoing, open discussions about each student's progress on a regularly scheduled basis. When a concern about an individual student's academic progress is determined, either as a result of assessments or a parent or ES observation, interventions to the curriculum and/or instructional delivery will be discussed. Here are some strategies to begin discussions in personalization of the individual needs of each student.

Increase Time and Intensity

Time spent daily in ELA and Math is an important discussion topic at each learning plan meeting. Kindergarten students should spend at least one hour in ELA and 30 minutes in math each day. First through third grade should spend two and a half to three hours per day in ELA and forty five minutes to one hour of math each day. Fourth through eighth grade students should spend two hours per day in ELA and one hour in Math per day. High school students should spend one hour per day per academic day in each enrolled course. Consider the following strategies to increase time and intensity when there is a concern in academic progress.

- Time extension (e.g. double the amount of time)
- **Time of day (schedule assignment at optimal time for the student's maximum performance** (e.g. math assignments after PE, in the morning or after medication)
- Breaks (specify the number and length of breaks, for students, during the performance assignments)
- Multiple days (provide assignment in sections over two or more days (e.g. one section of the task, or question per day)
- Multiple time segments (Provide assignment in sections over two or more time periods throughout the day (e.g. one 15-minute segment in the morning and another 15-minute segment in the afternoon).
- Timelines provided to students to assist them in pacing their work

Supplemental Resources

Include supplemental resources available while discussing the personalized learning plan. SCS has supplemental resources available for all students without using the instructional funds needed to provide the necessary educational materials.

- Aleks math is an online resource that personalizes each lesson and provides student choice in assignments for the learning session.

- Reading a-z offers ELA materials in reading, vocabulary, comprehension, assessment, spelling and phonics. Resources can be accessed by parents with internet access, or they can be printed by the ES and provided to the student.
- Essentials is an intensive resource and can count for a high school special interest course, as it prepares students for the necessary skills in Mathematics 1. It can be taken for free by homeschool students using Moodle. It can also be delivered by a tutor or a parent with concepts delivered in packets. These packets have necessary teaching resources that are accessible through Moodle and are a required component **to teach "Essential" Foundational skills needed in Mathematics**.
- Study Island is a supplemental resource available as an online workshop.
- Core Workshops at the student centers are a great way to increase direct instruction time.
- **I CAN's** are concept based resources that provide a pre-test, resources to master the concept and a post-test to demonstrate mastery of that specific concept. They can be used as an intervention resource and a progress monitoring tool.
- I-Ready Intervention Tool- systematically teaches foundational skills using a computer adaptive diagnostic assessment with frequent progress monitoring to ensure concepts are remembered.
- Ten Marks **Access to grade level content to add to student's playlist and personalize** math assignments. Immediate feedback for students and progress monitoring reports for teachers. When students work on Ten Marks, they have access to hints and video lessons on EVERY problem, so if they can't recall something, or didn't quite get the topic when it was covered in class, they can quickly review the content, and move forward. Immediate support improves motivation and builds confidence, and our data shows that it does wonders for student outcomes
- Reading a-z resources and Raz- Kids build reading fluency and comprehension as it motivates students to read more. End of passage questions assess comprehension. Teacher and parent friendly reports allow for frequent progress monitoring.

Instructional Strategies

As an ES it is expected that instructional and educational strategies are discussed at each learning plan meeting. Please use the resources available in the mini in service notebook **and on the ES Handbook in Moodle. As an educator use your "bag of tricks" to offer your** advice on good teaching practices and strategies.

As a TOR it is expected that you use a variety of modalities to meet the needs of all learners. **As an educator use your "bag of tricks" to incorporate good teaching practices and** strategies.

These are recommended Tier 1 personalized learning strategies that can be used each and every day of teaching:

- Teach math vocabulary and require students to use vocabulary frequently in written assignments and oral discussions (e.g. go on number walks and have students tell the story of math)
- Provide practice with simpler problems that can be divided into incremental steps.
- Provide and use tactile and visual manipulatives during lessons (e.g. buttons, duplex squares, unifex cubes, base-ten blocks)
- Provide graphic organizers, such as Venn diagrams and tables, for students to practice writing about similarities and differences.
- Break the task into smaller steps and take a step a day while reviewing previous steps.
- Teach learning strategies, such as mnemonics, to support student performance **during lessons (UPSR = "Understand, Plan, Solve, Review"' PEMDAS = "Please**

Excuse My Dear Aunt Sally" = parentheses, exponents, multiply and divide, add and subtract)

Developing an Intervention Plan

An objective of RtI is to select strategies that match a student's needs. After establishing the goal, it is important to develop an intervention plan in order to meet the goal and establish the progress monitoring tool and frequency that matches the intervention(s). As with any intervention/strategy, it can be ineffective to continue implementing interventions that are not shown to be successful through progress monitoring data. Therefore, if the student is not making progress, consider modifying the intervention/strategy or switching to another intervention/strategy. Interventions should supplement instruction and should be research-based and feasible to implement.

Interventions will exist on a continuum, meaning there is variability in the duration and frequency for each level. Generally speaking, interventions could be described/implemented as the following:

Tier 1: Least intensive – a supplemental intervention provided in addition to general instruction. Could be provided in a small group setting. The intervention may be administered by the teacher, parent, paraprofessional or peer.

Tier 2: Moderately intensive – a supplemental intervention provided inside or outside of the general education classroom. May be provided in a group setting or on an individual basis. It may be a purchased supplemental curricular program such as All About Reading.

Tier 3: Most intensive – a supplemental intervention administered in a one-on-one setting with personnel who are trained to administer the intervention, e.g. special education.

Some of the proved research-based interventions for a moderately intensive intervention in each academic area include:

(*Lesson plans for these intervention/strategies can all be found in RtI Google Site*)
For a more detailed list refer to the GSIP Handout.

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

Revised 3/13/2018

Math Computation	• Cover-Copy-Compare • Incremental Rehearsal • Self-Monitoring & Performance Feedback

Progress Monitoring

Progress monitoring is a technique that provides continuous feedback about the effectiveness of the instructional program and the student's achievement. I-Ready, and OARS are the tools SCS recommends for Tier 1 progress monitoring. For Tier 2/3 the basis of the program is weekly, direct measurement of a student's progress toward a specific **goal. I CAN's** can be used as a progress monitoring tool.

Purposes

Progress monitoring using Curriculum Based Measures has many valid educational purposes. The most important purposes are:
- to monitor a student's progress on a frequent and consistent basis
- to provide continuous feedback on the effectiveness of a specific instructional intervention
- to establish a system for accountability for student achievement
- to provide data on student progress which can assist teachers in making data based decisions regarding the need to change or maintain current instructional strategies
- to graphically display a student's progress over time in a way that can easily be shared with parents and other professionals involved in the student's education

Example of a Progress Monitoring Schedule

Students at low risk (Tier 1):	Monitor progress 3x's a yr using Scantron	Probe given 3 x's a yr

Students at some risk (Tier 2):	Monitor progress every 6-8 wks	Probe given 1-**2 x's per week**
Students at high risk (Tier 3-Special Education):	Monitor progress weekly	Probe given daily

Progress Monitoring Probes- Tier 2/3

Curriculum-based measurement, or CBM, is a method of monitoring student educational progress through direct assessment of academic skills. CBM can be used to measure basic skills in reading, mathematics, spelling, and written expression. It can also be used to monitor readiness skills. When using CBM, the instructor gives the student brief, timed samples, or "probes," made up of academic material taken from the child's school curriculum. During Progress monitoring periods the results are then charted to offer the ES/TOR a visual record of a targeted child's rate of academic progress. Much of the power of CBM seems to lie in its ability to predict in a short time whether an intervention is working or needs to be altered. By monitoring students on a regular basis using CBM the teacher can quickly shift away from educational programming that is not found to be sufficiently effective in increasing a child's rate of learning. In fact, research has shown that teachers who use CBM to monitor the effectiveness of instructional interventions tend to achieve significantly higher rates of student learning than those instructors who rely on more traditional test measures.

Example of Reading Probes-Tier 2/3

When using CBM to measure reading fluency, the examiner sits down individually with the child and has the student read aloud for 1 minute from each of 3 separate reading passages randomly chosen from a reading book. During the student's reading, the examiner makes note of any decoding errors made in each passage. Then the examiner calculates the number of words correctly read in the passage. Next, the examiner compares the word-totals correctly read for the 3 passages and chooses the middle, or median, score. This median score serves as the best indicator of the student's "true" reading rate in the selected reading material.

Where to Get Progress Monitoring Probes for Oral Reading Fluency-Tier 2/3

To use Dibels grade-level reading probes, they can be downloaded, along with their instructions from the RTI website. To generate curriculum-based custom reading probes, go to: http://www.interventioncentral.org/htmdocs/tools/okapi/okapi.php
Spelling
In spelling assessments using CBM, the instructor reads aloud words that students are to try to spell correctly within a time-limit. The teacher may give 12 to 17 spelling words within a 2-minute period. According to the CBM scoring technique, spelling words are scored for correct letter-sequences. Correct letter-sequences are pairs of letters in a word that are placed in the proper sequence. Let's look at an example. The word 'talk' contains 4 letters. However, it is considered to have 5 possible correct-letter sequences. First, the examiner assumes that there is a "phantom" letter, or space-holder, at the beginning and end of each spelling word.

_ T A L K _

Phantom letters are represented here as spaces.

1. When the phantom letter at the start of the word is paired with T, it makes up the first correct letter-sequence.
2. T A makes up the second letter-sequence
3. A L makes up the third letter-sequence.
4. L K makes up the fourth letter-sequence.
5. And K paired with the final phantom letter makes up the fifth correct letter-sequence.

So the word talk has 5 correct letter-sequences in all. For each spelling word given, a student gets credit only for those letter-pairs, or sequences, that are written in the correct order.

Writing

CBM probes that measure writing skills are simple to administer but offer a variety of scoring options. As with math and spelling, writing probes may be given individually or to groups of students. The examiner prepares a lined composition sheet with a story-starter sentence at the top. The student thinks for 1 minute about a possible story to be written from the story-starter, then spends 3 minutes writing the story.

Examples of Mathematics Probes-Tier 2/3

When giving CBM math probes, the examiner can choose to administer them individually or to groups of students. There are 2 types of CBM math probes. Single-skill worksheets contain a series of similar problems, while multiple-skill worksheets contain a mix of problems requiring different math operations. No matter which type of math probe is used, the student is given the worksheet and proceeds to complete as many items as possible within 2 minutes. More traditional approaches to scoring computational math problems usually give credit for the total number of correct answers appearing on a worksheet. In contrast to this all-or-nothing marking system, CBM assigns credit to each individual correct digit appearing in the solution to a math fact.

By separately scoring each digit in the answer of a computation problem, the instructor is better able to recognize and to give credit for a student's partial math competencies. For example, this addition problem has a 2-digit answer:

$$
\begin{array}{r}
13 \\
+\ 6 \\
\hline
19
\end{array}
$$

If a student correctly gave the answer to the problem as "19," that student would receive a score of 2 correct digits.

In this subtraction problem, the student placed an incorrect digit in the ones place. However, the numeral 2 that appears in the tens place is correct.

$$
\begin{array}{r}
46 \\
-\ 18 \\
\hline
27
\end{array}
$$

So this student receives credit for a single correct digit in the subtraction problem.

Where to Get Progress Monitoring Probes for Math Computation-Tier 2/3

To generate Math Computation Probes for Advanced Operations (Courtesy of Superkids.com) for the following skills, go to:
http://www.superkids.com/aweb/tools/math/fraction/

- Fractions
- Percentages
- Rounding

- Averages
- Exponents
- Factorials

To generate Curriculum-Based Assessment in Early Math Fluency (Courtesy of Intervention Central and Numberfly) for the following skills, go to:
http://www.interventioncentral.org/php/numberfly/numberfly.php

- Missing Number
- Quantity Discrimination
- Number Identification

To generate Curriculum-Based Assessment Math Computation Probe Single-Skill Worksheets (courtesy of Intervention Central) for the following skills, go to:
http://www.interventioncentral.org/htmdocs/tools/mathprobe/addsing.php

- Addition
- Subtraction
- Multiplication
- Division
- and/or Mixed Skills

2017 Goal Setting, Intervention, and Progress Monitoring Chart "GSIP" With Assessment Option

Area of Concern	G.L.E. Goals	Goal	Needed Weekly Rates of Progress	Progress Monitoring Tool	Recommended Interventions	Benchmark Assessments (Fall, Winter, Spring)
Phonemic Awareness	K: 47 letter sounds; 62 letter names correct 1st: 61 letter sounds, 75 letter names correct	Increase number of letter sounds, letter names, and phonemes read in one minute	K: 1.3 letter sounds, 1.2 letter names 1st: .8 letter sounds, .6 letter names	• Dibels FSF • Dibels PSF • Dibels LNF (First Sound Fluency, Phoneme Segmentation, Fluency, Letter Name Fluency)	• Barton Reading Level 1 • All About Reading Level 1 • www.freereading.net • Sound spelling cards • Phonemic awareness lessons and games • Student Interactive Website: Reading Teacher • Lexia Core5	Informal Phonological Processing Inventory, Dibels Next-FSF, PSF Reading a-z Phonological Awareness Assessment (need to log in)
Phonics	K: 46 nonsense words 1st: 95 nonsense words 2nd: 120 nonsense words	Increase Correctly Read Nonsense Words per minute	1st: 1.9 words 2nd: .3 words	• Dibels NWF (Nonsense Word Fluency) • High Frequency Word Lists (Fry's or Dolch)	• High Frequency Words: Fry's or Dolch activities • All About Reading Level 1 • www.freereading.net • RAZ Kids • CBM Word Study • Word Sorts • Student Interactive Website: Reading Teacher • Lexia Core5 • i-Ready	Dibels NWF, DORF, and San Diego Quick Reading a-z Phonics Assessment (Need log in)

| Oral Reading Fluency | Dibels
1st: 60
2nd: 100
3rd" 110
4th: 140
5th: 150
6th: 160
7th: 170
8th: 180 | CBM
1st: 94
2nd: 120
3rd: 152
4th: 168
5th: 187
6th: 199
7th: 195
8th: 190
9th: 189
10th: 191
11th: 180 | Increase cwpm (correct words read per minute) | K: 1 letter
1st: 2 words
2nd: 1.5 words
3rd: 1 word
4th: .85 words
5th: .5 words
6th: .3 words | • Dibels benchmark passages
• CBM passage
• OKAPI!
• Raz Kids
• Reading a-z Running Record | • Assisted Reading Practice
• Listening Passage Preview.
• Paired Reading Peer Tutoring: Kids As Reading Helpers
• Repeated Reading
• RAZ Kids
• Helps Program
• Online audio books: http://www.gutenberg.org/ http://librivox.org
• Super Teacher Worksheets
• www.k-12reader.com
• Reading Plus
• i-Ready
• Read Works Passages and explicit instruction lessons
• Reading Path Fluency (On Bookmart) | Dibels DORF and San Diego Quick Reading Plus- Assessment i-Ready Assessment Raz Kids Assessment Running Record: Read works, or reading a-z |
| Area of Concern | G.L.E. Goals | Goal | | Needed Weekly Rates of Progress | Progress Monitoring Tool | Recommended Interventions | Benchmark Assessments |

Reading Comprehension	1st: 34 2nd: 58 3rd: 65 4th: 80 5th: 79 6th: 90 7th: 108 8th: 143	Increase NWR (total number of words student uses in a retell)	2nd: .9 words 3rd: .4 4th: 1.4 5th: .3 6th: 1.3 7th: 8th:	• Dibels RTF (Retell Fluency) • CBM passage • OKAPI! • www.readworks.org passages with question sets • www.readinga-z leveled books • Raz Kids	• Click or Clunk?: Student Self-Comprehension Check • Mental Imagery: Improving Text Recall • Prior Knowledge: Activating the Known • Question Generation, mind maps, graphic organizers • Reciprocal Teaching • Passages with vocab and comprehension questions • RAZ Kids • Reading Plus • Comprehension Skills and Strategies Lessons	Dibels ORF with Retell Dibels DAZE Readwork Passages with question sets
Writing	1st: 23 words 2nd: 39 3rd: 62 4th" 61 5th: 67 6th: 74 7th: 77 8th: 84	Increase total number of words written per three minutes with percentage of correct writing sequences, words spelled correctly, and correct punctuation	1st: .4words 2nd: .4 3rd: .5 4th" .4 5th: .2 6th: .2 7th: .1 8th: .1	-Provide students with a 1-minute think time and timed for 3 minutes -Writing Prompt with checklist and rubric scores (self and parent/teacher)	• Integrated Writing Instruction • Written Expression Intervention • Journal, POWER, graphic organizers • Website through Write Source • Daily opportunities to write, reflect and respond daily throughout the curriculum • Guided Writing Lessons	Writing prompts with Rubric scores (self and teacher scores)
Spelling	1st: 52 2nd: 66 3rd: 107 4th" 123 5th: 134 6th: 141 7th: 145 8th: 144	Increase CLS (Correct Letter Sequences)	1st: .4 2nd: .2 3rd: .3 4th" .5 5th: .1 6th: .2 7th: .3	Words Their Way Spelling CB measure	• All about Spelling • Words Their Way • Fry's Word Activities • Sound Spelling Chart • Word Study Activities • Student Interactive: Word Wizard	Spelling Inventory (also found in Assessment Toolbox) Fry's Word List(s) Assessment Reading a-z High Frequency Word Assessment Dolch Sight Word Assessment

| Math Computation | 1st: 22 digits
2nd: 36
3rd: 39
4th" **78**
5th: 60
6th: 62
7th: 55

5th: 75 digits
6th: 93
7th: 80 | Increase number of digits answered correctly (cd) in two minutes | 1st: .6 digits
2nd: .9
3rd: .6
4th" **.9**
5th: .6
6th: .6
7th: .5
8th: .6
9th: .1
10th: .3

5th: .8 digits
6th: 1.1 | Numberfly! to create CBM Early Math Fluency probes online kindergarten and first grade probes
Dibels Math: Computation PM

Dibels Math: Concepts and Application PM | -Cover-Copy-Compare
-Incremental Rehearsal Problem - Interspersal
-Self-Monitoring & Performance - Feedback
-i-Ready
-Ten Marks; Free or Premium with assessment and instruction
-Problem Solving - Applied Practice
-ST Math
-Fluency: Timed tests using math facts- daily
-Practicing Basic Skills in Math, Using resources from two plus two is not Five
-Rocket Math; daily fluency practice with a partner
-Extra Math Practice

-www.timezattack.com

-www.IXL.com | -K-6: Dibels Math
-Ten Marks Premium Assessment
-i-Ready Diagnostic
-Rocket Math Probe |
| Math Problem Solving | | | | | | |

RTI AND BEHAVIOR CONCERN: WHEN BEHAVIOR IMPACTS ACADEMIC PROGRESS

When behavior impacts academic progress it is appropriate to respond with RTI. There are questions that need to be answered in the process of identifying the reason for the behavior. Environmental, curricular, instruction and student performance can all be factors contributing to the behavior. Identifying the purpose of the behavior will assist the RTI Team in creating an appropriate intervention plan. The teacher and parent are valuable team members to answer these specific questions: when is the behavior occurring, What happe**ns before, during and after the behavior? Are there "triggers" which initiate the** student to use the behavior? What does the behavior look like, and/or sound like? How often does the behavior occur? How long does the behavior last? Are there times during the day when the student uses the behavior more often? Is the student using the behavior to gain something or avoid something? The team will use the problem solving process to isolate the purpose of the behavior and create an intervention plan to teach appropriate skills to affect a positive change in behavior. The same RTI Tiered approach will be followed to address these concerns.

PROMOTE POSITIVE BEHAVIOR: USING BEHAVIOR INTERVENTION TIER 1 AND 2

The following table presents Prevention Strategies as a proactive approach within the classroom.

Prevention- Curriculum Strategies

Curriculum Adjustments*

Appropriate and motivating curriculum

Adjust the amount of assignment given to the student at once – smaller number to demonstrate mastery

Intersperse difficult assignments with easier assignments

Assign tasks that require active participation

Allow for —do-overs

Personal interests used for motivation*

Provide extra time to complete assignments (within 504 or IEP)

Break assignments into manageable sections

Prevention- Instructional Strategies

Shorten the instructional lesson

Instructional Pacing*

Change voice intonation

Peer assisted instruction

Increased academic learning time*

Student follow-up*

Student maintains a planner for assignments

Specific, or modified, instructions

Multiple modes of instruction (visual, auditory, hands-on)

Increase reinforcement quality of classroom

Increase frequency of task related recognition*

Prevention- Environmental Strategies

Post all classroom rules and daily schedules in prominent locations*

Preferential Seating *

Needed materials are easily accessible

Rearrange the room or furniture

Create separate or designated work areas

Quiet areas*

Change the lighting

Adjust sounds (e.g., volume of music, voice volume)

Minimize or eliminate distracting materials*

Play music*

Prevention Strategies- Provide Structure

Set clear expectations and rules*

Preview rules and behavioral expectations*

Structured daily schedule*

Visual schedule*

Preview schedule*

Preferred activities scheduled in daily routines

Schedule adjustment*

Non-preferred activities scheduled among preferred activities

Student involved in planning

Planned activities for transition times*

Routines or signals to prepare for transitions

Minimize down times*

Predictability*

Structuring non-instructional periods, including recess

Prevention Strategies to Increase Compliance

Behavioral momentum*

Offer choices*

5-10 second compliance time window*

Effective commands*

Prompting*

Precision requests*

Proximity control*

Quiet start requests*

Allow flexible seating positions (e.g., stand, sit on knees)

Systematic prompting (if age-appropriate)*

Teaching Strategies
Positive Behavior

Teaching Strategies- Promote Positive Classroom Behavior

Direct Instruction*

Modeling*

Incidental Teaching*

Practice opportunities*

Natural opportunities*

Role-play*

Verbal reminders*

Non-verbal reminders*

Verbal rehearsal*

Visual strategies*

Prompting*

Errorless learning*

Behavioral learning games

Use of manipulatives*

Curricular integration*

Teaching interaction*

Integrate curriculum into music*

Monitoring checklist* (Tier 2)

Task analysis* (Tier 2)

Stimulus cueing* (Tier 2)

Scripts* (Tier 2)

Social stories/Comic book conversations* (Tier 2)

Self-management* (Tier 2)

Social skills training* (Tier 2)

Reinforce Positive Behavior (Tier 1 and 2)

Specific verbal praise*

Social interactions

1:1 conversations with certain people

Talking about their interests

Social time with friends

Being able to talk during lunch

Appropriate touch

High five

Pat on the back

Hug – if appropriate

Materials/Tangible items

Stickers

Toys

Books

Pencils

Notebooks

Edibles (e.g., food)

Home-school reinforcement system*

Mystery motivator*

Token economy*

Activities

Computer time

Assist with morning announcements

Extra 5 minutes of recess

Privileges

Line leader

Visit a teacher or school personnel

Run office errands

No homework pass

Positive referrals*

School-wide recognition

Leadership roles/Responsibility

Goal setting*

Group reinforcement contingency* (Tier 2)

Individualized reward system* (Tier 2)

Premack Principle* (Tier 2)

Teaching Strategies to Decrease Inappropriate Behavior

(Tier 1 and 2)

Prompts/Redirection

Redirection*

Verbal prompt*

Visual reminder (sign or picture)

Gestural prompt (pointing or using a hand signal)*

Physical prompt (slight touch on the shoulder, gentle guidance)

Corrective feedback*

Teacher restates expectations to the student

Verbal rehearsal*

Rules Review*

Contingent observation*

The Problem Behavior Persists Despite RTI Tier 1 Personalized Learning (Tier 2)
- Conference with student Parent contact (e.g., phone, e-mail, notes)

- Parent conference

- Offering the student choices

- Reflection center*

- Detention

- In-school suspension

- Positive Practice*

- Peer consequences*

- Reflective essay*

- Required relaxation*

- Positive Behavior Support Plan (PBSP)

Positive Behaviors (Tier 1 and 2)
Looks Like: hands to self, feet on the floor, thinking before doing, participating in lesson, following directions, focusing on your own learning, kind facial expressions, pleasant body language, proper personal space, and looking others in the eye when talking.
Sounds Like: Soft tone of voice, kind and non-**threatening words, pleasant "I trust you," and "I feel comfortable,"** asking questions, asking permission, sharing ideas, admitting **mistakes and celebrating accomplishments, "I'm sorry," "I appreciate you," and I'm proud of you," "Excuse me," "Thank you," and "Please."**
Feels Like: The environment is comfortable and safe for everyone, free from harm, threat or worries, productive, self- controlled, self -directed, proactive, best effort, proud of work, **and people's feelings, thoughts and beliefs are being given sensitive consideration.**

Reminder: Positive Behavior Support☐

- ✓ Remember who is in charge**—you! Don't get into any power struggles with students.**
- ✓ Remember **don't** yell or lose your temper. To achieve a calm, orderly, and controlled environment, you must remain calm and controlled.
- ✓ Remember **don't** make threats, especially those that students know you will not or **cannot carry out. Example: —If you don't behave like a third grader, I'm going to** send you back to second grade.
- ✓ Remember give students strong, direct statements instead of making your commands questions. Example: I**nstead of saying, "Will you please stay in your seat?" Make it a clear statement by saying, "Stay in your seat."**
- ✓ Remember **don't** use the word try. The word try gives permission to fail. You want your students to comply not to try. Example: Instead of sayin**g, "Try to be on time" Say, "Be on time."**
- ✓ Remember to use a get ready to listen signal to alert students that you are about to give important information. Then speak in a normal voice. **Don't** speak over the students even if some are not ready to listen. When they miss the direction, they will

be ready to listen next time. When you give the signal, students who are ready to listen will pressure those who are not.

✓ Remember give a direct statement only once. Tell students exactly what you expect **and, whenever possible. Then, do not repeat the statement. Example: "If you have a** question, raise your hand. I will only call on students who quietly raise their hand and wait to be called on.

✓ Remember d**on't** use sarcasm, ridicule, or labels. Students will learn respect by being respected.

✓ Remember **use your students' names to praise positive behavior as well as to discipline. Examples: "Fred, I noticed that you picked up the trash around your desk** and I appreciate your showing responsibility, and Suzie, I expect everyone to stop **and listen when I give the freeze signal."**

Positive Behavior Intervention and Support with Examples

5-10 second compliance-time window- When a request is made, allow the student a 5-10 second time window to follow through with compliance.

Accepting consequences - Once given, the student accepts the natural and/or artificial consequences to reinforce the positive or negative behavior. Skills will need to be developed and reinforced to teach a student to accept consequences.

Active Supervision -safe supervision to avoid problem behaviors- each staff member assigned to a specific zone

Allow "do-overs" -This intervention will help to reduce stress induced behaviors of students who lack confidence and motivation due to fear of failure. If they are allowed to ─re-do an assignment, when they have attempted it, anxious behavior may be eliminated. Example: Suzie gets nervous each time there is a math quiz and during the third math quiz **of the semester she refuses to do it and ─shuts down**. By putting her head down and disengaging with those around her. The teacher can inform her that if she attempts to do this quiz and then finds out she did not pass it, she can attempt to take it again the next day or later on that week.

Alternative behaviors for sensory feedback- Attempt to find a less distracting behavior that serves the same sensory purpose. Examples: A student who taps their pencil can tap a Q tip, squeeze a ball or a student who rocks on their chair can use an exercise ball to sit on instead of a chair.

Analyzing behavior trends - Consistent documentation needed of discipline issues, locations, teachers involved, students involved, frequency, duration, and time of day, to identify the reason for the behavior. This information is needed for the RTI Team to develop an appropriate intervention plan.

Appropriate rejection/ignoring- This is referring to a socially acceptable behavior; to avoid contact with an undesired person, object, or activity. Example: The student ignores another peer who is teasing him.

Avoiding power struggles -Power struggles typically involve arguments or negative interactions between the teacher and student. In a power struggle the teacher often loses **valuable teaching time due to the confrontation and the student's behavior usually worsens.** It is a lose, lose situation that should be avoided. Avoid power struggles by following these guidelines:

- o 1. Obtain students attention.
- o 2. Make eye contact.
- o 3. Offer choices or state clearly what you need the student to do.
- o 4. Walk away from situation.

- o 5. Ignore attempts by student to further engage you.

Positive Behavior Support Plan -This is a written plan developed by the STAR team and agreed upon by the student and, parent, specifying an appropriate behavior and a reinforcement that the student may earn when he/she displays the behavior. The plan is signed by all parties who are participating in the team meeting (student, teacher, parents, etc.). For preschool, an informal verbal plan is appropriate. Remember, the plan should involve a delay or interval before a primary reward is given, which can result in a lack of motivation for the student, if the interval is too long. Positive reinforcement should be included in a well-balanced plan. Examples:

- o Pre-K» **The teacher says to Kelly, —If you pick up the toys, then you get to** pass out the snack today.
- o Elementary» Gavin and his teacher have developed a behavioral plan that states: If Gavin completes all of his classroom assignments throughout the day, he will be allowed to choose two items from the treasure box.
- o Secondary» Kevin is failing his Algebra class and his teacher puts him on a behavior plan. If he completes and turns in four consecutive assignments with 80% accuracy, he earns electronics time at home for a set amount of time.

Behavioral learning games- Students can learn appropriate behavior through classroom wide game(s). For individual student behavior, there are board games that help to promote and teach certain targeted skills to increase positive social interactions.

Behavioral momentum- Increasing compliance by identifying and then making a minimum of three requests with which the student has a high probability of compliance before making a low-probability request. Be sure to reinforce compliance with the low-probability requests. Examples:

- o Pre-K» At lunch time, Ann is often reluctant to eat her lunch. In order to increase the likelihood that she will try her lunch, her teacher uses the **following sequence of requests: —Ann, please sit down next to Shauna today!** Ann, pass the napkins, please! Ann, look at the pretty shoes Shauna is wearing! Ann, have a bite of your sandwich!
- o Elementary» Mr. Cleaver is working with nine-year-old Alison on compliance. After identifying high- and low-probability behaviors for Alison, **he uses the following sequence: —Alison, tell me your name. Alison, give me** five. Alison, point to the dog. Alison, put your puzzle back on the shelf. If she puts the puzzle away, she receives a token.

Behavioral Self-Control (BSC) -This involves creating a highly structured plan for students who lack self- control on a consistent basis. When a student is engaged in inappropriate behavior, the following teacher prompts and student responses should take place:

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

o   o Student res**ponds: I did……**

Break tasks into manageable sections- Students may misbehave to escape activities that they find too hard or tedious. Consider breaking a larger task into smaller or easier 'chunks' that the student will more willingly undertake. If the student must complete a large number of subtasks, include an occasional 'fun break'.

Bullying Prevention- Proactive approach to prevent bullying behavior within the school setting. Your counselor provides annual staff development, student and staff surveys and has multiple resources available to provide direct instruction lessons, whole class lessons and school site assemblies on the proactive approach to bullying prevention.

Calm down break- The student must first identify when they are getting too tense, excited, or angry, and then take a short break away from the setting or situation until they **have calmed down sufficiently. "Cool Tools" is a great resource!**

Capturing Kids Hearts –Curriculum that uses strategies to create a positive learning environment.

Contingent observation this involves telling a student who is doing something in appropriate to step away from the activity, sit and watch the appropriate behavior of other students while the teacher intentionally reinforces them. After a brief period of observation, the teacher prompts the student to rejoin the activity, and reinforces the desired behavior.

Check in/out Strategy System for daily check in time for student to meet with teacher at least twice during the day to discuss progress, and successes for the day so far. This is an effective strategy for students using behavior to get attention from the teacher.

Coping skills This intervention involves teaching a student appropriate ways to cope/deal with frustration, anger, embarrassment, etc. Teaching coping skills is a proactive way to increase positive behavior.

Corrective feedback This involves providing information which points out areas in need of attention. Giving corrective feedback does not have to be a negative punishing experience but one that will give needed information. Feedback should be specific, simple, and immediate.

Types of corrective feedback:

o Explicit correction: The teacher supplies the correct form of the behavior or skill to the student and clearly indicates what was incorrect or inappropriate. This is **common corrective feedback in large groups of students where the teacher's time is** limited.

- o Explicit correction has a very low rate of effectiveness since the student **doesn't have to self**-correct and the mistake could be easily forgotten.
- o Elicitation: Teacher asks for a replacement skill, _How would you do that **appropriately? And then pausing to allow student to complete teacher's** request.
- o Clarification: Teacher uses phrases such as, _I don't understand what you are trying to do', or _What do want from choosing to do that?

CPI Strategies- Staff Training in Deescalating problem behavior (Tier 2/3)

Curricular integration- A technique known as curricular integration is useful in teaching skills to students, as the technique integrates positive strategies for modifying problem behavior into the existing classroom curriculum, and is based upon the premise that a skill is more likely to be learned when taught in the context in which it is used. Teachers who incorporate behavioral interventions into daily instruction generally state that this technique

has proven to be particularly effective for teaching replacement behaviors.

Daily lessons to teach Universal Expectations -direct instruction, modeling, practice and other visual aids; including posters with pictures, teaching what it looks like, sounds like, feels like, etc

Direct instruction- This refers to active teaching or explicit instruction, including explaining to students exactly what they are expected to learn, demonstrating the steps needed to accomplish a task, providing opportunities for practice, and giving feedback based on performance. Examples:

- o Elementary» The teacher explains to Dennis that the lesson is about long division. Then she demonstrates the steps on the chalkboard and watches while he tries to do a problem. Feedback is given to correct any errors and to reinforce him for following procedures correctly.
- o Secondary» In English class, Ms. Paulos teaches her freshman students how to diagram sentences involving subject, predicate, articles, adjectives, and adverbs. She demonstrates the procedure with a sample sentence and writes each step on the board. Then she puts a sentence on the board and asks the students to diagram the sentence in their seats while she walks around and gives assistance and corrective feedback. Finally, one student goes to the board and illustrates how to correctly diagram the sentence.

Effective commands- Teachers can reduce problems with student compliance by following research-based guidelines (Walker & Walker, 1992). See the section, *Delivering Effective Commands*, for specific strategies on how to give commands and increase compliance.

Eliminate audience- This intervention involves removing the attention given to a student for a behavior. It is appropriate for students who behave inappropriately to gain attention from others around them. Examples:

    o Have the students in the class physically move away from student.

    o Redirect the class to a different activity away from the student.

Environmental Engineering- This refers to the process of arranging the physical environment of the classroom to enhance student learning and behavior. The physical environment serves as a set of stimuli which influence appropriate and inappropriate behavior. Teachers can pay attention to such factors as basic layout of classroom space, wall displays, traffic patterns, and other aspects of the classroom. Examples:

- o PreK: Mrs. Adams arranges her class so that she has visual contact with all parts of the room. For example, she uses low bookcases so students are in her line of sight.
- o Elementary: Ms. Red (1) divides the classroom into areas for quiet reading, seat work, and small group work; (2) arranges the room so students cannot easily look out windows or doorways into halls, and (3) places himself between the students and open areas if there are runners in the class.

Errorless learning-This involves creating teaching routines that guarantee success. This is most effective for students who frequently make mistakes, who lack confidence (or may be anxious), and/or who do not remember their learning experiences and the feedback that they receive. The following are procedures that facilitate errorless learning:

- o Adjust expectations appropriately (be reasonable)
- o Make sure that the student is completely clear about what is expected of them
- o Complete the task collaboratively with the student
- o Make the task doable by 1) breaking the task into separate parts or 2) giving the student responsibility for only one or two components of a larger task

- o **Anticipate problems and ―pre**-correct‖ **(e.g., ―I see a tricky word in the next** sentence – the word is _____-let me know if you need help when you get to that word.‖)
- o Provide adequate cues
- o Ensure large numbers of successful repetitions to ensure learning

Extinction- This refers to a behavior reduction procedure that is used to decrease problem behaviors that have a history of being reinforced, by removing the source of reinforcement. This is typically used with attention seeking behaviors, but can also be used with behaviors that are maintained by escape from demands or access to a preferred item or activity.

- o Because an inappropriate behavior is ignored or not reinforced, the student may exert greater effort to obtain the reinforcer and there may be a dramatic increase or burst of the inappropriate behavior initially. It is very important to keep this phenomenon in mind when utilizing extinction, and to refrain from **giving in and providing reinforcement. Inadvertently ―giving in**‖ and reinforcing the behavior will serve to make the behavior worse. Also, when eliminating a problem behavior using extinction, it is always necessary that you teach the individual a new behavior to replace the inappropriate behavior.
- o Extinction is not appropriate when the behavior is dangerous to the student or others. In such an instance, extinction should be combined with other procedures. Extinction is a technical procedure that requires staff training
- o See examples of *planned ignoring, eliminate audience, peer ignoring, time-out, and follow through.*

Follow through-When a consequence is set to occur for a behavior or if the instructor states that a certain consequence will occur, then it is important to follow through with the consequence if the particular behavior occurred. This should be done for both positive consequences (e.g., delivering a reward contingent on appropriate behavior) and negative consequences (e.g., losing a privilege contingent on inappropriate behavior). It should also **be done to ensure that the student does not receive the ―pay**-off‖ for a behavior (e.g., continue to present the work demands even though the studen**t's behavior is occurring to** escape). Follow through with what we say will communicate to the student that we are consistent and that they can expect that we will always do what we say we are going to do. Example:

- o Pre-K: Allison starts crying when she is asked to clean up the puzzle pieces. The teacher continues to prompt Allison to clean up, providing more intensive prompts (i.e., gestures, gentle guidance) until the puzzle is complete.
- o Elementary: Mary earned enough stickers today to receive a reward. The teacher makes sure to let her grab her reward at the end of the day.
- o Secondary: Billy used inappropriate language during football practice today. His football coach told him to sit out for the first 5 minutes of the practice game.

Functional communication skills- Students who do not have appropriate communication and social skills will often vent their school related frustrations in disruptive and inappropriate ways. Example: A student experiencing difficulty in mathematics may attempt to avoid such work by acting out in the classroom. An appropriate functional communication skill may be to signal the teacher either verbally or with a predetermined nonverbal sign (i.e., hand raise) whenever the student feels frustrated. The teacher will then respond to the student to find out if he/she needs extra instruction, assistance with the assignment, or a brief break from work.

Gestural prompting- This involves prompting a student with the use of body language such as pointing, touching, looking, or placing something in front of a student to enforce an already discussed and specific expectation. Example: Juan comes into the classroom and is

sitting on top of his desk. The teacher can simply walk over to him, make eye contact, and point or drag his eye to the chair in a request to have the student sit in his seat.

Goal Setting- This involves looking at a task and breaking it down into small attainable sections and setting a reward for completing the section. As the student meets the goal, the level of difficulty should increase.

High rates of positive responses- This refers to the frequent use of positive comments or actions to students who demonstrate appropriate behavior. Teachers create a positive environment by frequently praising the student for appropriate behavior and correct academic responses. Positive responses should be specific, so students can repeat the desired behaviors. If too general, students may not know which behaviors to repeat. The recommended ratio of positive to negative responses is at least 4:1. Examples:

- o Elementary» **Mrs. Garcia tells the students —thanks for listening‖ and —nice effort‖** frequently as she monitors their creative writing behavior during second grade.
- o Secondary» Mr. Skinner continuously makes a point to verbally praise those students who are on task and ready to work, while engaging in planned ignoring of mild off-task behaviors of other students.

Home-school reinforcement system -This involves establishing a relationship between the behaviors exhibited at school and the reinforcement received at home. Specifically, the parents at home would provide reinforcement contingent upon the appropriate behaviors demonstrated at school. These systems can be very successful if the parent and teacher are implementing the same strategies and tie rewards to appropriate behaviors exhibited in the target environment. Example:

- o Abbie refuses let other children stand next to her line during transitions and **she will push the children away. Abbie's teacher and mother implement a** system to help increase her tolerance of peers. Abbie loves to watch —Hannah Montana‖ when she comes home. The agreement is that Abbie can watch her favorite TV show when she comes home only if she stands next to her peers in line without pushing during 3 out 4 transitions. If she does not, she does not get to watch the TV show when she comes home

Identify appropriate settings for behavior- This intervention suggests that inappropriate behaviors can be appropriate if demonstrated in a suitable setting. Example: If a student is constantly singing out loud during class time and causing a disruption, identify or create more appropriate settings for such behavior (i.e. music class, join the **chorus, or provide a specific time during class for student's to show off their talent)**

In-class time out- A procedure used to remove students from situations or environments in which they are receiving reinforcement for inappropriate behavior. When time out is used, the instance must be documented. The criteria for time out should be a brief period of time without problem behavior (e.g., 3 minutes of quiet, 2 minutes calm). The student should not receive any attention (negative or positive) while in time out. If the time out cannot be implemented correctly and the student constantly tries to leave, then the student is still being provided with reinforcement and the procedure is not effective. This is the removal of a student from reinforcing activities in the instructional setting.

- o o Pre-K» **Jordy's truck is taken away after he repeatedly runs** it over the fingers of his playmates. The truck is placed on the shelf and the timer is set for four minutes.
- o o Elementary» While the other third grade students continue to earn points **toward a Friday activity, Sam's opportunity for reinforcement is remo**ved for five minutes when he shouts out in class.

- o o Secondary» Glen is removed from the P.E. soccer game for sixteen minutes after yelling obscenities at the goalie. He has to watch from the sidelines. Removal of student from a reinforcing setting into a setting with a lower reinforcing value.
- o o Pre-K» Torie continually bothers her classmates while sitting on the mat during story time. She is put in a chair away from the group for three minutes with calm behavior. During this time, she cannot see the storybook pictures as well as before.
- o o Elementary» During morning circle, Timmy touches other students and makes inappropriate noises. The students respond by fussing at Timmy and **laughing at him. The teacher's assistant removes Timmy from circle and** places him in a time out chair away from the group and facing away from his peers. She tells him that his 3 minute time out will begin when he is quiet. The assistant turns her back and refrains from giving Timmy any attention. When 3 minutes has elapsed, Timmy is allowed to return to circle time.

Incidental teaching- This involves providing structured learning opportunities in the **natural environment by using the child's interests and natural motivation. Incidental** teaching is unique in its focus on child directed teaching, in other words, following the **child's lead regarding interests within naturally occurring daily activities. It involves being intentional and planning for those —teachable moments that are initiated by the child.** There are four levels of prompts that can be utilized:

- o Level 1: This prompt involves instituting a 30 second delay when a child displays and interest in a specific object or material. This delay is designed to encourage a verbal initiation for the object or material.
- o Level 2: After 30 seconds, if the child has not verbally requested the item, **then you prompt the appropriate verbalization (i.e., —What do you want?‖**)
- o Level 3: If the child does not respond to level 2 prompt, then provide a more specific prompt while showing the desired **object (i.e., —What is this?‖**)
- o Level 4: At this level, the most intense, the child is prompted to imitate the correct response as modeled by the caregiver (i.e.,- a car?)

Reinforcement quality of classroom- If a student is acting out in order to escape the classroom it may be that the student does not find the classroom setting and/or routine to be very rewarding. The teacher can make the classroom environment more attractive in a number of ways, including by posting interesting instructional materials (e.g., bulletin board displays), boosting the pace of (and degree of student interaction in) class lecture or discussion, and including additional instructional activities of high interest to students.

Increased academic learning time-The amount of time the student is actually engaged in and experiencing success is increased. The time must be spent on learning essential skills and not on meaningless tasks. Teachers should try to achieve a level of academic learning time of no less than 70 %. Variables that can be addressed are beginning on time, minimizing housekeeping tasks, and minimizing transition times.

Individualized Reward System- The use of an individualized reward system helps to promote appropriate behaviors and also helps students self-monitor their own behavior. Ideas for rewards systems are dependent on the individual student. Such examples can include a sticker chart, checklist, star chart, or any type of monitoring system that the **student will —buy into and see as motivating. The target behavior m**ust be specific and each time a student earns a sticker or check it must be paired with specific verbal praise.

Instructional pacing- This refers to the speed or rate at which the teacher presents instructional material and tasks to the learner. Understand**ing your students' academic** ability and keeping pace with it can be a behavior intervention for both those students that complete assignments, get bored, and act inappropriately and also for students who act inappropriate due to their frustration of not understanding. A brisk pace of instruction

enhances attention and increases the number of response opportunities. Individualizing and differentiating the pace of instruction plays a major role in student behavior. Example:

- o Pre-K» Mrs. White moves from one preschool child to the next in quick succession, maintaining engagement with the activities during circle time.
- o Elementary» Miss Young delivers direct instruction to the students at the rate of about nine learning tasks per minute, and asks for group responses from students frequently to check understanding.
- o Secondary» Mr. Dynamic asks his twelfth grade students frequent questions to assess their understanding of the science material. Their responses serve as an indicator as to the possible need to repeat or review particular subject matter.

Integrate curriculum into music -Use music to teach expectations. Example: Reword songs that students listen to on a daily basis to teach rules, appropriate behavior, or other lessons.
Meaningful work projects- **Students participate in a —jobs program within the school in** which they are viewed as valuable, contributing employees of the school. Minimize down time- This intervention is for students who seem to display inappropriate behaviors while they are waiting for other students to finish or they may be waiting to transition to the next **activity. Don't leave the child with a lot of down time. If the child is between activities give them something to do. Example: A child is waiting for the other student's to finis**h work. Allow the child to read a book or do an activity on the computer until the other kids are done.
Minimize or eliminate distracting materials- **Extra materials on a student's desk or** around the room can be the cause of distraction.
Modeling- A student learns behavior by observing a modeled response. Students are watching how the teacher interacts with not only other students but other adults and by modeling a positive and appropriate behavior we can increase appropriate behaviors in students.
Modify task length-Present brief tasks instead of a longer task. This will provide more breaks for the child, and give them a sense of progress. A student who works slowly/methodically may become frustrated with lengthy assignments so the teacher may want to shorten tasks.
Momentum training with relaxation strategies- Teachers use a series of requests related to relaxation. Requests to use deep breathing, muscle tension-relaxation cycles, or stretching can be incorporated into direct instruction and a momentum routine.
Monitoring- This involves systematically monitoring a student during a task. Example: Checking on a student at 10 minute intervals and/or providing verbal or non- verbal redirection when needed. Non-verbal monitoring can include eye contact and proximity.
Monitoring checklist- Create a checklist for appropriate behaviors, which is reviewed by both teacher and student. The checklist may be as simple as identifying 3-5 appropriate behaviors, the five days of the school week, and space to check-off when those behaviors are demonstrated. The checklist must be consistently monitored by both teacher and student so that progress can be followed.
Mystery motivator- This is an incentive system that is designed to promote appropriate behavior by delivering **a "mystery" reward**. The teacher specifically defines the target behavior and the need to increase or decrease it. Then, the teacher creates a motivating environment by covering up the reward and building some motivation for the student by referring to it ofte**n and giving vague clues about it that will spark the student's interest.**
Natural opportunities- The instructor provides a verbal prompt to the student as a **reminder to do the appropriate behavior when the teacher notices that the student's** behavior is starting to escalate.

Non Verbal Reminders- Written lists of expectations: Teacher provides the student with a list written out in front of them of the behavior expected. Picture cards: Teacher can use picture cards to teach/remind students of various rules/expectations. Signals: The teacher uses a signal to communicate when to use the appropriate behavior or when to stop engaging in the inappropriate behavior.

Observational learning- While the target child is observing, the teacher gives specific public praise to children other than the target student when they show appropriate behaviors. When praising these behaviors, the teacher clearly describes the praiseworthy behaviors. When the target child 'imitates' the same or similar appropriate behaviors, the teacher immediately praises him or her.

Offer choices- Giving the student a choice of tasks (even if they are not preferred tasks) will often reduce inappropriate behavior from occurring by allowing them to have some degree of control. Only give choices when you are willing to allow the student to experience the natural consequences based upon their choice. Examples:

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

Parent-Teacher communication system- This refers to an informational system between school and home that provides clear, concise communication about a student's academic and behavioral performance. This communication should occur on a regular basis. It should emphasize positive information and also include information about areas of concern. Methods for communication might include phone contact, face to face meetings, email, or notes/letter correspondence. Examples:

- o   Pre-K» Johnny takes home his sticker chart at the end of the day and Mom praises him.
- o   Elementary» Ms. Wheeler sends home notes with 4 different students each day rating their academic work, study habits, and effort. By this method, each student in the class receives a note home once a week.
- o   Secondary» The student takes home a note indicating class performance, assignments completed, and upcoming test dates. The note must then be signed by one of the parents and returned to the teacher

Participation in extracurricular activities- Identify and encourage student to become involved in an activity that matches the abilities and skills of the student.

Peer consequences- If the teacher finds that the student's peers play an important role in influencing the inappropriate behavior, the teacher may try to influence the student's inappropriate behaviors indirectly by providing consequences for selected peer behaviors. Examples:

- o   If classmates encourage the student to make inappropriate comments by giving positive social attention (e.g., laughing), the teacher may start a group response-cost program and deduct points from the class total whenever a peer laughs at inappropriate comments.
- o   A teacher who wants to increase the social interactions that a socially isolated child has with her peers may reward selected peers with praise each time that they approach the isolated child in a positive manner.

Peer ignoring- This intervention involves teaching the peers or entire class to ignore another student's inappropriate behavior. Typically, this involves the student's turning away from the student when inappropriate behavior occurs or not responding to the student. It can also include providing attention when the student starts to behave more appropriately. The teacher must rehearse and practice with the students and then reinforce the group when they participate.

Peer involvement and influence- The use of same-age and/or cross-age peers for structured social engagements, and as buddies. Examples:

- o Pre-K» Debbie has difficulty sitting on the rug during circle time in her preschool class. The teacher assigns Kathy to sit next to Debbie on the rug so that Kathy can model appropriate behavior.
- o Elementary» Beth and Jean are struggling to remember to take their homework home in fifth grade. The school psychologist assigns them to check **each other's backpacks at the end of the day to make sure they have the** homework they need.
- o Secondary» Kimberly walks next to Kyle in his wheel chair to the lunch room and carries his tray to a table of friends in the lunch area.

Peer Mentor/tutor opportunity- This involves allowing another student to aide/mentor/tutor the student or allowing the student to be a mentor of a younger student in a lower grade. The latter option can be a great way to improve self -confidence and also helps to reinforce foundational skills.

Personal connection with student- Establishing set times and methods for providing special attention for a student. A teacher makes it a point to check in with a student each morning in order to find out how his/her homework was the evening before.

Personal interests used for motivation- Incorporating student interest in to a given task or activity. Example: A reading assignment can cover a topic that the student likes (i.e. sports, fishing, and any related items). Many students are motivated by music and integrating music into lessons can be motivating for students.

Planned activities for transition time- Provide the structure for a student to close one activity and to do what is necessary before initiating the next one. Allowing students to assist in everyday housekeeping tasks that are necessary can be helpful.

Planned ignoring- This is an extinction procedure that involves withdrawing attention when an inappropriate behavior is occurring. This is most effective for behaviors that are primarily occurring to gain attention. Over time, the person learns that they do not get your attention for engaging in that behavior. Planned ignoring should never be used alone. It should always be paired with a reinforcement procedure for appropriate behavior. When inappropriate behavior occurs you can either:

- o Ignore the behavior but continue to reward the appropriate behavior
- o Ignore the behavior and the person until they engage in the desired appropriate behavior, then reinforce that behavior when it occurs.
- o Pre- K: Sue often cries to get attention at preschool. Her teacher stops giving her attention when she cries. At first Sue cries harder and longer. The teacher still ignores her. As the behavior is not being reinforced, the crying gradually tapers off. Sue periodically reverts back to crying to see if the teacher has —changed the rules. As the teacher ignores it consistently, the crying disappears completely.
- o Elementary: Mike continually puts his hands in his pants. He receives attention from the teacher and the aide when they ask him to take his hands out of his pants. The teacher and aide begin to compliment Mike when he is sitting appropriately and do not attend to him when his hands are in his pants
- o Secondary: Barbra is a high school student who makes inappropriate remarks to her teacher. The teacher decides to withdraw his attention when Barbara makes inappropriate remarks by breaking eye contact, making no facial expression, and walking away. When Barbara is appropriate in her remarks to the teacher, he responds briefly and redirects her attention back to the classroom activity.

Play Music- Music can be used as an intervention for students who are distracted easily **and display what many teachers call, —off task behaviors. not engaged with assignment,** looking around the room, talking with a peer). Music can help to reduce distractions and promote appropriate classroom behaviors.

Positive peer reporting- **This involves teaching the student's peers the appropriate** behaviors to observe. Whenever the students observe the behavior, they provide positive praise to the student and report the appropriate behavior to an adult. This not only encourages the appropriate behavior of the student but also facilitates positive peer relationships.

Positive peer role models- Provide opportunities for the student to be in contact with positive peer role models. Pair the student with a peer who is able to display appropriate behaviors. It is important that the peer the student is paired with displays respect and they are able to create a positive rapport with each other. The student can be seated in close proximity and/or placed in work groups with peer role models. Such positive peer connections should be reinforced by the teacher and/or any other adult involved with the student.

Positive practice- This refers to the intense practice of an appropriate behavior for a specified number of repetitions or a specified period of time. Examples:

- o Elementary» Sylvia runs down the hall. The teacher then requires her to walk down the hall appropriately three times.
- o Secondary» A student who wanders the halls without permission when taking an unsupervised bathroom break may have to stay after school one afternoon and take multiple 'practice' trips to the school bathroom. In this example, the instructor might accompany the student to monitor how promptly the student walked to, and returned from, the bathroom and to give the student feedback about how much this target behavior has improved.

Positive reinforcement- This involves delivering a reinforcement after behavior to increase the likelihood of a behavior occurring in the future. To be most effective, reinforcement should be delivered immediately and consistently (delivered each time it is planned). Reinforcement should be delivered continuously (every time it occurs) if building a new behavior. It should be delivered intermittently (every so often) if maintaining an existing behavior. Examples:

- o Attention, preferred items and/ or activities provided contingent upon on-task behavior and work completion
- o Access to items/activities provided only after desired behavior has occurred (or absence of undesired behavior)
- o Delivery of items that provide similar sensory consequences contingent upon periods when the problem behavior

Positive self-talk- **Increase student's belief in self and their own capabilities in various** situations by positive self -prompts. The student can be taught a repertoire of positive **statements, such as —I'm capable of doing my work, or —If I study my spelling words** every day, I will get a good grade on my test. The student is taught to repeat such statements as frustrations increase in adverse situations. Teachers and/or counselors may have to implement verbal or nonverbal prompts in order for the student to initiate the self-

talk process.

Post all classroom rules and daily schedules in prominent locations- Involving students in creating classroom rules and expectations, as well as develop posters and activities about the rules, helps them to take ownership of the environment. It is a proactive way of teaching and increasing appropriate classroom behaviors.

Practice opportunities- This involves providing specific opportunities for the student to demonstrate taught skills in the classroom. The teacher may need to establish a verbal or **nonverbal prompt with the student (i.e. —now is a good time to use your skills** or tap the student on the shoulder).

Predictability -When children can predict upcoming events they show less resistance. **Example: If a trip is cancelled, write in on the student's calendar or planner.**

Preferential Seating -This refers to changing the seating arrangements in order meet his/her specific needs. Example:

- o The student sits in close proximity to the teacher for hearing, vision, and/or attention concerns.
- o The student is moved away from negative peer influences and near more positive peer influences.
- o Arrange seating so as to prevent congestion
- o Strategically arrange student seating so that individuals prone to misbehave are adequately separated from one another.

Premack Principle **(If this, then that...)**- States that people are more likely to complete an undesirable task if they know that upon completing the task they will have immediate access to something they highly desire. This intervention is used quite often in both educational and home settings. The teacher states a non-preferred behavior or activity must take place before a preferred behavior or activity can be accessed. Examples:

- o **Jeremy's teacher told him that when he completes his geometry worksheet, she** will allow him to read his book for 10 minutes.
- o Isabella wanted to go to circle time, but she had not cleaned up her work area. **The teacher stated, —If** you clean up your work, then you can go to circle time.

Preview Rules rules/behavioral expectations- Some students misbehave because they are impulsive and do not always think through the consequences of their misbehavior before they act. These students can benefit from having the teacher briefly review rules and/or behavioral expectations just before the students go into a potentially challenging situation or setting (e.g., passing through the halls; going to an assembly). If the instructor has a classroom reward system in place, he or she can strengthen the rules preview by reminding students that the class can win points for good behavior.

Preview schedule- Having the teacher preview a student's schedule daily (or even more frequently) can help those children who seem to misbehave because they do not respond well to unexpected changes in schedule or cannot remember what their schedule is.

Private approach to student- The instructor quietly approaches the student, points out the problem behavior and how it is interfering with class work or interrupting instruction. The instructor reminds the student of the academic task in which he or she should be engaged. The student is politely offered the choice to improve behavior or accept a negative consequence. Privately approaching a student can help him or her to save face and reduce the likelihood that the student will become defensive or defiant.

Problem solving skills- Problem solving involves 1) identifying the problem, 2) determining why the problem is occurring, 3) developing solutions, and 4) making a choice.

Progress reports- **Using a daily or weekly system to document and communicate student's** behavioral progress. Subjectively, the teacher may write a brief note at the end of the day or week to describe **the student's overall behavior. Objectively, the teacher collects data** daily to determine the progress of interventions.

Prompting- A visual, auditory, or physical cue is presented to a student to facilitate a given response. However, overuse of prompting may result in a high level of dependency on prompts. Be conscious of students for whom a physical cue is aversive. Examples:
- o Pre-K» When it is time to clean up at pre-school, Mrs. Kindly turns the cleanup music on.
- o Elementary» While Sarah is learning to print in kindergarten, she is given papers on which there is a dot where each letter should start.

Proximity control- Teacher proximity or adult proximity depending on the resources available is essential in changing student behavior (discouraging off-task behavior). Examples:
- o Randomly walking around the room to stand near a student with problem behavior actually prevents the inappropriate behavior from occurring.
- o A student that is tapping a pencil and has been redirected verbally in the past could use a non-verbal reminder from the teacher. As the teacher is teaching he/she could walk over to the student and without saying anything, touch the pencil that the student is tapping.
- o A student may need extra support and supervision during transition times or the less structured time such as lunch or recess, pairing them with an adult and having them help the adult is a positive way to increase supervision.

Quiet areas- The student is given a specific time and/or space (established prior to **displaying behavior) for quiet or —cool down‖** purposes when overwhelmed, over-stimulated, or upset. Example: If a student becomes easily frustrated during certain academic tasks, then a quiet area of the classroom can be established as a personal space for that student to go if necessary.

Quiet start requests- Make a quiet request to start a task or change a behavior, so the rest of the class is not disturbed. A low voice, a written note, or visual prompts can be effective in gaining compliance.

Reactive Strategies -Think About My Behavior, Time-Away, Problem Solving Steps, Incident Reports.

Redirection- Re-**focusing someone's attention on to another task or topic. This usually is** done with little to no attention being paid to the inappropriate behavior which may be occurring. Redirection requires that you give minimal acknowledgement to the issues at hand but focus on something that is more appropriate to the moment. The teacher may interrupt the problem behavior by calling on the student to answer a question, assigning **him/her a task to carry out, or otherwise refocusing the child's attention. Once the person is** engaged in the other task or topic, it will be important to give a lot of praise and/or attention to them at this point. Example: Veronica is running up the slides during recess. **Mrs. Black approaches her, points to the swings, and says, —Look, there's an empty swing** for you.

Reflection center- If the student is agitated, anxious, or mad, the student is redirected to **an area of the room called the —Reflection Center.‖** This area is where the student can express how they are feeling appropriately, such as writing it down or drawing a picture.

Reflective Response- The student is required to write and submit to the teacher a brief written response (if age appropriate) after displaying behaviors. At a minimum, the response would state: (1) what problem behavior the student displayed, (2) how the student could have acted in an alternative, more acceptable manner, and (3) a statement from the student to show appropriate behaviors in similar situations in the future. NOTE:

Some teachers use a pre-printed structured questionnaire containing these 3 items for the student to complete. The intervention requires the student to spend a fixed period of time in relaxation following each occurrence of an upsetting behavior. The student should not be forced to do this. The student should be taught the relaxation techniques during non-stressful circumstances, not during the stressful event.

- o Pre-K» Jill occasionally has angry outbursts. When this occurs, an aide takes him to a quiet corner and they practice breathing slowly for four minutes.
- o Elementary» Natalie, who acts out by hitting other children, learns to identify when she is feeling frustrated. She is taught two relaxation techniques. When she lets the classroom teacher know she is frustrated, she is excused from the room to a designated place for a 10-minute period of relaxation.
- o Secondary» Alice periodically has panic attacks. She learns a progressive muscle relaxation technique that effectively calms her. When Alice feels highly **agitated, she goes into the nurse's room and practices relaxation for fifteen** minutes.

Response cost- Contingent withdrawal of a specific amount of available reinforcement (e.g., points, privileges, etc.) following an inappropriate response. Response cost must be less than the total amount or number of reinforcement available (i.e., never go in the hole). Remember, all students have civil rights to water, food, clothes and use of the bathroom which cannot be withheld. As a drawback, this type of system can often lead to aggression directed at the teacher, other students, or property. A student may also cry, whine, or pout when reinforcement is withdrawn. It is recommended to initially implement a system that involves delivering reinforcement, not taking them away. This will establish value to the system and it will also eliminate aggression or tantrums that can occur when the reinforcement are removed. Examples:

- o Pre-K» If Cathy finishes the table time activity without kicking the table, she gets a large ball of play dough. Each time she kicks the table, a portion of the play dough is removed. When the activity is completed, she gets to play with the remaining dough.
- o Elementary» Steve is awarded ten points at the start of recess. Each time he breaks one of the playground rules, he loses a point. At the end of the recess period, Steve may bank all the points he has retained and exchange them after the last recess of the day for items listed on a menu of reinforcers.
- o Secondary» **Bart's preferred activity is computer time. He starts each class** with ten minutes of computer time to use at the end of the period. Each time he spits on the floor, he loses one minute of his computer time.
- o Lottery system» The teacher gives each student five or more tickets with his or her name on it. If a student breaks a rule or does not follow a request, a ticket is taken away. At the end of the day, the tickets are collected from all students and three or four names are drawn to receive a reward.

Role-play- A student learns behavior by practicing the desired behavior. The teacher develops scenarios and the student role-plays how they would respond in that situation. Research shows this is a very effective method for teaching appropriate behavior.

Rules review- The teacher approaches the student and (a) has him or her read off the posted class rules, (b) asks the student which of those rules his or her current behavior is violating, and (c) has the student state what positive behavior he or she will engage in instead.

Schedule adjustment-Modify or adjust the daily schedule or routine of the student to reduce the chance that inappropriate behavior will occur. Examples:

- o A student may tend to focus best in the early morning and needs to have academic classes scheduled before lunch or just the opposite they may need a schedule in which their academic classes may need to be scheduled in the afternoon.

- o **There may be a personality/work style —mismatch‖** between a teacher and **student and changing a student's teach**er schedule could make a significant difference.
- o Schedule recess after quiet reading time, instead of quiet reading time after recess

School-wide recognition- Use school wide vehicles for recognition of appropriate **behavior: Use programs such as —student** of the week,‖ school wide awards, or recognition on the school announcements. The recognition should be paired with praise concerning a specific appropriate behavior in order to impact a target behavior.

School Survival Skills- Explicit teaching of specific skills that may be impacting student success, such as; organization, note taking, study skills, and/or using a planner.

Scripts- The teacher develops a script with the student that addresses his/her specific needs. In order to ensure optimal effectiveness of this intervention, the teacher should provide the script in written form to the student and possibly attach it to his/her desk.

Self-management- Student is taught how to monitor and manage his or her own behavior.

Self-monitoring- The student systematically monitors (or tracks) his or her own behavior in order to help the student become more aware of their behavior. Example: Ms. Pate has asked Michael to self-monitor his off-task behavior while in her classroom for second period Language Arts. Ms. Pete provides Michael with a data sheet containing 12 square boxes. Ms. Pate has set her computer to emit a tone every 5 minutes. When Michael hears the tone, he is to place an X in the box if he was on-task, or leave the box blank if he was off-task. Ms. **P**ate takes data as well to compare with Michael's.

Setting clear expectations and rules- A way of letting the student know what is clearly expected of them and what will happen when the student meets or does not meet the expectation. The expectation should be reasonable and something the student can achieve. Set the expectation by stating the expectation and letting the student know what he or she can earn and not earn for meeting or not meeting the expectation. This puts the responsibility of earning that privilege in their hands. When the student meets or does not meet the expectation, the teacher must follow through with the pre-determined consequences. Emphasize that they are making the decision by how they act. It is not you choosing for them on what will happen. Examples of methods: Capturing Kids Hearts, Teaching with Heart, Universal Expectations, School Rules, Class Rules, and Classroom Contracts.

Social skills- These include skills such as social problem solving, cooperative play and work, turn-taking, and conversational skills. Increasing the appropriate use of these skills will help facilitate positive and appropriate interactions with peers and adults.

Social stories/Comic book conversations- A social story or comic book conversation is written specifically for the student and the situation (i.e. Joe waits for his turn) and must be visually provided for the student. This teaching method involves prompting understanding of the social context of various social situations. The social story is a tool to help lessen the stress of social situations.

Specific, or modified, instructions- Prior to the assignment, the teacher gives the student more specific or modified instructions in order to assist in overall comprehension of information. The teacher may provide additional or individual verbal instructions, written instructions, pictorial instructions, visual guides, completed model of task, etc.

Specific verbal praise- When the student engages in a positive behavior that the teacher has selected to increase, the teacher praises the student for that behavior. Along with positive comments (**e.g., —Great job!"), the praise statement should give specifics about** the behavior the child demonstrated that is being singled out for praise (e.g., "You really kept your attention focused on me during that last question, even when kids around you were talking!"). The praise should be a simple and concise statement given immediately after the behavior. Specific verbal praise should always be paired with other types of

reinforcement in order to communicate to the student why they are receiving the other type of reinforcement. Example:

- o A student who is usually loud and disruptive comes into the classroom quietly and sits in his/her desk, (which the teacher has been asking for and redirecting the students to do for two weeks). The teacher then walks over to the student and uses specific verbal praise such as, ―You did a fantastic job coming in quietly and going straight to your desk‖ or ―I appreciate the way you came into the room quietly and went directly to your desk. You are making this classroom a great place to learn.

Structured daily schedule- A daily outline of classroom activities designed to maximize student learning. Structuring time through a planned daily schedule of specific activities and transitions maximizes ―on-task behavior and minimizes students' inappropriate behavior. Create a daily schedule in written or visual format. Display the schedule in a prominent location in classroom. Discuss the schedule each day/class period. Examples:

- o Pre-K» During circle time, Josh's teacher previews the daily events using a picture schedule.
- o Elementary» Ms. Adams, a second grade teacher, writes the daily schedule paired with visual aids on the board and highlights the weekly events and homework with colored chalk. She reviews the schedule with her students at the beginning of each day.
- o Secondary» Mr. Bryant, who teaches math in seventh grade, writes both the daily schedule and the weekly homework on the board. Students know what to start on when the bell rings each day, and they know the order of activities for teacher directed instruction, guided practice, and independent practice.

Structuring non-instructional periods, including recess- This refers to a systematic intervention program for a student who requires a high level of structure during non-instructional periods. The student is taught specific game rules, as well as appropriate hall, lunchroom, bathroom, and playground behavior. Then they are reinforced for appropriate behavior during these activities. Examples:

- o Pre-K» The preschool teacher notices that most of Johnny's conflicts with other children occur during free play. She decides that instead of free play, she will have Johnny pick between two activities.
- o Elementary» The other students are constantly complaining that Alex interrupts and interferes with their games at recess. A classroom aide teaches Alex the rules for kick ball. The classroom aide then goes to recess with Alex and prompts him to join the game. The aide monitors his play and interaction with other students. Alex is rewarded for playing by the rules and for getting along with the other children.

Student follow-up- Establish a systematic check in. during an assignment to ensure that the student fully understands a specific task or request. The teacher and student may have an agreement specifying that 10 minutes after the start of a given assignment/test or request the teacher will verbally confirm the student understands. If the student is in need of further instruction, the teacher will provide it.

Systematic prompting- Systematic prompting is a 3-step prompting sequence to ensure compliance with demands. A student's noncompliance is often a function of avoiding the setting or activity in that setting. Tell the student in a very clear, concise language what you want him to do. Then, use a gestural prompt, and then use gentle guidance. The instructor should always praise any compliance observed. When implementing this procedure, the instructor should not engage in any verbal discussions or debates. The only words spoken to the student other than demands should be praise when the task is completed. Step three of this procedure is not appropriate for older students. Step 1*: Stacy put the truck in the box.*

Wait 5 seconds to give her a chance to comply. him a chance to comply. If he does, praise him. If he does not comply, go to step 2. Step 2: Tell the student what to do as you demonstrate the appropriate response. —Stacy, put the truck in the box) as you are showing her where to put the truck. Give her 5 seconds to comply. If she complies, praise her. If she does not comply, go to step 3 or repeat steps 1 and 2 (if older student). Step 3: Help the student complete the task by using as little physical guidance as necessary (hand-over-hand).

Targeted Skills Development- Your counselor or RTI Coordinator have resources lesson to teach the following skills. When these behaviors occur skills need to be taught, modeled, reinforced and practiced often to correct problem behaviors:

- o Accepting No as an answer
- o Asking for Help
- o Staying on Task
- o Disagreeing Appropriately
- o Following Instructions
- o Using Appropriate Voice Tone

Task analysis- Break down a task into steps to make manageable and to ensure student feels success. Teaching a student how to break down task into more simplistic parts can also help reduce problem behaviors. Example:
- A student who has difficulty compiling a three sentence paragraph may perform better when the task is broken down into small steps. First, teach him/her to identify and write down the theme of the paragraph, then create three categories (introduction, main idea, and conclusion), Next brainstorm what ideas should go under each category, and finally the student can compile the paragraph based on the information gather during previous steps.

Teaching interaction- A short social skills teaching sequence: 1) expression of affection, 2) initial praise, 3) description of inappropriate behavior, 4) description of appropriate behavior, 5) rationale, 6) acknowledgement, 7) practice, 8) feedback, 9) consequences, and 10) general praise. Examples:
- Pre K» When the teacher observes Susie grabbing a doll from Natalie, the teacher takes Susie aside and tells Susie how much she enjoys having her in the class. She rehearses with Susie how to ask Natalie if she can play with the doll. The teacher tells Susie what a good job she did and then sends her back to play.
- Elementary» Russell was teasing Jane about her new haircut. The teacher asks Russell to stay in and help her pass out art supplies at recess. During recess, she congratulates Russell accomplishing his reading goal. She then describes how she saw him teasing Jane and how that can really hurt somebody's feelings. She asks Russell to apologize to Jane and give her two compliments during the day. He promises to do that. The teacher pats him on the back and says she is proud of him.

Token Economy- A token economy is a system in which a token is administered to students when appropriate behaviors are displayed and the tokens can be exchanged later for reinforcer. Ideas of tokens can include:
- o Plastic or metal chips
- o Marks on a blackboard

- o Points marked on a paper point card
- o Stars
- o Holes punched in a card
- o Stickers
- o Paper clips
- o Beans in a jar
- o Happy faces
- o Play money

Tolerance skills- Students who frequently become angry at peers or who may be set off by certain triggers may be taught to tolerate or accept certain situations by using coping skills to keep them from reacting inappropriately.

Transitions supports- Transitioning from one environment to another or one activity to another can be a difficult process for many students. If supportive tools are built into the transition process, appropriate behaviors may increase during this time. Examples: Hallway peer buddy, close adult proximity, and pictorial signs with transition expectations posted in the hallway.

Use of manipulatives- Classroom or academic manipulatives to teach a skill. Examples: Behavior charts, math blocks, positive word charts, and message boards.

Use of positive referrals- This intervention is the use of a form that recognizes a student for displaying the appropriate target behavior(s) by filling it out and making a specific comment about the behavior, when it happened, and possibly reporting it to someone the student sees as a powerful adult within the school setting.

Verbal prompting-This involves prompting a student with a verbal remark that states the expected behavior. Example: A student comes into the room and sits backwards in their chair to talk to another student. T**he teacher verbally prompts the student by saying, ―Joe,** face forward.

Verbal rehearsal- Establish a system which the student verbally, or in a written form, repeats rules or expectations. Example: Teacher and student have an agreement specifying that before each class change and student verbally reviews the rules and expectations.

Verbal reminders- The instructor review rules and expectations prior to an assignment or problem times.

Visual schedule- An organized schedule that could be pictorial or written. A schedule can help a student progress through the day but it can also break down specific tasks throughout the daily progression.

Visual strategies- **The instructor places visual prompts on the student's desk, in the student's planner, on a nearby** wall, or any other area that will prompt the student to engage in the appropriate behavior

REFERENCES
http://www.escambia.k12.fl.us/pbis/rtib; *Behavior Intervention Guide*
Author, P.Hahn. **Riverside County Selpa. "** A Positive Behavior Interventions and Support**."**

WEBSITE RESOURCES		
www.pbis.org	www.swis.org	www.modelprogram.com
www.apbs.org	http://flpbs.fmhi.usf.edu	www.pbismaryland.org
www.pbisworld.com	www.pbisillinois.org	www.cde.state.co.us/pbs
www.txbsi.org	www.uoregon.edu/~ivdb/	*www.rcselpa.org*

Glossary of Commonly Used Terms

Acceleration – Interventions that are implemented to increase the speed at which students acquire skills.

Accommodation – Changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/test setting. Accommodations are designed to provide equity, not advantage, for children with disabilities. Accommodations include assistive technology as well as alterations to presentation, response, scheduling, or settings. When used appropriately, they reduce or even eliminate the effects of a **child's disability but** do not reduce or lower the standards or expectations for content. Accommodations that are appropriate for assessments do not invalidate assessment results.

Alternate Assessment – An assessment aligned with alternate achievement standards for children with the most significant cognitive disabilities designed by the state and required in **lieu of regular statewide assessments, when determined necessary by the child's IEP team.**

Assessment – Assessment is a broad term used to describe the collection of information about student performance in a particular area. Assessments can be diagnostic, formative or summative.

At Risk – A term applied to students who have not been adequately served by social service or educational systems and who are at risk of educational failure due to lack of services, negative life events, or physical or mental challenges, among others.

Behavior Intervention Plan- A plan developed for children who are exhibiting behavioral difficulties that include targeted behaviors, intervention strategies, reinforcers and consequences, and a plan for collecting and monitoring data. Behavior Intervention Plans should include positive behavioral support.

Benchmark – A detailed description of a specific level of student performance expected of students at particular ages, grades, or developmental levels. Benchmarks are often represented by samples of student work. A set of benchmarks can be used as "checkpoints" to monitor progress toward meeting performance goals within and across grade levels, (i.e., benchmarks for expected mathematics capabilities at grades three, seven, ten, and graduation.)

Baseline – An initial observation or measurement that serves as a comparison upon which to determine student progress.

Benchmark Assessments – Student assessments used throughout a unit or course to monitor progress toward learning goals and to guide instruction. Effective benchmark assessments check understanding and Response to Intervention: measures application of knowledge and skills rather than recall; consequently, effective benchmark assessments include performance tasks. Benchmark assessments may involve pre- and post-assessments.

Benchmarks for Progress Monitoring – Measures that are used to determine student progress and to guide instruction. These measures may assess a specific skill such as correct words read per minute (reading fluency).

CAASSP- Measures students' progress toward achieving California's state-adopted academic content standards, which describe what students should know and be able to do in each grade and subject tested.

Common Assessment – Common assessments are the result of teachers collaborating and coming to consensus about what students should know, understand and be able to do according to the standards. Common assessments assess the standards and provide teachers a means for looking at student work.

Content Standards – Content standards are broad statements of what students should know and be able to do in a specific content area. They state the purpose and direction the content is to take and are generally followed by elements.

Culminating Performance Task – A culminating performance task is designed to be completed at or near the end of a unit of instruction. The activity is designed to require students to use several concepts learned during the unit to answer a new or unique situation. The measure of this activity allows students to give evidence of their own understanding toward the mastery of the standard.

 Curriculum-based Assessment – An informal assessment in which the procedures directly assess student performance in targeted content or basic skills in order to make decisions about how to better address a student's instructional needs.

Curriculum-based Measure – Curriculum-based measurement, or CBM, is a scientifically-based method of monitoring student educational progress through direct assessment of academic skills. CBM can be used to measure basic skills in reading, mathematics, spelling, vocabulary, and written expression. It can also be used to monitor readiness skills.

Curriculum Map – A curriculum map provides an outline of the course content by units and may provide a suggested time schedule for each unit.

Depth of Knowledge – Depth of knowledge (DOK) is a term that refers to the substantive character of the ideas in the performance standards. DOK classifies the various levels of understanding that students must demonstrate as they encounter and master the content and skills within the performance standards. This schema for evaluating standards has four levels of knowledge: (a) recall, (b) skill/concept, (c) strategic thinking, and (d) extended thinking. Operational definitions and labels vary somewhat by subject.

Dibels NEXT- The Dynamic Indicators of Basic Early Literacy Skills (DIBELS NEXT)- Administer the Dibels benchmark probe for oral reading fluency to determine number of correct words per minute the student read.

Differentiation – Differentiation is a broad term referring to the need of educators to tailor the curriculum, teaching environments, and practices to create appropriately different **learning experiences for students. To differentiate instruction is to recognize students'** varying interest, readiness levels, and learning profiles and to react responsively. There are four elements of the curriculum that can be differentiated:

English Language Learner (ELL) – Refers to students whose first language is other than English and whose command of English is limited. The term is used interchangeably with limited English proficient.

Evaluation – The process of making judgments about the level of student understanding or performance.

Feedback – Descriptive comments provided to or by a student that provides very specific information about what a student is/is not doing in terms of performance needed to meet identified standards/learning goals.

Fidelity – Fidelity refers to the provision or delivery of instruction in the manner in which it was designed or prescribed. Other related terms to fidelity are intervention integrity or treatment integrity which often refers to the same principle.

504 Plan- 504 accommodation plans may be written for disabling conditions caused by short or long term emotionally or physically disabling conditions.

Flexible Grouping – A type of differentiation in which students are organized into groups based on interests and/or needs. Groups are not static and teachers use data to establish and modify the composition of the student groups.

Fluency **–** The ability to read a text accurately, quickly, and with proper expression and comprehension. The ability to automatically recognize conceptual connections, perform basic calculations, and apply appropriate problem solving strategies.

Formative Assessment **–** A formative assessment is an evaluation tool used to guide and monitor the progress of student learning during instruction. Its purpose is to provide continuous feedback to both the student and the teacher concerning learning successes and progress toward mastery. Formative assessments diagnose skill and knowledge gaps, measure progress, and evaluate instruction. Teachers use formative assessments to determine what concepts require more teaching and what teaching techniques require modification. Educators use results of these assessments to improve student performance. Formative assessments would not necessarily be used for grading purposes. Examples include (but are not limited to): pre/post tests, curriculum based measures (CBM), portfolios, benchmark assessments, quizzes, teacher observations, teacher/student conferencing, and teacher commentary and feedback.

Frameworks **–** Frameworks are intended to be models for articulating desired results, assessment processes, and teaching-learning activities that can maximize student achievement relative to the California State Standards. They may provide enduring understandings, essential questions, tasks/activities, culminating tasks, rubrics, and resources for the units.

Gifted Student **–** A gifted student is a student who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.

Grade-Level Equivalency **–** Scores at the 90th percentile

Individualized Education Program (IEP) **–** A written document that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability. A written statement for a child with a disability that is developed, reviewed, and revised in accordance with IDEA 2004.

Individualized Education Program Team (IEP Team) **–** Individuals who are responsible for developing, reviewing, or revising an IEP for a child with a disability.

Interventions **–** Targeted instruction that is based on student needs. Interventions supplement the general education curriculum. Interventions are a systematic compilation of well researched or evidence-based specific instructional strategies and techniques.

i-Ready-Computer Adaptive Diagnostic Assessment used as the Universal Screening Measure. Results of the diagnostic are one measure used to drive personalized learning **plans. Intervention is available through homeschool students who may be "at risk," or** involved in the RTI Tier 2 process.

Lexile **–** Lexile, also known as the Lexile Score or Lexile Measure, is a standard score that **matches a student's reading ability with difficulty of text material. A Lexile can be** interpreted as the level of book that a student can read with 75% comprehension. Experts have identified 75% comprehension level as offering the reader a certain amount of comfort and yet still offering a challenge. Lexiles range between approximately BR (for beginning reader) and 1700.

Modifications **–** Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications can negatively impact grade level achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.

Probe **–** When using a Curriculum Based Measure (CBM), the instructor gives the student brief, timed samples, or "probes," comprised of academic material taken from the child's school curriculum. These CBM probes are given under standardized conditions.

Professional Learning Community **–** A group of individuals who seek and participate in professional learning on an identified topic.

Progress Monitoring **–** Progress monitoring is a scientifically based practice that is used to **assess students' academic performance and evaluate the effectiveness of instruction.** Progress monitoring can be implemented with individual students or an entire class.

Pyramid of Interventions **–** The Pyramid of Intervention is also known as the Student Achievement Pyramid of Interventions. It is a conceptual framework developed by SCS that will enable all students in our school to continue to make great gains in school. The pyramid is a graphic organizer that illustrates layers of instructional efforts that can be provided to students according to their individual needs through the RtI process.

Response to Intervention **–** Response to Intervention (RtI) is a practice of academic and behavioral interventions designed to provide early, effective assistance to underperforming students. S.M.A.R.T. and Research-based interventions are implemented and frequent progress monitoring is conducted to assess student response and progress. When students do not make progress, increasingly more intense interventions are introduced.

Research Based Intervention - The methods, content, materials, etc. were developed in guidance from the collective research and scientific community. (Harn, 2007)

Rubrics **–** Based on a continuum of performance quality and a scale of different possible score points, a rubric identifies the key traits or dimensions to be examined and assessed and provides key features of performance for each level of scoring.

San Diego Quick- Assesses independent reading level to ensure that the student is presented with reading material which can be decoded independently.

Scaffolding **–** Scaffolding is the instructional technique of using teacher support to help a student practice a skill at a higher level than he or she would be capable of independently. Presenting a skill at this level helps students advance to the point where they no longer need the support and can operate at this high level on their own.

SST- Student Study Team or Student Success Team

Standard **–** A standard is something set up and established by authority as a rule for the measure of quantity, weight, extent, value or quality. A standard defines the broad expectations for an area of knowledge in a given domain and may include an expectation of the degree to which a student expresses his or her understanding of that knowledge.

Strategy **–** A loosely defined collective term that is often used interchangeably with the **word —intervention; however strategies ar**e generally considered effective instructional/behavioral practices rather than a set of prescribed instructional procedures, systematically implemented.

Student Support Team **–** The Student Support Team (SST) is a multi-disciplinary team which utilizes a problem-solving process to investigate the educational needs of students who are experiencing academic and/or social/behavioral difficulties. SST uses a data-driven process to plan individualized supports and interventions and the method of assessing their effectiveness.

Student with a Disability **–** Refers to a child evaluated as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as emotional disturbance), an orthopedic impairment, autism, traumatic brain injury, other health impairment, or a specific learning disability who needs special education and related services.

Student Work **–** Student work may or may not demonstrate that the student is meeting the standard. Student work should be used by the teacher to show the student what meeting the standard means.

Summative Assessment **–** A summative assessment is an evaluation tool generally used at the end of an assignment, unit, project, or course. In an educational setting, summative assessments tend to be more formal kinds of assessments (e.g., unit tests, final exams, projects, reports, and state assessments) and are typically used to assign students a course grade or to certify student mastery of intended learning outcomes for the Georgia Performance Standards.

Tasks **–** Tasks provide the opportunity for students to demonstrate what they can do, what knowledge they have, what understanding they have that relates to specific standards or elements. This demonstration may occur at any time during the course or at the end of the course.

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Special Education Procedural Guide
2017-2018

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Special Education Procedural Guide

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INTRODUCTION

Springs Charter Schools (SCS) is a network of personalized learning, independent study charter schools that includes River Springs, Harbor Springs, and Empire Springs. SCS are committed to meeting the needs of students with exceptional needs, their parents, and the staff members who work with the students with disabilities enrolled in our programs. In order to implement this goal, the Procedural Handbook describes policies, procedures, and guidelines in place to ensure that students being referred for and/or enrolled in special education programs receive a free, appropriate public education (FAPE) in the least restrictive environment (LRE).

SCS are members of the Riverside County Special Education Local Plan Area (SELPA), and follow the guidelines and procedures set forth by the SELPA in accordance with all State and Federal laws.

SCS Special Education Department Mission: Special Education staff will work collaboratively with students, teachers, and parents to develop and provide an Individualized Education Program within the Personalized Learning Plan of each student.

REFERRAL PROCESS

SCS provide for the identification and assessment of the exceptional needs of an individual, and the planning of an instructional program to meet the assessed needs. Identification procedures include systematic methods of utilizing referrals of pupils from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures are coordinated with school site procedures for referral of pupils with needs that cannot be met with modification of the regular instructional program. *(EC 56302)*

Parents and staff work closely to address academic or behavioral performance and concerns of individual students. Parents will be contacted whenever there is a concern about their child's academic or behavioral performance. Parents may also contact their child's teacher or school site administrator with concerns about their child's academic or behavioral performance. Concerns may be addressed in a Multi-Tiered System of Support (MTSS) meeting. This meeting may be initiated by school staff or parents/guardians/student. During the MTSS meeting, the Team can document concerns and which strategies are being implemented or will be implemented to attempt to address the student's concerns related to their learning.

For more information regarding Child Find procedures refer to the Riverside County SELPA website policies and procedures at: http://www.rcselpa.org/common/pages/DisplayFile.aspx?itemId=3850076

If a parent makes an oral request for a special education assessment for their child, it is the responsibility of SCS to inform the parents this request must be in writing and assist the parents with writing the request if needed (EC 56029; CCR§ 3021). All requests should be submitted to the Director of Special Education or Designee via secure internet site or via email with written parent permission to special.education@springscs.org. This request starts the assessment process and SCS must respond within 15 days. Director of Special Education or Designee will notify MTSS Team of the parent request. SCS will hold an MTSS meeting within 10-15 days to address the parent's concerns. All MTSS documentation must be uploaded into OASIS by the school site personnel. A pupil shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. *(EC 56303)*

Assessment Plan and Prior Written Notice (PWN) will be developed by Special Education staff to determine assessments needed to address all areas of suspected disability. Director of Special Education or Designee will assign responsible staff.

SCS may deny the parent's request for an initial assessment or additional assessment using a Prior Written Notice (PWN) if the team feels that the student is receiving a Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE). SCS shall include data in the PWN to ensure that the student does not require assessment.

All school staff referrals shall be written and include: (1) a brief reason for the referral and (2) documentation of the resources of the regular education program that have been considered, modified, and when appropriate, the results of intervention. This documentation shall not delay the time-lines for completing the assessment plan or assessment. (Title 5 CCR 3021; EC 56100(a), (i), and (j); EC 56300-56303; 34 CFR 300.128, 300.22

For detailed information regarding policies and procedures regarding Child Find and a Coordinated System of Referrals, go to the Riverside County SELPA website policies and procedures at: http://www.rcselpa.org/common/pages/DisplayFile.aspx?itemId=3850076

ASSESSMENT PLANS AND PRIOR WRITTEN NOTICE

An Assessment Plan (AP) is a document that outlines the assessment tools and methods used to determine eligibility for special education services as well as present levels of performance, the types of measurements used to collect this information, and the individual(s) responsible for the collection/review of data. Assessments will be comprised of data from multiple sources and will require a multidisciplinary team of specialists to gather and interpret the data.   Parental consent is not required before reviewing existing data, or before administering a test or other assessment that is administered to all students, unless before administration of that test or assessment, consent is required of the parents of all the students. A parent has a right to request an evaluation at any time. For a student that has an IEP, if the school and parent mutually agree, a triennial IEP can be held early.

Prior Written Notice (PWN) is a legal requirement per IDEA, and is a protection afforded to parent(s)/ guardian(s) per their Procedural Safeguards. IDEA includes prior written notice as a measure to ensure that parents have adequate notification and understanding of special education decisions made about their child, including elements of a Free Appropriate Public Education (FAPE).   A prior written notice should provide comprehensive documentation of any and all actions proposed and/or refused by an LEA/district. The information included should be sufficient to ensure that parents understand the rationale by which decisions were made, and all things that were considered. Providing prior written notice affords parents an additional opportunity to consider and/or object to decisions that were made prior to implementation. It is the responsibility of each Case Manager and/or Assessor to ensure the PWN is provided to the parent. The PWN may be accessed through the Special Education Information System (SEIS) in the IEP documents.

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

PROCEDURAL SAFEGUARDS

Parents of children with disabilities enrolled in SCS have specific education rights under the Individuals with Disabilities Act (IDEA). These rights are called Procedural Safeguards. Individuals serving as surrogate parents and adult students aged eighteen and over who receive special education services are also entitled to these Procedural Safeguards. A copy of the Notice of Procedural Safeguards and Parents' Rights must be offered to the parent a minimum of one time yearly. A copy must also be provided to parents:

- Upon initial referral or parental request for evaluation
- When sending out an Assessment Plan and/or Prior Written Notice
- In accordance with disciplinary procedures
- Upon parental request

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SPECIAL EDUCATION TIMELINES

- ***Annual IEP review***: Not to exceed 12 months (365 days) from the date of the last IEP N/A EC 56043 (d), (j) EC 56343 (d) EC 56380
- ***Triennial Eligibility review***: Every 3 years based on the date of the last evaluation.
    - May occur more often if needed, but no more than once per year, unless the IEP team agrees
    - Parent and LEA may agree in writing that triennial assessments are not necessary and may also agree to limit the scope of the review
    - Recommendation: Begin the triennial assessment process at least 90 days prior to the triennial review date EC 56043 (k) EC 56381
- ***Parent requests an IEP meeting for a child with an existing IEP***: 30 calendar days after written request is received
    - Exception for school breaks in excess of 5 school days
    - If a verbal request is made by the parent, SCS must assist   the parent in making the request in writing EC 56043 (I) EC 56343.5
- ***Initial Assessment and IEP Development***
    - Attach Procedural Safeguards and Prior Written Notice (PWN) within15 calendar days from date of referral
    - Exception of school breaks in excess of 5 school days
    - If a referral is received 10 days or fewer before the end of the school year, then the AP must be sent to parent within the first 10 days of the following school year EC 56043(a) EC 56321(a)
- ***IEP team meeting to review initial assessments***-60 calendar days from the receipt of parent consent on the Assessment Plan, to determine eligibility and areas of need
- ***IEP to review student's lack of progress toward IEP goals***-No specific timeline; however, best practice is to convene the IEP team within 30 days of determining that a student is demonstrating a lack of progress EC 56343 (b)
- ***Parental Notification of IEP Meeting:*** No specific timeline; however, staff should notify parents of the IEP team meeting and send the IEP Notice of Meeting early enough to ensure an opportunity to attend the meeting. Best practice is to send at least 10 school days prior to the meeting date EC 56043 (e) EC 56341.5 (b)
- ***Implement the signed IEP***: As soon as possible after receiving the signed consent to the IEP from the parent. Keep in mind that compensatory education could be owed if IEP is not implemented in a timely manner EC 56043 (i) EC 56344 (b)
- ***Progress reports on IEP goals:*** Provided to the parent(s) as indicated on the IEP at least as often as general education progress reports EC 56345 (a) (3)
- ***Individual Transition Plans (ITP)***: Must be in the IEP when the student turns 16.
    - ITP's must be reviewed annually EC 56043 (g) (I) (h) EC 56341.5 (e) EC 56345 (a) (8)
    - Student informed of transfer of rights at age 18 Must be documented in the IEP when the student turns 17 that the transfer of rights has been discussed
- ***Independent Education Evaluation (IEE) Request:*** No specific statutory timeline, case law indicates SCS should respond without unnecessary delay 34 CFR 300.502 (b). All requests for IEEs are to be referred to the Director of Special Education.

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- **_Student Records Request:_** Provide parent(s) with copies of student records after an oral or written request within 5 business days   *EC 56043 (n) EC 56504*
  - Provide new LEA/District with special education records within 5 business days after request for records from new LEA/District is received

For specific details on scheduling IEPs within SCS, see Attachment A.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETING

IEP team meetings are designed to be non-adversarial and convened solely for the purpose of making educational decisions for the good of the individual with exceptional needs. SCS shall initiate and conduct meetings for the purpose of developing, reviewing, and revising the IEP of each individual with exceptional needs. (EC 56340). SCS, Parents, or the Special Education Local Plan Area (SELPA) may electronically record an IEP meeting if the requesting party provides other members of the IEP team with 24 hours' written notice. If the recording is at the request of SCS or the SELPA, and the parent objects or refuses to attend the meeting because it will be recorded, then the meeting shall not be recorded.

The following individuals are required members of an IEP team, as defined in the California Education Code (Section 56341) for purposes of developing, revising or reviewing the IEP, determining eligibility, and/or recommending placement for any pupil.

- An administrator or an administrative designee (other than the student's teacher) who is knowledgeable of program options appropriate for the student. This person must be authorized to make decisions and allocate resources.
- Not less than one general education teacher. SCS advises that the student's current general education teacher attend the meeting. It is not necessary that all general education teachers be in attendance.
- The student's special education teacher(s).
- The student's parent(s)/legal guardian(s)/surrogate parent, or an individual selected by the parent. It is important to note that no individual or agency is authorized to sign with consent to an IEP unless they possess educational rights for the student.
- When appropriate, the IEP team may also include:
  - The student.
  - Other persons who possess expertise or knowledge necessary for the development of the IEP.
  - An assessor(s) who conducted an assessment and is presenting his/her report for the IEP team or an individual with the appropriate qualifications to present the assessment report on behalf of an assessor
  - For students with suspected learning disabilities, at least one member of the IEP team, other than the student's general teacher, shall be a person who has observed the student's educational performance in an appropriate setting.
  - Interpreter as needed for parents
    - In the event the parents require an interpreter to have meaningful participation in the IEP meeting, the Case Manager should contact the Administrative Assistant in the Special Education Office to request an interpreter. SCS will arrange for an interpreter to provide the necessary assistance.
  - Member Excusal: IDEA 2004 allows for the excusal of some IEP team members. Excusal includes members unable to attend the meeting at all, or members that may need to arrive late or leave early.

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- Not Necessary: A member of an IEP team may not be required to attend an IEP meeting in whole or in part, if the parent of a child with a disability and SCS agree that the attendance of such member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.
- Necessary, but excusable: A member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if both of the following occur:
  - A. The parent and SCS consent to the excusal in writing by completing the IEP Excusal Form (available in SEIS)
  - B. The excused IEP team member submits, in writing, to the parent and the IEP team input into the development of the IEP prior to the meeting.
- SCS expects that IEP meetings will be held in person whenever feasible. In general, the Admin Designee, Parent, Student (when appropriate), general education teacher, and special education teacher are to be present in the same room. Related service providers and assessors may call in to the meeting, with prior notification and agreement of the parent, when scheduling prohibits attendance. IEP Excusal Form should be used to document parent notification and agreement of teleconference participation.

For details on how to obtain signatures following a teleconference, see Appendix B.

IEP CONTENT

The IEP is a written statement determined in a meeting of the IEP team and shall include, but not be limited to, all of the following: (EC 56345)

- The present levels of the pupil's educational performance
- The measurable annual goals, including benchmarks or short-term instructional objectives
- The specific special educational instruction and related services and supplementary aides and services to be provided to the pupil, or on behalf of the pupil, and a statement of the program modifications or supports for school personnel that will be provided for the pupil in order to advance appropriately toward attaining the annual goals, to be involved and progress in general curriculum and to participate in extracurricular and other nonacademic activities
- The extent to which the pupil will be able to participate in regular educational programs
- The individual modifications in the administration of state or district wide assessments of pupil achievement that are needed in order for the pupil to participate in the assessment
- The projected date for initiation and the anticipated duration of the programs and services included in the IEP
- Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved
- A statement of how the pupil's parents or guardian will be regularly informed, at least as often as parents and guardian of non-disabled students, on their progress toward annual goals
- When appropriate the IEP shall also include:
  - Prevocational career education for pupils in kindergarten and grades 1 to 6, inclusive, or pupils of comparable chronological age. 07/ 14R 2/ 15 3
  - Vocational education, career education or work experience education, or any combination thereof, in preparation for remunerative employment, including independent living skill training for pupils in grades 7 to 12, inclusive, or comparable chronological age

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- For pupils in grades 7 to 12, inclusive, any alternative means and modes necessary for the pupil to complete the district's prescribed course of study and to meet or exceed proficiency standards for graduation
- For pupils whose primary language is other than English, linguistically appropriate goals, objectives, programs and services
- Extended school year services when needed, as determined by the IEP team
- Provision for the transition into the regular class program if the pupil is to be transferred from a special class or center, or nonpublic, nonsectarian school into a regular class in a public school for any part of the school day
- For pupils with low-incidence disabilities, specialized services, materials, and equipment, consistent with guidelines
- At least one year before the pupil reaches the age of 18, a statement that the pupil has been informed that his or her rights will transfer to the pupil upon reaching the age of 18
- All IEPs must include an offer of FAPE

PRESENTATION OF ASSESSMENT REPORTS

Assessment reports should be presented by an individual who can interpret the instructional implications of evaluation results.   Most often, reports should be presented by the assessor who conducted the assessment. Should the assessor be unable to present their findings (due to extenuating circumstances) at an IEP meeting, another individual with the same credential may share their results and answer questions during the IEP meeting. Should an assessor be unable to attend an IEP meeting in person, they may attend via telephone or computer. If an assessor is unable to attend the meeting entirely, and no replacement is available, a team member "Excusal" form would be required for the absent team members.   Best practice would be to complete as much of the meeting as possible and reconvene at a different time to review the assessment results.

Outside Reports
The following are general guidelines for addressing the receipt of outside reports. Outside reports may be submitted by the parent for consideration by the IEP team. Information gathered from outside reports may guide team in identifying the need to assess for new areas of disability. Outside reports do not automatically determine eligibility or drive goals. SCS must conduct their own evaluations to examine student needs in the school setting and how those needs impact the student's education. An outside report may trigger the need for further assessment, but does not immediately change or determine eligibility in school setting (medical diagnosis versus educational eligibility).   Conversely, a medical diagnosis is not required for determination of eligibility in the school setting.

ELIGIBILITY CRITERIA

A child shall qualify as an individual with exceptional needs if the results of the assessment demonstrate that the degree of the child's impairment requires special education in one or more of the program options authorized by EC § 56361. The decision as to whether or not the assessment results demonstrate that the degree of the child's impairment requires special education shall be made by the IEP team. The IEP team shall take into account all the relevant material that is available on the child. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the child's eligibility for special education (CCR Title 5 § 3030(a)). The disability terms used in defining an individual with exceptional needs under Title 5 §3030(b) include: (1) Autism, (2) Deaf-Blindness, (3) Deafness, (4) Emotional Disturbance, (5) Hearing Impairment, (6) Intellectual Disability, (7) Multiple Disabilities, (8) Orthopedic Impairment, (9) Other Health Impairment, (10) Specific Learning Disability, (11) Language or Speech Disorder, (12) Traumatic Brain Injury, and (13) Visual Impairment.

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INTERIM PLACEMENT

Whenever a pupil with an IEP transfers into SCS the pupil will be provided a free appropriate public education, comparable to those described in the previously approved IEP, in consultation with the parent for a period not to exceed 30 days. SCS, shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law (EC 56325). SCS has an obligation to implement the student's last IEP, but the new placement does not have to exactly replicate the prior placement (Mrs. S. ex rel G. v. Vashon Island Sch. Dist. 337 F.3d 1115 (9th Cir. 2003)). If the student's goals can be met in a less restrictive environment, and the parent/guardian agrees, SCS will convene an IEP meeting to offer this alternative.

Comparable Services
Comparable services will be determined based on:
- The last agreed upon and implemented IEP obtained *directly* from the student's previous school
- IEP will be analyzed to determine what portions of the student's transfer IEP can be implemented, where, how soon and by whom
- If portions of the student's IEP that cannot be implemented, SCS will convene an IEP meeting to consider possible solutions to meet student needs

For detailed information on the Interim Placement Process see Appendix C.

VISION AND HEARING SCREENINGS

Pursuant to 5 CCRSection 3027, hearing and vision screening should occur prior to student's triennial, "All pupils being assessed for initial and three-year review for special education services shall have had a hearing and vision screening, unless parental permission was denied." Screening should take place prior to any formal testing and may be included as part of the student's assessment (EC Section 56320)**.** Screenings completed within 6 months of the date of the Triennial are considered valid. In the event the student that is being assessed for an initial or a triennial does not have V/H results within 6 months, then the screening must be completed within the 60 day timeline of the assessment plan. The IEP team may consider an outside report from a physician. The IEP team may take into consideration and accept the results.

STATE TESTING

Students will participate in state testing in accordance with the testing schedule established by SCS. Students will receive all appropriate accommodations or modifications in accordance with their IEP. Special Education and Related services may be suspended for no more than 1 week (5 days) during the testing period.

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Compliance Monitoring

Under the direction of the Director of Special Education, Compliance Technicians will:

- Utilize internal compliance monitoring tools to review incoming IEPs. Non-compliance issues will be addressed by the Director of Special Education. *See Appendix D for Compliance Monitoring Tool.*
- Maintain a daily schedule of filing documents in student files including, but not limited to: Progress Reports, SST/MTSS documents, and all IEP documents
- Maintain a weekly schedule of utilizing SEIS and OASIS to monitor student data providing ongoing preparation for CASEMIS and CALPADS submissions in accordance with SELPA policies and to ensure compliance of all IEP timelines for all Annuals, Triennials, Initials, and Interims
- Develop a 60 day calendar based on SCS school year calendar at the beginning of each school year
- Maintain Communication Logs, including Enrollment notes, in OASIS.
  Enrollment Logs will be printed by Special Education Administrative Support Staff and placed in IEP file

Maintenance of Pupil Records

- Pupil records are a necessary element in describing a pupil's development in school. It is also essential for the records to be accurate, appropriate, and secure, in accordance with state and federal laws. Only the parent (or pupil over 18) may authorize the release of any information except under the specific and narrow set of circumstances in accordance with state and federal laws.

Per the Title 5 California Code of Regulations (CCR, § 431) SCS will:

- Guarantee access to authorized persons within five (5) business days of the request
- Assure security of all confidential records by maintaining all pupil files in locked file cabinets
- Monitor and maintain access log in every pupil file
- Limit access to those school employees with an "educational need to know" and the parent (or pupil over 18 years of age)
- *Special Education Administrative Support Staff will send Special Education Records to Student Records Department within 48 hours of the request for records in order for Student Records staff to meet the 5 day timeline.*

Destruction of Pupil Records

Director of Special Education or Designee will oversee and approve the destruction of pupil records in accordance with the following guidelines.

All school records in California are divided into three groups for the purpose of defining how long records are kept before they are destroyed:

- Class I - Mandatory Permanent: Must be kept indefinitely by the school district unless microfilmed
- Class II - Mandatory Interim: Unless forwarded to another district, Mandatory Interim records (i.e., access log, health records, special education programs, language training records, progress reports, standardized tests administered in preceding 3 years) may be reclassified as Disposable when the pupil leaves the district or when their usefulness ceases. Such records must be maintained for a minimum three or five years after the completion of the activity for which grant funds were used. Destruction of the file shall be during the third school year following reclassification after parent notification.
- Class III – Disposable or Permitted: The only disposable records are Class III (i.e., objective staff ratings, standardized test results more than 3 years old, routine disciplinary data, behavior observations, disciplinary notices, and attendance records not otherwise required). Such records may be destroyed six months after the pupil completes or withdraws from the educational program. These are to be destroyed so as to maintain the confidentiality of the record.

For complete information and definitions related to Pupil Records, please refer to the Riverside County SELPA website at
http://www.rcselpa.org/common/pages/DisplayFile.aspx?itemId=1498103

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Appendix A
Scheduling IEP Meetings

Academy Students
- Special Education Department will provide a report from SEIS to each school site with the projected number of IEPs due for each month based on current enrollment prior to the end of the school year-update. This report will be provided within the first month of the school year, and will be updated monthly throughout the school year.
- IEP Administrative Designee and the Special Education Case Manager are responsible for identifying IEP dates throughout the school year to meet the needs of the projected IEPs
- Case Manager is responsible for monitoring IEP due dates and scheduling IEPs throughout the year-it is recommended that all IEPs for current caseloads be scheduled at the end of each school year and revised in the Fall
- Case Manager is responsible for completing Notice of Meeting, notifying parents, and ensuring all Team Members are notified of the meeting via Calendar invite at least 2 weeks prior to the date of the meeting

Home School Students
- Special Education Department will provide each Home School Directors/Administrators/Designees with the projected number of IEPs due for each month. The report will be sorted by area based on current enrollment, prior to the end of the school year-update. This report will be provided within the first month of the school year, and will be updated monthly throughout the school year.
- Home School Directors/Administrators/Designees will identify IEP dates throughout the school year to meet the needs of the projected IEPs and provide list of available dates to Special Education Department
- Special Education Administrative Support Staff will develop Master IEP Calendar for Home School students and schedule all IEPs by June 30 of each school year and will revise by September 30
- Special Education Administrative Support Staff will send tentative calendar invites once schedule is finalized
- Special Education Department will monitor student enrollment and revise IEP schedule as needed
- Special Education Administrative Support Staff will send final calendar invitation to all Team Members at least 2 weeks prior to the IEP meeting
- Case Manager is responsible for completing Notice of Meeting and notifying parents of the date of the meeting

In the event Administrative Support is needed from Special Education Department, Case Manager should contact the Special Education Department at 951-225-7731 at least 2 weeks prior to the meeting date to request assistance. Special Education Administrative Support staff will notify Special Education Director or Designee of the need and an available Administrator will be assigned.

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Appendix B
Obtaining Signatures for IEP

SCS expects that IEP meetings will be held in person whenever feasible. In general, the Admin Designee, Parent, Student (when appropriate), general education teacher, and special education teacher are to be present in the same room. Related service providers and assessors may call in to the meeting, with prior notification and agreement of the parent, when scheduling prohibits attendance. IEP Excusal Form should be used to document parent notification and agreement of teleconference participation. In the event members must participate via teleconference, the following guidelines must be followed to ensure all appropriate signatures are obtained:

- Case manager (CM) is responsible for identifying if all team members will be physically present at the IEP.
- If a team member will be calling in or the IEP meeting will be held via teleconference, the CM will confirm parent is aware and in agreement prior to the IEP meeting.
- In the meeting notes, document if an individual is attending via phone, or if the meeting is being held via teleconference. Place in parenthesis next to the team member name (by phone).
- CM will obtain parent signature and signature of those team members present, upload signature page into SEIS, and include in the packet to be sent in to the SpEd office.
- CM documents in SEIS the parent signature is present.
- Each IEP team member NOT in person at the IEP meeting, will download the signature page, sign, upload into SEIS, mail in to Special Education office, and inform CM when completed.
- CM is responsible to oversee all signatures have been uploaded and sent in to the Special Education office.

Parent Signature
- If IEP is sent home for parent signature, process for IEP team members not present is the same; however, CM is responsible for following up with parent to ensure parent signature is obtained in a timely manner (within 1 to 2 weeks, maximum).
- CM needs to document the attempts to obtain signature, which may include sending an additional copy of the IEP home, setting up a meeting for parent to sign, etc.
- Include the ES/TOR in the attempts to obtain a signature.
- Remember, new goals, services etc. cannot be implemented until IEP is signed and returned to Springs Charter.
- If CM is unable to obtain signatures, CM is to inform Special Education Director of inability to obtain signature.
- Once IEP has been signed by parent, CM is responsible for changing SEIS to reflect the receipt of parent signature.

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Appendix C
Interim IEP Placement Process
For New Springs Students with IEPs

1. Once a new student with an IEP has signed the Student Agreement, the ES, TOR, or designee will notify the Special Education department at special.education@springscs.org or via a secure internet site. The notification will include the student name, parent name and contact information, the program that the student has enrolled in, and the start day as noted on the Student Agreement. The email will also indicate if a copy of the IEP was provided or not, and the location of the IEP.
2. Enrollment staff may either upload a copy of the IEP that the parent provided into OASIS, or attach to the enrollment notification email with parent permission.
3. Special Education staff will contact parent within 24 hours to let them know the enrollment has been received and the IEP is being reviewed.
4. If IEP is not provided by parent, Special Education Administrative Support Staff will contact the previous district within 24 hours via phone/fax/e-mail or through SEIS to obtain copy of the IEP.
5. Special Education Administrative Support Staff will notify Director of Special Education or Designee of the new student and provide copy of the IEP.
6. When school is in session:
   - Director of Special Education or Designee will review IEP and contact parents within 48 hours of receipt to determine appropriate comparable services and placement for the Interim placement period.
   - Upon verification of special education services, student will be enrolled in the appropriate program
     - If there is a delay of more than 48 hours in receiving verification of special education services, the student will be enrolled as a General Education student.
     - Upon verification of special education services, the student's services will be implemented
     - If records are not received within 30 days, an assessment plan may be developed if there are any areas of suspected disabilities.
   - Special Education Administrative Support Staff will maintain contact with parent and the school site to provide updates on the progress.
7. When school is not in session:
   - Director of Special Education or Designee will review IEP and contact parents within 2 weeks to determine appropriate comparable services and placement for the Interim placement period.
   - All services will be in place and determined by the first day of the new school year.
   - If verification of Special Education services is not received before the start of the school year, the student will be enrolled as a General Education
   - Upon verification of special education services, student will be enrolled in the appropriate program
     - Upon verification of special education services, the student's services will be implemented
     - If records are not received within 30 days, an assessment plan may be developed if there are any areas of suspected disabilities.
   - Special Education Administrative Support Staff will maintain contact with parent and the school site to provide updates on the progress
8. Director of Special Education or Designee will assign Case Manager and contact Case Manager and Principal once placement is determined for processing of Interim Placement documentation, including 30 day due date for Interim Placement meeting.
9. In the event student is to be placed in program outside of SCS (District program, RCOE class, NPS, etc.), placement decisions will be made within the timelines listed above; however, the actual start date of the student will be determined by the enrollment process of the receiving program.

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10. Interim Placement form will be completed by Director of Special Education or Designee.
   - Academy Students: Interim Placement form should be signed by parent and Site Principal and scanned to secure internet site or emailed with written parent permission to special.education@springscs.org
   - Home School Students: Interim Placement form should be signed by parent and scanned to secure internet site or emailed with written parent permission to special.education@springscs.org for signature of Director of Special Education or Designee
   - Special Education Administrative Support Staff will complete data entry to SEIS and/or OASIS, upload to SEIS and place hard copy in Student's file
11. Case Manager is responsible for scheduling IEP within 30 calendar days of the first day of attendance.
12. Scheduling the Meeting
   - Academy Students:
     - Case Manager is responsible for completing Notice of Meeting, notifying parents, and ensuring all Team Members are notified of the meeting within 1 week of the first day of attendance to ensure availability of all required Team Members
   - Home School Students:
     - Case Manager is responsible for contacting Special Education Administrative Support Staff to schedule the meeting within 1 week of the first day of attendance to ensure availability of all required Team Members
     - Special Education Administrative Support Staff will send calendar invitation to all Team Members based on IEP Calendar dates available within the 30 day requirement
     - Case Manager is responsible for completing Notice of Meeting and notifying parents of the date of the meeting

Special Notes
   - School staff may contact the Special Education Reception Department at 951-225-7731 or via email at special.education@springscs.org during the enrollment process with any questions.

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Appendix D: Compliance Monitoring Tool

Student Name	Auditor Name				
INTERIM COMPLIANCE CHECKLIST	**Date:**	**Compliant:**		**Initials:**	
Enrollment					
Interim Placement Form		Yes	No		
Date of: ❍30 day IEP Meeting ❍30 day/Annual IEP Meeting ❍Amendment		Yes	No		
Copy of Notice of Meeting if : ❍ 30 day IEP Meeting ❍ 30 day/Annual IEP Meeting		Yes	No		
Copy of Signature Page		Yes	No		
INITIAL COMPLIANCE CHECKLIST	**Date:**	**Compliant:**		**Initials:**	
Parent/MTSS Request for Assessment					
Copy of Parent/MTSS Request for Assessment		Yes	No		
PWN/AP (w/in 15 days of request)		Yes	No		
Date of Receipt of Signed AP (if no rec'd stamp, date of parent sig)		Yes	No		
Copy of Notice of Meeting		Yes	No		
Copy of Initial IEP (w/in 60 days of Signed AP)		**Yes**	**No**		
If SLD: Copy of Team Determination of Eligibility w/signature		Yes	No		
Copy of Signature Page (w/ Parent Signature)		Yes	No		
Copy of Team Member Excusal (if applicable)		Yes	No		
Copy of all assessment reports (i.e. Psych, OT, SLP,)		Yes	No		
Testing Protocols		Yes	No		
Copy of Amendments (if applicable)		Yes	No		
ANNUAL COMPLIANCE CHECKLIST	**Date:**	**Compliant:**		**Initials:**	
Notice of Meeting		Yes	No		
Copy of Annual IEP (w/in 12 months of prior IEP) including Progress Reports		**Yes**	**No**		
Copy of Signature Page (w/ Parent Signature)		Yes	No		
Copy of Team Member Excusal		Yes	No		
PARENT REQUEST FOR AN IEP MEETING	**Date:**	**Compliant:**		**Initials:**	
Date of Written Request from Parent		Yes	No		
Date of Notice of Meeting		Yes	No		
Copy of IEP (held w/in 30 days of request)		**Yes**	**No**		
Copy of Signature Page (w/ Parent Signature)		Yes	No		
TRIENNIAL COMPLIANCE CHECKLIST	**Date:**	**Compliant:**		**Initials:**	
Copy of Signed AP		Yes	No		
Copy of Notice of Meeting		Yes	No		
Copy of Triennial IEP (w/in 36 months of prior IEP) including Progress Reports		**Yes**	**No**		
If SLD: Copy of Team Determination of Eligibility w/signature		Yes	No		
Copy of Signature Page (w/ Parent Signature)		Yes	No		
Copy of Team Member Excusal (if applicable)		Yes	No		
Copy of all assessment reports (i.e. Psych, OT, SLP)		Yes	No		
Testing Protocols		Yes	No		
Copy of Amendments (if applicable)		Yes	No		
NOTES:					

School Year: _____

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Master Plan for English Learners

Personalized Learning Department
Revised March 2018

A Message from the Superintendent

The ultimate goal of Springs Charter Schools' (SCS) English Learner Program is to develop English language literacy in each English learner (EL) as effectively and rapidly as possible so that students experience academic success comparable to native English speakers. SCS recognizes that this goal can be accomplished through programs that are ELD standards-based, individualized, and well designed so that students can access the entire curriculum while acquiring English.

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

Springs agrees with the California Department of Education on the vision for English Learners. As such we:

… affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for [our students].

https://www.cde.ca.gov/sp/el/rm/

Federal case law requires that the main goals of the English Learner Program be to develop in each English learner, fluency in English as effectively and as rapidly as possible, and to develop mastery of the core curriculum comparable to native English speakers. Springs Charter Schools will ensure that students recoup any academic deficits incurred in achieving grade level standards in those areas. In order to achieve these goals, the charter school will:

- Provide all students with the opportunity to participate in high quality curricular activities that address academic standards
- Offer programs based on student need and sound educational pedagogy
- Provide for and honor parent options
- Provide high quality staff development
- Embrace parent involvement in the educational process
- Provide a process for monitoring the effectiveness of the program.

SCS complies with all applicable federal and state laws concerning services and the education of EL students. SCS has adopted policies and procedures ensuring the:

- Identification of EL students

- Development of a program designed to provide assistance to EL students

- Development of appropriate evaluation standards, including formalized testing procedures to identify the level of proficiency

SCS will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status,

monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

English, academic achievement at parity with native English speakers, a positive self-image, and reclassification to Fluent English Proficient, as well as developing in all students an appreciation of the cultural and linguistic diversity English Learners bring to the community.

Initial Identification

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

If any of the first three responses on the HLS indicate a language other than English, the student is assessed within thirty days in English listening, speaking, reading, and writing using the English Language Proficiency Test for California (ELPAC) beginning with the 2018-2019 school year. The results of these assessments enable school personnel to determine the English language proficiency level of the student. In addition, the student's information will be reviewed in CALPADS to ensure accuracy of the HLS.

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

English Language Assessment
For the 2017-2018 school year, the state-approved instrument used for initial language assessment is the California English Language Development Test (CELDT). The assessment determines the student's English language proficiency level (1, 2, 3, 4 or 5). The CELDT test should be given only once for initial identification. Beginning in spring 2018, and each year thereafter the ELPAC will be given for annual progress monitoring. Annual progress will be scored based on 4 proficiency levels (Minimally Developed, Somewhat Developed, Moderately Developed, and Well Developed).

The speaking portion of the CELDT and ELPAC are designed to assess the student's oral language proficiency. For all students, the oral portion of the test is administered individually and it is scored as the student responds to each item.

Both tests proceed with the listening, reading, and writing assessment. The listening, reading, and writing portion of the test can be administered as group tests for grades 3-12. Students in grades TK-2 are assessed individually. Scores from each initial test are used to determine the designation of the student as either an English Learner (EL) or the basis for re-designation to Initially Fluent English Proficient (IFEP). Reading and writing scores are not used in determining English Learner status for students in grades TK-1. The assessment shall be conducted by qualified and trained assessors who reports to the SCS Assessment Department.

Test results are recorded on an assessment information sheet and placed in the SCS cumulative folder. The proficiency level is entered and recorded in the student information system (OASIS) database.

Notification of Assessment Results

The school shall send a notification of the results of English proficiency assessments within 30 days to all parents/guardians of pupils assessed, whether the pupil is designated as fluent English proficient or limited English proficient. These notifications shall be written in English and Spanish (where applicable). In addition, the notice shall be given orally when staff has reason to believe that a written notice would not be understood. Before pupils are enrolled in a program for English language learners, parents/guardians also shall receive information about the program and their opportunities for parental involvement as specified by law. This information shall include the fact that an individual pupil's participation in the program is voluntary on the part of the parent/guardian. In addition, the Director of Assessment will review monthly score reports and notify school administrators and teachers of student performance levels.

Before pupils are enrolled in a program for English language learners, parents/guardians also shall receive information about the program and their opportunities for parental involvement as specified by law. This information shall include the fact that an individual pupil's participation in the program is voluntary on the part of the parent/guardian.

Documentation

After testing is completed, the following documents are filed in the student's cumulative folder:
- Application including the Home Language Survey (kept with enrollment documents).
- Original language assessment score sheet
- Language assessment results
- Parent Notification form copies
- Transition/reclassification forms

Instructional Program

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

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

ELD may be designated or integrated for a minimum of 20 minutes per instructional day in grades K-12. However, SCS recommends 30 minutes per instructional day.

The ELD curriculum is based on the California English Language Development Standards and will include state-adopted programs, as well as supplemental English Language Development materials.

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

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

In summary, the SCS instructional program is designed to promote language acquisition and proficiency, oral language development, and enriched learning opportunities for all ELs.

English Language Development

English Language Development (ELD) Detailed
Springs Charter Schools uses the ELA/ELD Framework to guide administrators and staff.

The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve (ELA/ELD Framework) breaks new ground by providing a blueprint for the implementation of two sets of interrelated standards:

- *California Common Core State Standards for English Language Arts and Literacy in History/ Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy), adopted by the California State Board of Education (SBE) in August 2010 (with minor modifications adopted in 2013) (California Department of Education [CDE] 2013a)*

- *California English Language Development Standards (CA ELD Standards), adopted by the SBE in November 2012 (CDE 2014a)*

These two sets of standards have wide-ranging importance: The ability to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts expands students' opportunities for career and college success and for full and wise participation in a democratic society and global economy.

Moreover, skill in literacy and language provides individuals with access to extraordinary and powerful literature that widens perspectives, illuminates the human experience, and deepens understandings of self and others. Since literacy and language are foundational to all learning, both sets of standards are crucial to ensuring that all California students achieve content standards in every discipline.

This ELA/ELD Framework addresses English literacy and language, including reading, writing, speaking, listening, and language and the use and development of these skills across the disciplines. The CA CCSS for ELA/Literacy and the CA ELD Standards define what students are expected to know and be able to do at each grade level or span and, in the case of the CA ELD Standards, the English language proficiency level. This ELA/ELD Framework guides the development of curriculum, instruction, assessment, instructional materials, and professional learning to ensure that all California learners benefit optimally and achieve their highest potential.

https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

Support for English Learners in SCS programs is guided by the CA ELA/ELD Framework in both integrated and designated instruction. SCS will create an environment in which non-English speaking families feel supported and welcomed. SCS will employ bilingual staff whenever possible, and all communication materials for parents and guardians will be available in English or other home language (as required). All

meetings that involve parents or other members of the community will offer the appropriate translation services as needed.

English Language Development is a part of each English Learner's instructional program. ELD is integrated into all content areas and the SCS I CAN! Standard are the focal standards for designated ELD instruction. The ELD I CAN! Standards are the CA ELD Standards written in student friendly language.In addition to each student's ELA and mathematic I CAN! goals, students are assigned ELD standards to master based on their initial or summative assessments and other multiple measures, including i-Ready diagnostic results. SCS ELD I CAN! Statements are aligned to the ELA I CAN! Statements. When necessary, each program includes a portion of the day when the focus of instruction is ELD and is geared towards each student's language proficiency level. In order to teach at the proficiency level of each student, teachers may combine or divide their students into homogeneous proficiency groupings.

ELD will be incorporated not only within the language arts curriculum, but also in all content areas in accordance with the CA CCSS for ELA/Literacy which includes developing reading and writing in all subjects. ELD will also be taught daily in designated time for a minimum of 20 minutes per instructional day in grades K-12. However, SCS recommends 30 minutes per instructional day. High school classes will have scaffolded supports to help EL students understand and master the content-specific vocabulary. High School shadow classes for EL students are provided for English and mathematics at all levels. Shadow classes include explicit instruction for English Language Development including developing reading comprehension through teaching metacognitive skills and strategies. Metacognitive skills are developed through modeling and using "think-aloud" instruction such as verbalizing the skills used when comprehending a text. Additional scaffolds include ensuring that the core instruction is comprehensible through developing prior knowledge including vocabulary and ensuring that all students have the requisite foundational skills to access the grade-level content. These classes provide students with multiple opportunities for practice in a personalized setting.

Springs teachers use strategies that are specifically intended to develop English language. Strategies target vocabulary development, reading fluency, reading comprehension, and include explicit English language development. Skills are taught explicitly through modeling, explaining, and using skills in context. Teachers include multiple opportunities for students to practice skills and strategies before applying in authentic learning experiences such as developing a project.

Subject area teachers, advisors, and the EL coordinator meet biannually to ensure that EL students receive EL and core content instruction appropriate for their English proficiency and grade levels.

In order to determine the student's annual progress in English, each English Learner is assessed annually with the ELPAC (2018-19). Additional assessments obtained from the ELA and ELD curriculum, and teacher observations are considered to determine progress aligned to the Catch-up Plan, according to a continuum of skills in the development of English language proficiency.

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

- Assessments embedded in textbooks
- Teacher-made assessments aligned with the ELD Standards
- CELDT/ELPAC outcomes
- iReady

● Web-based, ELD-standards based assessments

The ELD Standards provide expectations and achievement at the Emerging, Expanding, and Bridging proficiency levels for EL students. The ELD Standards address skills ELs must acquire in initial English learning in order to enable them to become proficient in English Language Arts. The ELD Standards integrate the Collaborative, Interpretive and Productive functions toward Metalinguistic Awareness and Accuracy of Production. The shared goal is to assist students in developing skills to obtain cognitive academic proficiency in English. ELD can occur in a variety of instructional settings. ELD must be a planned, specific, explicit component of the total education of the EL student, as well as integrated into the ELA curriculum.

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

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

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

Springs Charter Schools believes that the best learning occurs when:
● The parent is directly involved in the teaching/learning process
● Learning styles are tailored to each individual student's needs
● One-to-one teaching is the primary arrangement
● There is enrichment through field trips, apprenticeships, cooperative classes, and appropriate uses of technology
● Schooling is viewed as one aspect of an education
● The entire community serves as the school campus

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

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

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

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

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

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

Multiple Measures
Springs Charter Schools employ multiple measures to monitor student progress. English Learner progress is monitored in collaboration by the MTSS Coordinators, EL Coordinators, and teachers and Education Specialists. Teachers and Education specialists track individual student growth and review progress in PLC meetings and meetings with MTSS Coordinators. The MTSS Coordinators meets with the EL Coordinator at least once per semester to review progress of English Learners.

These meetings are held to determine if each EL student is on-target for meeting expectations based on the level of English proficiency at enrollment, and the number of years in the English Learner program. If students are not progressing at the expected rate learning plans are modified accordingly and may include implementing a Catch-Up Plan to remediate any deficits in the student's academic growth. EL students are also monitored through the RTI process and STAR teams.

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

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

The catch-up plan will be instituted for all students who are assessed and found to be one grade- level or more below their expected level in English Language Development and/or core subjects.

A number of diagnostic tools will be used to pinpoint the student's areas of difficulty. The evaluation procedure may include use of the DIBELS, CAASPP test results, i-Ready, benchmark/milestone assessments, teacher observation and evaluation of student work. After the initial identification a student support team, including the teacher/ES, the Coordinator of EL services and the Assistant Superintendent, or designee, will meet to develop a personalized learning plan for the student, which may include modified curriculum, modified teaching methods, and support services.

Students who are not meeting expected growth in learning areas should be assessed three times per year by their teacher to check progress; curriculum will continue to be modified or changed by the Education Specialist and Coordinator of EL services, with regular review and analysis of assessments and regular feedback to the parents. Narrative anecdotal records will be kept monthly, charting student progress toward learning goals. These records will be available for review by all members of the support team. The support team will meet at least twice per year to review student progress. If the student does not progress at a steady rate SCS may recommend a transfer to a more traditional school setting.

Interventions used to help students reach grade-level targets include but are not limited to:
- Professional tutoring
- Small group instruction
- Video-based mastery learning
- Modifications of current curriculum
- Changes in curriculum
- Modified and varied teaching methods

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

determining the eligibility of bilingual special education students.

The LEP/FEP status of a student is used to determine the language in which he/she will be assessed when a formal referral to special education is made. Bilingual personnel are utilized to interpret during IEP meetings, and are available to transcribe all written documents (assessment reports, IEP forms, Parent Rights and Procedural Safeguards, etc).

IEP teams will ensure that each English learner receives appropriate services to develop English proficiency and have equitable access to the full curriculum. Each English learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction.

EL students who have an IEP will have test accommodations available for the CELDT and the ELPAC. These accommodations are determined by the IEP team and include, but are not limited to, dictation of written responses to a scribe, use of assistive devices, Braille versions of the test, and testing over more than one day or in an alternate test environment.

Curriculum

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

The ELD curriculum is based on the California English Language Development Standards and may include state-adopted programs such as, Houghton-Mifflin and Harcourt, as well as supplemental English Language Development materials.

All academy programs use state-adopted ELD materials in the classroom based on the students' needs.

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

Resource	Description
Brain Pop ESL	Brain Pop is a web-based, comprehensive English language learning program for teachers and students. Using meaningful content, it teaches English to speakers of other languages by incorporating four essential language skills: listening, speaking, reading, and writing.
Raz-Kids ELD	Raz-Kids ELD is an online learning program for students that builds skills by providing regular contact with clearly spoken and written English, and many opportunities to speak English aloud and answer questions in English. It has English oral language models are presented through instruction, vocabulary exercises, storyline, and comprehension activities, all with engaging animations. This gives students the opportunity to make oral responses and check the accuracy of their own responses.
Vocabulary Teacher's Book of Lists ESL Teacher's Book of Lists Reading Teacher's Book of Lists	These resources give teachers reference material with comprehensive word lists used to build vocabulary and support development of reading and grammar skills.
Pay Attention Please Listen, Look, and Do, Laugh and Learn Grammar	Pay Attention are supplemental teaching books to teach listening skills and build vocabulary through fun, interactive activities and lessons.
ELD and Vocabulary Canvas Course	The Canvas Online resource, created by Springs staff, includes helpful tips, teaching resources, instructional strategies, and contacts to further support ELD instruction.

Houghton-Mifflin ELL Manual	The ELL Manual is a supplemental manual used to support English Learners with the stories and skills taught in the Reading Anthology. Includes vocabulary resources, small group activities, and fluency development practice.
i-Ready	Based on the results of the i-Ready Diagnostic, students are automatically placed into student instruction customized to their placement levels. These online lessons provide a consistent best-practice lesson structure and build conceptual understanding, in addition to being engaging and fun for learners of all levels.
Rosetta Stone	Designed by linguists, Rosetta Stone teaches English through immersion. Engaging activities captivate and entertain students to make English feel like their native tongue.
Reading A-Z	Reading A-Z resources includes: books and resources correlated to state and Common Core Standards; reading lessons, decodable books, reader's theater scripts, reading worksheets and assessments; leveled readers spanned across 29 levels of difficulty; fluency passages to improve reading rate, accuracy and expression; phonological awareness and phonics lessons, flashcards, worksheets; and vocabulary books, graphic organizers, word sorts and other vocabulary resources.
LEXIA	Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. Lexia engages and motivates students in a game-like environment, provides progress-monitoring data without administering a test, and is accessible via Chromebook.
Reading Plus	Reading Plus integrates physical, cognitive, and emotional domains into one personalized system. This builds the physical skills essential for fluency and stamina, provide the texts to build vocabulary and comprehension, and tap into student interest to build confidence and motivation.

Staffing Authorizations

Under the management of the Superintendent, SCS takes an active role in the recruitment and staffing of authorized personnel for all EL programs and makes it a priority to hire CLAD and BCLAD teachers.

The charter schools seek CLAD and BCLAD teachers by working closely with the San Diego, San Bernardino, Orange, or Riverside County Offices of Education, local universities, by attending job fairs and career days and through a variety of job announcements. The charter school prides itself in having an abundant number of teaching staff that hold CLAD and BCLAD certification along with BCLAD Special Education Resource teachers and bilingual school psychologists.

Teachers not currently authorized but who are serving ELs shall be required to sign a memorandum of understanding stipulating that they will be actively participating in professional development designed to secure an appropriate authorization within two years. The Superintendent, or designee, will then monitor attendance at professional development activities to ensure that such teachers remain on track to complete the necessary training for their authorizations.

Professional Development

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

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

Staff development opportunities occur throughout the school year and focus on key aspects of program design and management, curriculum, instructional strategies, English language and literacy development, standards and assessment, parent education and parent outreach. These opportunities are provided through on-site trainings, in-services, educational conferences, and staff meetings. Each program will be assigned an ELD mentor or coordinator to help facilitate staff development.

Teachers will engage in best practices to support ELs, with the specific strategies modified according to the need of the student and the program in which the student is enrolled. In the classrooms, ELs have daily access to the core curriculum and are taught in English with additional support as necessary such as CLAD and BCLAD instructors, tutors, peer support, and after-school study halls. In independent study/homeschool, students will be supported daily with a variety of online tools including i-Ready, Rosetta Stone, RAZ Kids, Reading A-Z, BrainPop, LEXIA, and Reading Plus. Canvas and Adobe Connect are used to enable students to connect with their credentialed teacher via a virtual platform. In addition, face-to-face instruction with a credentialed CLAD or BCLAD instructor may occur each week.

These best practices include, but are not limited to project-based learning with an emphasis on multiple ways of showing mastery of knowledge, online vocabulary skills development, heterogeneous groupings in core academic classes, and supplemental pull out instruction with a focus on academic language acquisition, after-school support, and tutoring.

SCS staff will continue to receive professional development in Specially Designed Academic Instruction in English (SDAIE), ELD instructional strategies, and reading instruction per the Multi-Tiered System of Supports pyramid as part of their ongoing professional development activities. Instruction techniques, assessments, materials and approaches are aligned with California EL and Content Standards and focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills.

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

Reclassification

Reclassification Criteria

Title III requires that reclassified students be monitored for a period of at least 4 years following reclassification. The Coordinator of EL Services and the Assistant Superintendent overseeing EL will supervise the process of monitoring reclassified students. School staff will use the CAASPP, multiple measure scores, teacher assessments and observations to semi-annually monitor the progress of R-FEP students for a period no less than 4 years after reclassification. Student performance shall be reviewed at least at each semester. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need.

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

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

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

For the **2017-2018** school year, the reclassification criteria is listed in the chart below. Minimum scores required for each of the reclassification criteria are:

Evaluation	Minimum Scores
1. CELDT	-Level 4 overall -No domain score less than 3 *Listening and Speaking only for K-2
2. District Benchmark Assessments and/or CAASPP- English Language Arts	-Mid Basic for benchmark -Mid Level 2 (Nearly Met) for CAASPP
3. Teacher and parent/guardian Input and Observation	-Grade-level achievement of Graduate Learner Outcomes -SOLOM 20+ points

4. ELA Classroom Grades	-No less than a C or a 3 in English Language Arts on the report card *Report Card grades can be waived in some cases, as determined by teacher and Director of Assessment.

For the 2017-2018 school year, an EL student who meets criteria 2 and 3 above, but does not meet criteria 1, based on their 2016 CELDT results, can be re-assessed using the 2016-2017 version CELDT. If the student meets the minimum score for reclassification based on this assessment, he/she will be reclassified to RFEP. If the student still does not meet the minimum score for criteria 1, they will remain an EL and be given the ELPAC each spring until they meet the minimum score.

The State Board of Education will issue <u>new guidance</u> for reclassification based on ELPAC prior to the 2018-2019 school year. Once released, Springs will update accordingly.

Reclassification of students with an active IEP
Based on guidance from SELPA (Special Education Local Plan Area), an EL students with an active IEP can be reclassified, even if they have not met the minimum CELDT/ELPAC score and/or the minimum benchmark or CAASPP scores. The IEP team will evaluate the student's progress in language acquisition, using the EL Reclassification worksheet for SWD, to determine if the CELDT/ELPAC, benchmark, and/or CAASPP scores are low as a result of their disability or as a result of their language acquisition. If the IEP team determines that the low assessment results are due to their disability and not their language acquisition, the student will be reclassified.

Reclassification process
1) The Assessment Department will screen all CELDT/ELPAC scores to create a list of students who met the first criteria above.
2) The Assessment department will check benchmark and CAASPP scores for students who met the CELDT/ELPAC score criteria. The Assessment department will request teacher input for students who meet the first criteria, but do not have scores to support the second criteria. The resulting list will include all reclassification candidates.
3) The Assessment Department distributes to the teacher(s) of each reclassification candidate a form requesting the teacher 1) conduct an evaluation of the student's achievement in the core content areas, 2) assess the student's oral English proficiency by using the SOLOM, 3) Consult the student's parents by at least one of the following: personal conference, in writing, or by telephone, 4) provide the student's current report card grades for ELA (optional), 5) recommend or deny the student's reclassification to fluent English proficient
4) Additional notes:
   - Springs does not recommend reclassification for students below grade 3
   - Students must meet the criteria above in order to be reclassified. They cannot be reclassified on CELDT/ELPAC scores, teacher input, or parent input alone.
   - The Director of Assessment and the CELDT/ELPAC coordinator must review and sign the Student Reclassification Worksheet in order to be approved. Until the worksheet is approved and finalized, the student MUST continue to receive ELD and be marked as an EL on attendance.

Transition to ELPAC: Reclassification
LEAs are to continue using the following four criteria to establish local reclassification policies and procedures. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

a) Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC

b) Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery

c) Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process

d) Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English

e) The Student Oral Language Observation Matrix (SOLOM) will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage (Springs still utilizes this tool because staff find it valuable)

To note again: The State Board of Education will issue new guidance for reclassification based on ELPAC prior to the 2018-2019 school year. Once released, Springs will update accordingly.

Monitoring of reclassified students
The Elementary and Secondary Education Act (formerly No Child Left Behind), Title III requires that reclassified students be monitored for a period of at least 4 years following reclassification. The Director of Assessment and Assistant Superintendent supervise the process of monitoring reclassified students. School staff will use the district benchmarks, Multiple Measure scores, and teacher assessments and observations to semi-annually monitor the progress of R-FEP students for a period no less than 4 years after reclassification. Student performance shall be reviewed at least at each semester. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need (see EL 3b, Catch-up Plan). This monitoring of R-FEP students is recorded and filed in each student's cumulative file.

Accountability and Evaluation

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

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

All students classified EL will be evaluated and placed into one of four categories through discussion, test scores, and/or other evaluations:

- EL–Core: students who are recent English learners or immigrants, and will benefit most from strategies specifically directed at transitioning them to English

- EL–Reclassify: higher-skilled students who are listed as EL but who should be tested and reclassified as soon as possible

- EL–With Learning Differences: students who are likely to have tested as EL due to learning differences that may be better supported through an IEP plan

- EL – Low-Skilled: students who have tested as EL because they are below grade level, as opposed to being English learners or having learning differences

This list is shared with instructors and administrators, with the goal of allowing more targeted and effective interventions to support ELs of all types.

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

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

1) Adhering to SCS-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.

2) Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.

3) Monitoring of student identification and placement.

4) Monitoring of parental program choice options.

5) Monitoring of availability of adequate resources.

Program Evaluation and Modification

Springs Charter Schools provides clearly defined standards and expectations for student learning and has a primary goal that all students will meet the Springs Charter Schools Graduate Learner Outcomes (previously called "Expected Schoolwide Learning Results" or ESLRs).

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

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

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

Assessment data is compiled, analyzed and reported annually by the Business and Administrative Operations Department and the Personalized Learning Department. This report is then analyzed by the Coordinator of EL services to produce a set of suggested program modifications which are then shared with the teachers and administrators. The Director of Assessment annually distributes performance-based assessment results to the teachers for monitoring and evaluation.

SCS further reviews the programs for student progress and evaluating procedures for every Coordinated Compliance Review (CCR) item.

SCS annually determines the number and percentage of English Learners reclassified to fluent English proficient (R-FEP) when completing the annual language census via CALPADS.

English Learner Advisory Committee (ELAC)

When there are 21 or more English learners at SCS, parent/guardian ELAC shall be maintained to serve the advisory functions specified in applicable law. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as their children represent of the total number of pupils in the school. ELAC has four legal responsibilities that is the focus of their work. They must advise the school and staff on the following:

- Development or revision of a master plan for English learner education for the individual school.
- Development of the school's needs assessment.
- Administration of the school's annual language census.
- Ways to make parents aware of the importance of regular school attendance

Funding

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

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

Transition to ELPAC

California is in the process of transitioning to the English Language Proficiency Assessments for California (ELPAC); full implementation of ELPAC is projected for the 2018-19 school year. All students who indicate that their home language is other than English will be tested with the ELPAC within 30 days of enrollment.

The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the California ELD Standards. The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")
  The ELPAC IA is used to identify students as either an English Learner (EL), or as Initially fluent in English (IFEP). The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")
  ELs will take the SA every year until they are reclassified as fluent English proficient (RFEP). The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains (Listening, Speaking, Reading, and Writing). The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

  Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any new SCS student whose primary language is other than English, as determined by the home language survey, and who has not been previously assessed using CELDT or ELPAC by a California public school, or for whom there is no record from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

SCS will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

Acknowledgements

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Appendix

ELD Framework – Sample

Below is a **sample** ELD Framework in use at Springs Charter Schools. These are available for all grade levels upon request.

Springs Charter Schools - Sixth Grade ELD I CANs

Collaborative

6-1.) I Can orally exchange information and ideas with others.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 9, 10, 11,12 and 13	Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-no and wh- questions and responding using simple phrases.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.	Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, paraphrasing key ideas, building on responses, and providing useful feedback.

6-2.) I Can interact with others in written English.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 7 and 8	Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.	Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.	Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.

6-3.) I Can offer and support opinions, and negotiate with others.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 9, 10, 11 and 13	Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using basic learned phrases (e.g., I think . . . , Would you please repeat that?), as well as open responses.	Negotiate with or persuade others in conversations (e.g., to provide counterarguments) using an expanded set of learned phrases (I agree with X, but . . .), as well as open responses.	Negotiate with or persuade others in conversations using appropriate register (e.g., to reflect on multiple perspectives) using a variety of precise academic register (e.g., I heard you say X, and Gabriel just pointed out Y), as well as open responses.

6-4.) I Can adjust my word choices for different audiences and situations.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 9, 10, 11, 12 and 13	Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).	Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience.	Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.

6-5.) I Can listen actively to spoken English.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 9, 10, 11, 12 and 13	Demonstrate active listening in oral presentation activities by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening in oral presentation activities by asking and answering detailed questions, with minimal prompting and support.

Interpretive

6-6.) I Can read texts and view multimedia closely to determine meaning.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 1, 2, 3,4, 5, 6, 12 and 13	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with substantial support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with moderate support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.	a. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia, with light support. b. Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of verbs (e.g., creates the impression that, influences). c. Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.

6-7.) I Can evaluate how writers and speakers use language to support ideas and opinions.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 1, 2, 3,4, 5, 6, 9, 10, 11, 12 and 13	Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support.	Explain how well writers and speakers use specific language to present ideas or support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) with moderate support.	Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.

6-8.) I Can analyze how writers and speakers use vocabulary and language for specific purposes.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 1, 2, 3,4, 5, 6, 9, 10, 11, 12 and 13	Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word cheap versus the phrase a good saver) produce different effects on the audience, with support.	Explain how phrasing, different words with similar meaning (e.g., describing a character as stingy versus economical), or figurative language (e.g., The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry) produce shades of meaning and different effects on the audience, with moderate support.	Explain how phrasing, different words with similar meaning (e.g., describing a character as stingy versus economical, frugal, thrifty), or figurative language (e.g., The room was depressed and gloomy. The room was like a dank cave, littered with food wrappers, soda cans, and piles of laundry) produce shades of meaning, nuances, and different effects on the audience.

Connecting and Condensing Ideas

6-18.) I Can make connections and join ideas together.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X because X) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using and, but, so).	Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e.g., He stayed at home on Sunday to study for Monday's exam) or to make a concession (e.g., She studied all night even though she wasn't feeling well).	Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express a reason (e. g., He stayed at home on Sunday because he had an exam on Monday), to make a concession (e.g., She studied all night even though she wasn't feeling well), or to link two ideas that happen at the same time (e.g., The students worked in groups while their teacher walked around the room).

6-19.) I Can condense clauses and ideas.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	Condense ideas in simple ways (e.g., by compounding verbs, adding prepositional phrases, or through simple embedded clauses or other ways of condensing as in, This is a story about a girl that changed the world. --> This is a story about a girl who changed the world) to create precise and detailed sentences.	Condense ideas in an increasing variety of ways (e.g., through various types of embedded clauses and other ways of condensing, as in, Organic vegetables are food. They're made without chemical fertilizers. They're made without chemical insecticides) --> Organic vegetables are foods that are made without chemical fertilizers or insecticides) to create precise and detailed sentences.	Condense ideas in a variety of ways (e.g., through various types of embedded clauses, ways of condensing, and nominalization as in, They destroyed the rain forest. Lots of animals died --> The destruction of the rain forest led to the death of many animals) to create precise and detailed sentences.

Productive

6-9.) I Can present information and ideas in oral presentations.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 11 and 13	Plan and deliver brief oral presentations on a variety of topics and content areas with support.	Plan and deliver longer oral presentations on a variety of topics and content areas, using details and evidence to support ideas, with moderate support.	Plan and deliver longer oral presentations on a variety of topics in a variety of content areas, using reasoning and evidence to support ideas, as well as growing understanding of register, with light support.

6-10.) I Can compose texts to present, describe and explain ideas and information.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 7 and 8	a. Write short literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently. b. Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	a. Write longer literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization. b. Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	a. Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rain forests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register. b. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).

6-11.) I Can support my own opinions and evaluate others' opinions in speaking and writing.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	a. Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge, with substantial support. b. Express attitude and opinions or temper statements with some basic modal expressions (e.g., can, has to).	a. Justify opinions or persuade others by providing relevant textual evidence (e.g., quoting from the text or referring to what the text says) or relevant background knowledge, with moderate support. b. Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., maybe/probably, can/could, must).	a. Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge, with light support. b. Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/ certainly/definitely, should/would, might) and phrasing (e.g., In my opinion . . .).

6-12.) I Can choose and use vocabulary and language to share ideas clearly.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	a. Use a select number of general academic words (e.g., author, chart) and domain-specific words (e.g., scene, cell, fraction) to create some precision while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X).	a. Use a growing set of academic words (e.g., author, chart, global, affect), domain-specific words (e.g., scene, setting, plot, point of view, fraction, cell membrane, democracy), synonyms, and antonyms to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes X. That's impossible).	a. Use an expanded set of general academic words (e.g., affect, evidence, demonstrate, reluctantly), domain-specific words (e.g., scene, setting, plot, point of view, fraction, cell membrane, democracy), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing. b. Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing observe -->observation, reluctant -->reluctantly, produce --> production, and so on).

6-13.) I Can understand how texts are organized.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 1, 2, 3, 4, 5 and 6	UNDERSTANDING TEXT STRUCTURE: Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are organized around ideas) to comprehending texts and writing basic texts.	UNDERSTANDING TEXT STRUCTURE: Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	UNDERSTANDING TEXT STRUCTURE: Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.

6-14.) I Can understand how events and ideas are linked in texts.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 1, 2, 3, 4, 5 and 6	UNDERSTANDING COHESION: a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a variety of everyday connecting words or phrases (e.g., first/next, at the beginning) to comprehending texts and writing basic texts.	UNDERSTANDING COHESION: a. Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, in the first place, as a result, on the other hand) to comprehending texts and writing texts with increasing cohesion.	UNDERSTANDING COHESION: a. Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., consequently, specifically, however, moreover) to comprehending texts and writing cohesive texts.

6-15.) I Can correctly use verbs and verb phrases.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	Use a variety of verb types (e.g., doing, saying, being/ having, thinking/feeling), tenses (e.g., present, past, future, simple, progressive) appropriate to the text type and discipline (e.g., simple past and past progressive for recounting an experience) on familiar topics.	Use various verb types (e.g., doing, saying, being/having, thinking/ feeling, reporting), tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e. g., simple present for literary analysis) on an increasing variety of topics.	Use various verb types (e.g., doing, saying, being/having, thinking/feeling, reporting), tenses (e.g., present, past, future, simple, progressive, perfect) appropriate to the task, text type, and discipline (e. g., the present perfect to describe previously made claims or conclusions) on a variety of topics.

6-16.) I Can correctly use nouns and noun phrases.

SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	Expand noun phrases in simple ways (e.g., adding a sensory adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative and simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.	Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, and the like.

6-17.) I Can correctly use adverbials and prepositional phrases to add details.

| SCS I Can Theme correlation- ELA	Emerging ------>	Expanding ------>	Bridging ------>
Gr 6-8 ELA theme 7, 8, 9, 10, 11, 12 and 13	Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar activity or process.	Expand sentences with an increasing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process.	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases and clauses, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a variety of familiar and new activities and processes.

Productive

Structuring Cohesive Texts

Expanding and Enriching Ideas

Springs CHARTER SCHOOLS

RIVER SPRINGS CHARTER SCHOOL

2017 LCAP Survey

	# Parent Responses	# Student Responses	# Staff Responses	Total
River Springs	221	84	242	547

Staff Roles
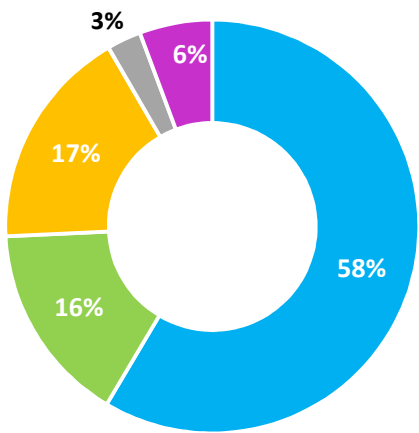
- Teacher — 58%
- Support Staff — 16%
- Administration / Leadership — 17%
- Board / Community Member — 3%
- Other — 6%
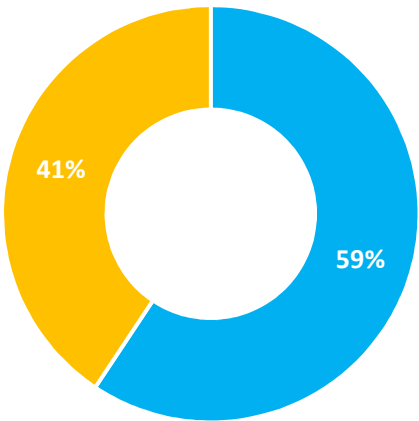
Student Roles

- Student (K-8) — 59%
- Student (9-12) — 41%

GOAL 1

Support transition to Common Core State Standards and the California Assessment of Student Performance and Progress (CAASPP) through curriculum alignment and teacher training on best practices.

1) How well do you think the school is doing in regards to the transition to Common Core?
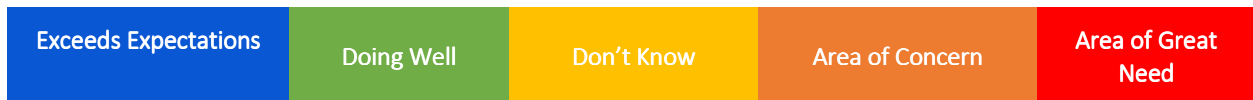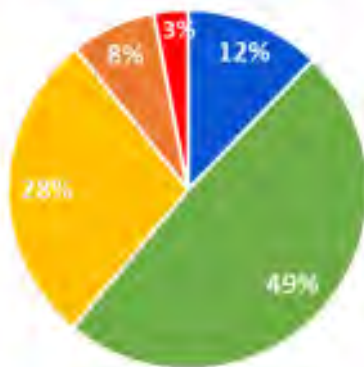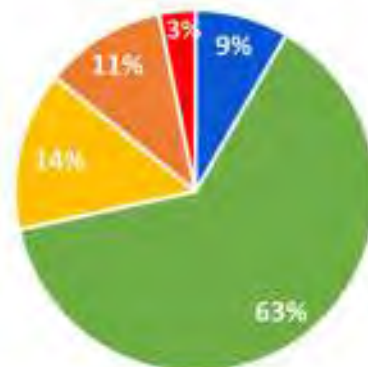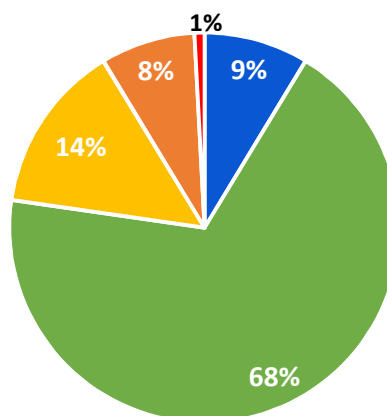
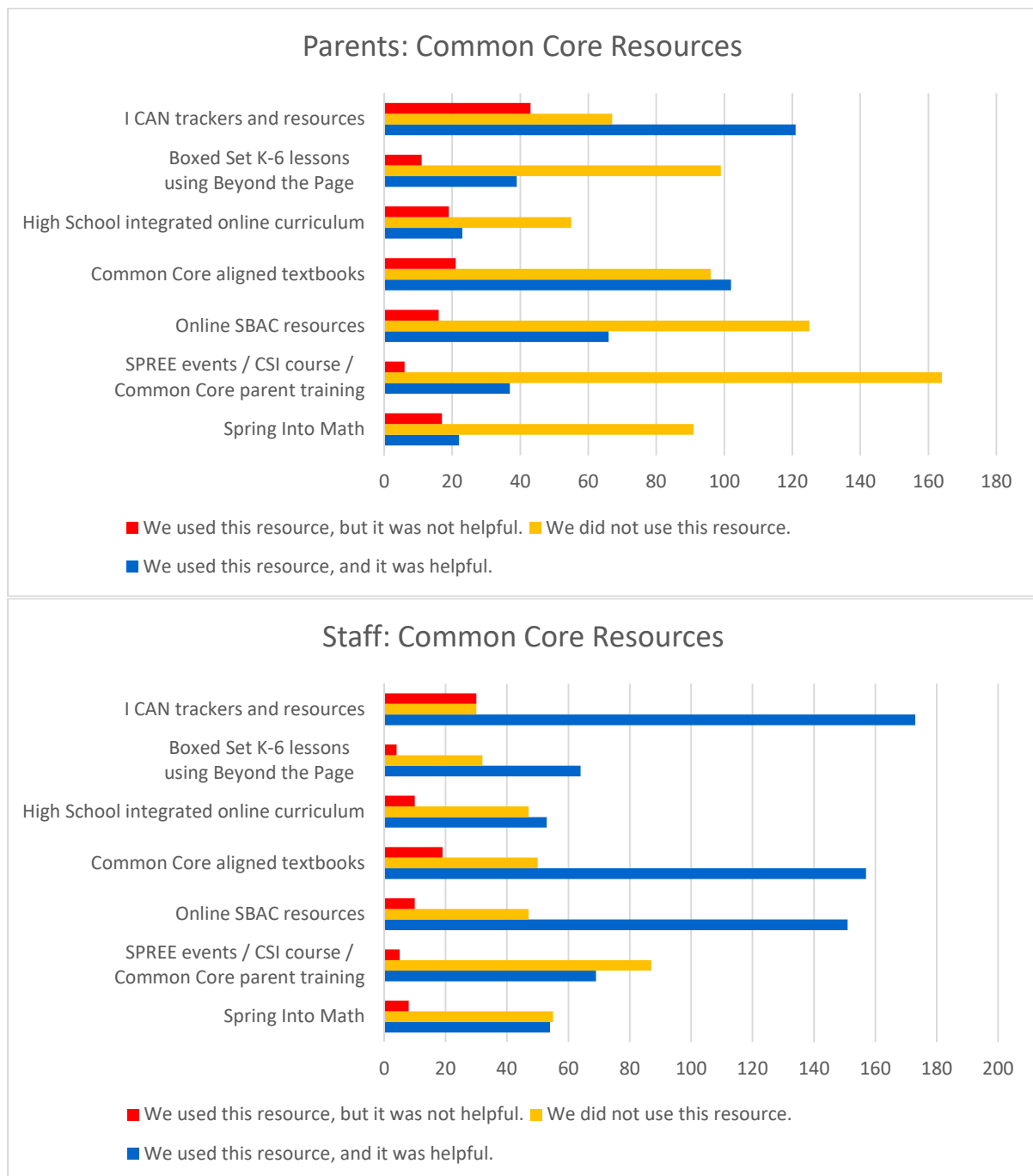| Exceeds Expectations	Doing Well	Don't Know	Area of Concern	Area of Great Need

Parents: Common Core

- 12%
- 3%
- 8%
- 28%
- 49%

Students: Common Core

- 9%
- 3%
- 11%
- 14%
- 63%

Staff:Common Core

- 9%
- 1%
- 8%
- 14%
- 68%

2) The resources below have all been offered to support the transition to common core. Please indicate which resources you have used and which have been helpful.
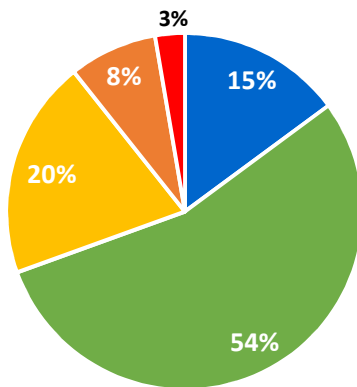
Parents: Common Core Resources

- ■ We used this resource, but it was not helpful.
- ■ We did not use this resource.
- ■ We used this resource, and it was helpful.

Staff: Common Core Resources

- ■ We used this resource, but it was not helpful.
- ■ We did not use this resource.
- ■ We used this resource, and it was helpful.

GOAL 2

Increase the percentage of K-8th grade students scoring proficient or advanced on school-wide standards-based assessments in English-Language Arts/Literacy and mathematics.
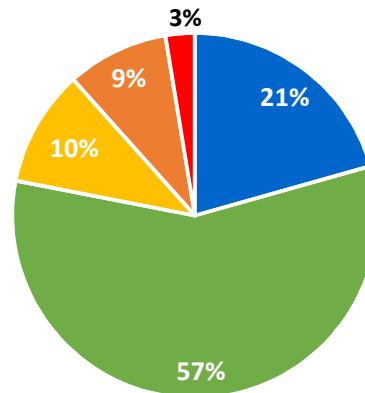
1) How well do you think the school is preparing students for standards-based assessments?
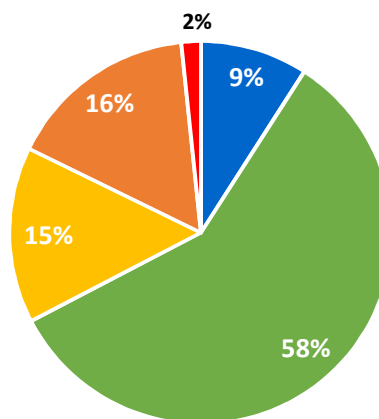
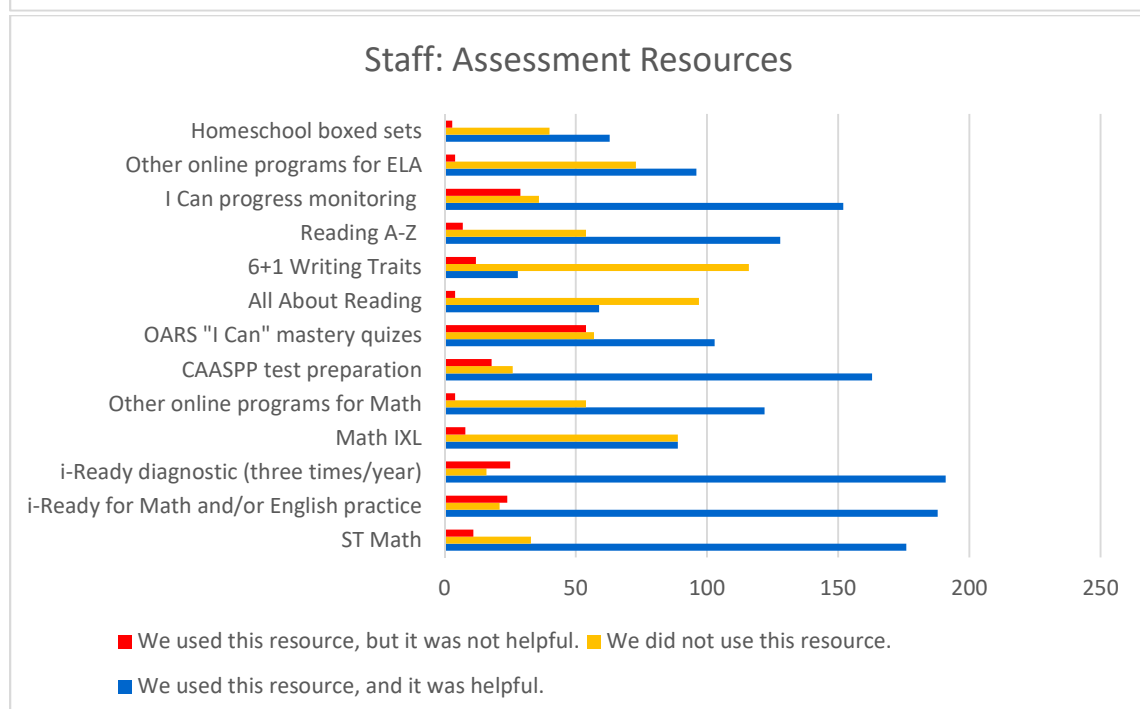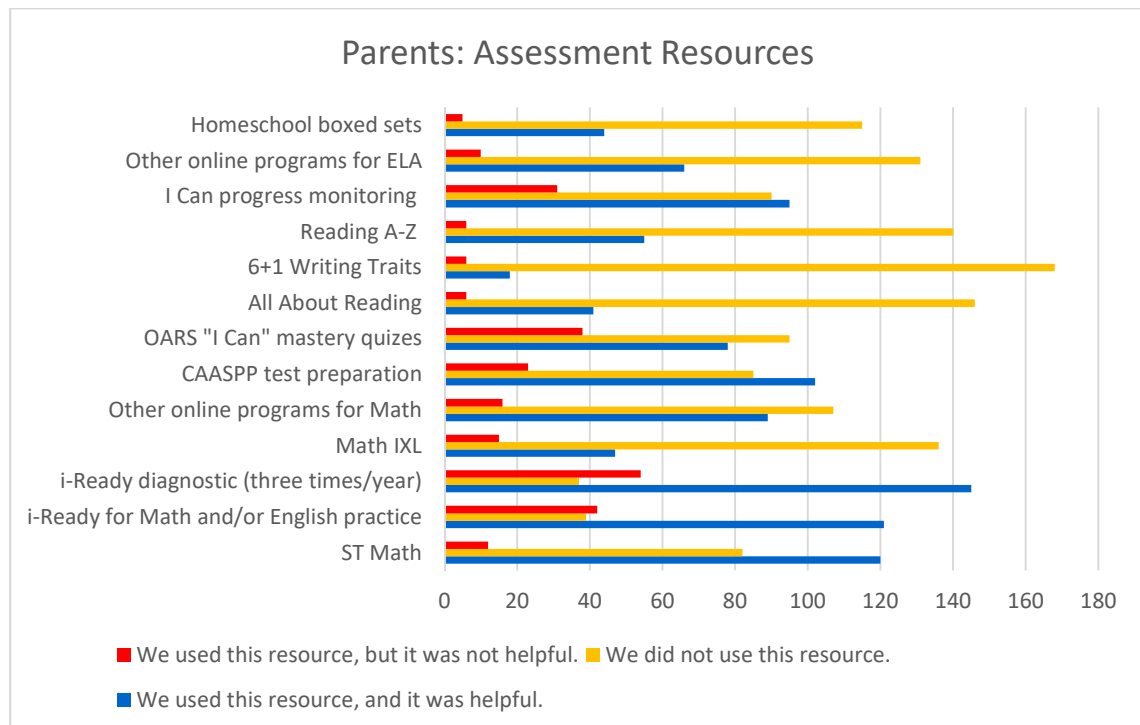| Exceeds Expectations	Doing Well	Don't Know	Area of Concern	Area of Great Need

Parents: Assessment

Students: Assessment

Staff: Assessment

2) The resources below have all been offered to support the transition to common core. Please indicate which resources you have used and which have been helpful.

Parents: Assessment Resources

- We used this resource, but it was not helpful.
- We did not use this resource.
- We used this resource, and it was helpful.

Staff: Assessment Resources

- We used this resource, but it was not helpful.
- We did not use this resource.
- We used this resource, and it was helpful.

GOAL 3

Support college and career readiness for all students by increasing enrollment in CTE courses, A-G approved coursework and sequence, and improving EAP passing rates.
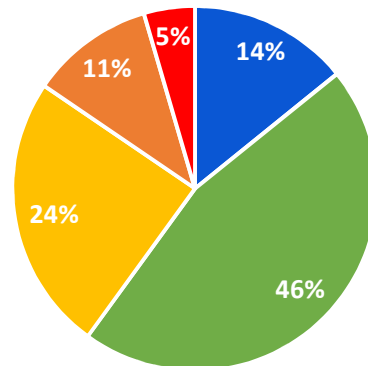
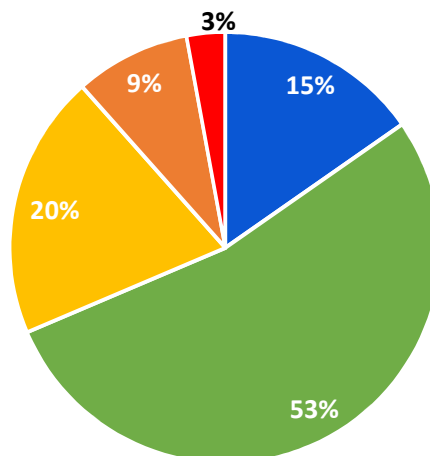1) How well do you think the school is preparing students for college and career?

| Exceeds Expectations | Doing Well | Don't Know | Area of Concern | Area of Great Need |

Parents: College & Career
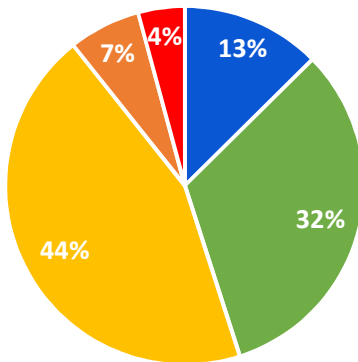
Students: College & Career

Staff: College & Career

2) The resources below have all been offered to support college and career readiness. Please indicate which resources you have used and which have been helpful. (High School ONLY)

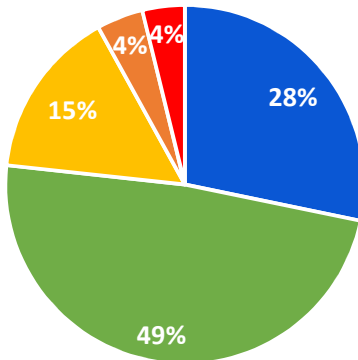Parents: College & Career Resources

Staff: College & Career Resources
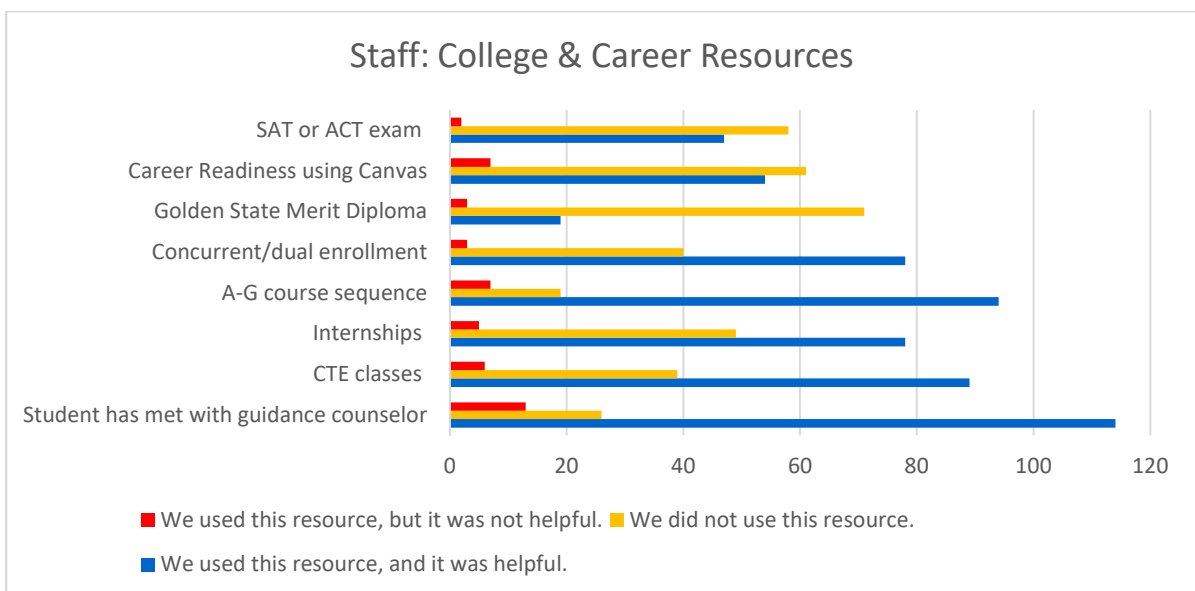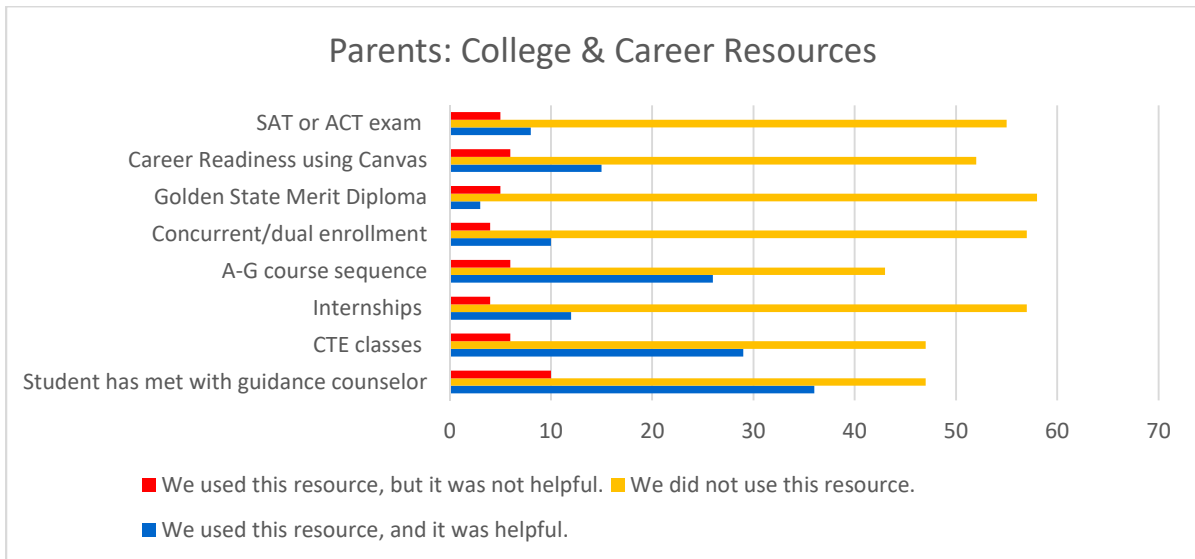
GOAL 4

Improve student safety and school culture.

1) How well do you think the school is ensuring student safety?

| Exceeds Expectations | Doing Well | Don't Know | Area of Concern | Area of Great Need |

Parents: Student Safety

Students: Student Safety
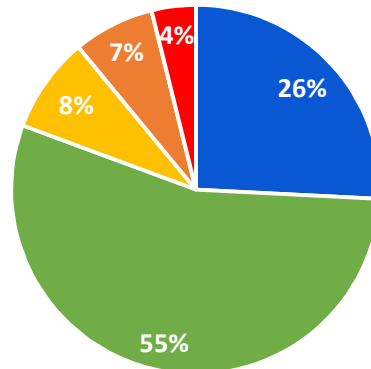
Staff: Student Safety

2) The resources below have all been offered to support student safety. Please indicate which resources you have used and which have been helpful.
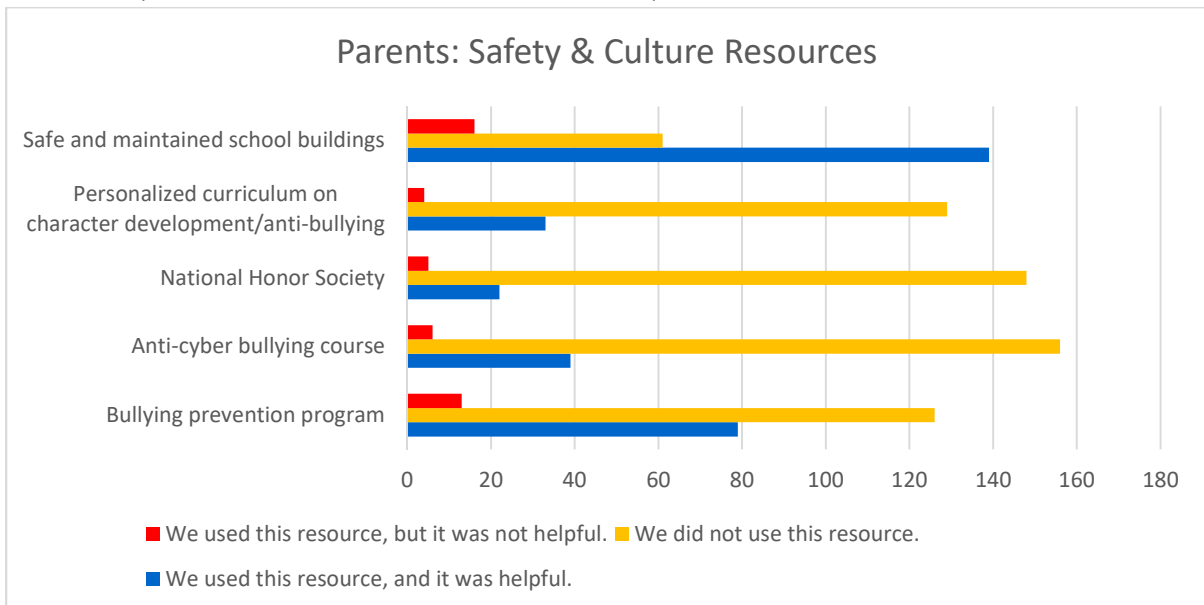
Parents: Safety & Culture Resources

Staff: Safety & Culture Resources
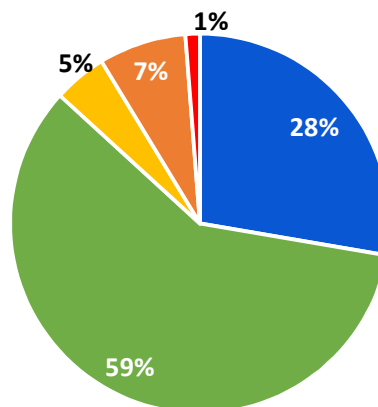
GOAL 5

Increase course access and student engagement by utilizing 21st century tools, resources and materials.

1) How well do you think the school is engaging students?

Exceeds Expectations	Doing Well	Don't Know	Area of Concern	Area of Great Need

Parents: Engaging Students

- 2%
- 7%
- 9%
- 30%
- 52%

Students: Engaging Students

- 3%
- 12%
- 8%
- 18%
- 59%
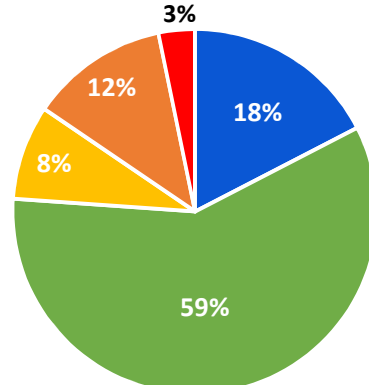
Staff: Engaging Students

- 1%
- 2%
- 9%
- 26%
- 62%
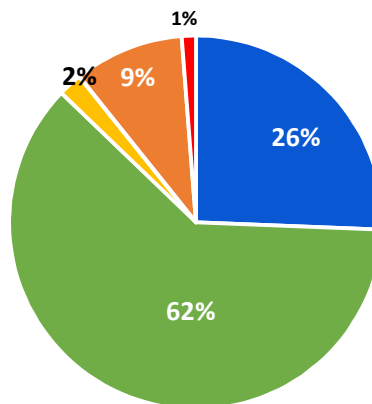
2) The resources below have all been offered to increase course access and student engagement. Please indicate which resources you have used and which have been helpful.

Parents: Student Engagement Resources

Legend:
- ■ We used this resource, but it was not helpful. (red)
- ■ We did not use this resource. (yellow)
- ■ We used this resource, and it was helpful. (blue)

Staff: Student Engagement Resources

Legend:
- ■ We used this resource, but it was not helpful. (red)
- ■ We did not use this resource. (yellow)
- ■ We used this resource, and it was helpful. (blue)
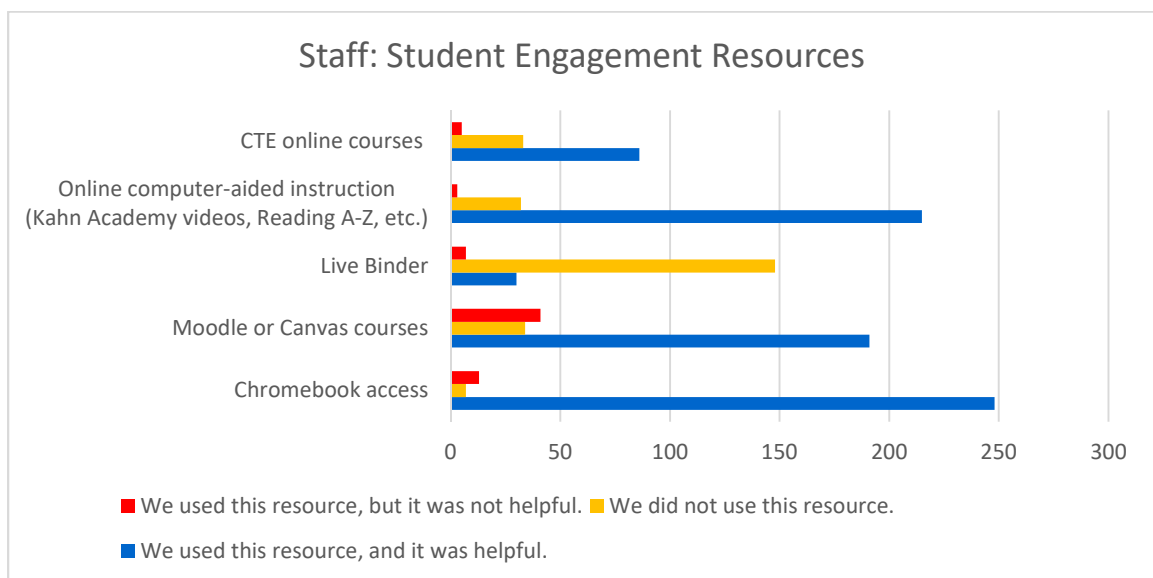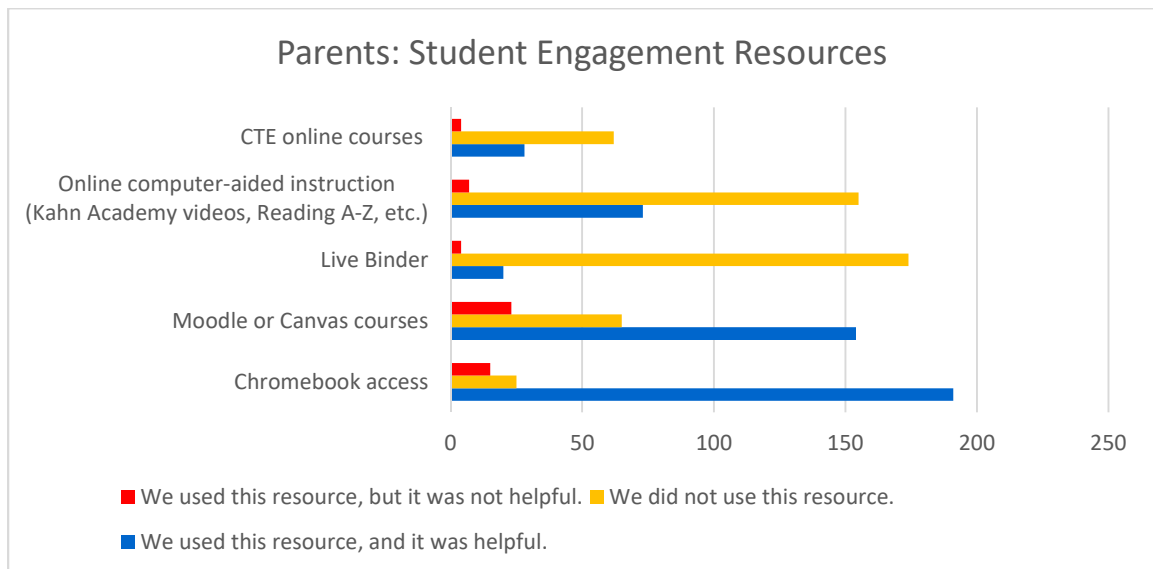
GOAL 6

Increase support for struggling students.

1) How well do you think the school is doing to support struggling students?

Exceeds Expectations	Doing Well	Don't Know	Area of Concern	Area of Great Need

Parents: Struggling Students
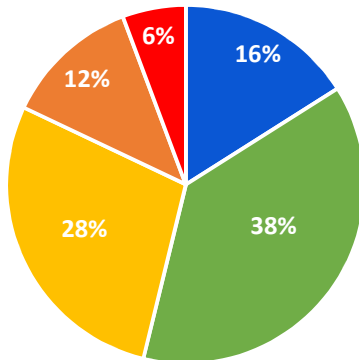
Students: Struggling Students
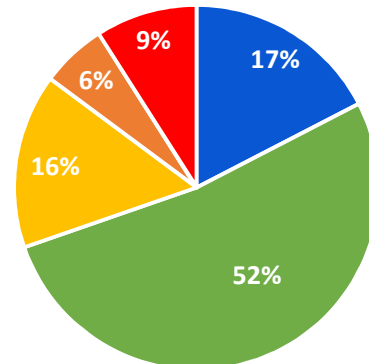
Staff: Struggling Students
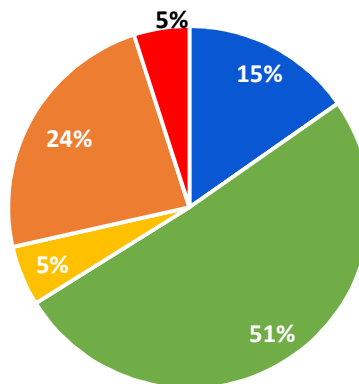
2) The resources below have all been offered to support struggling students. Please indicate which resources you have used and which have been helpful.
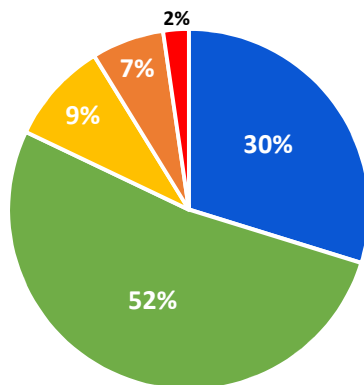

Parents: Struggling Student Resources

- We used this resource, but it was not helpful.
- We did not use this resource.
- We used this resource, and it was helpful.

Staff: Struggling Student Resources

- We used this resource, but it was not helpful.
- We did not use this resource.
- We used this resource, and it was helpful.
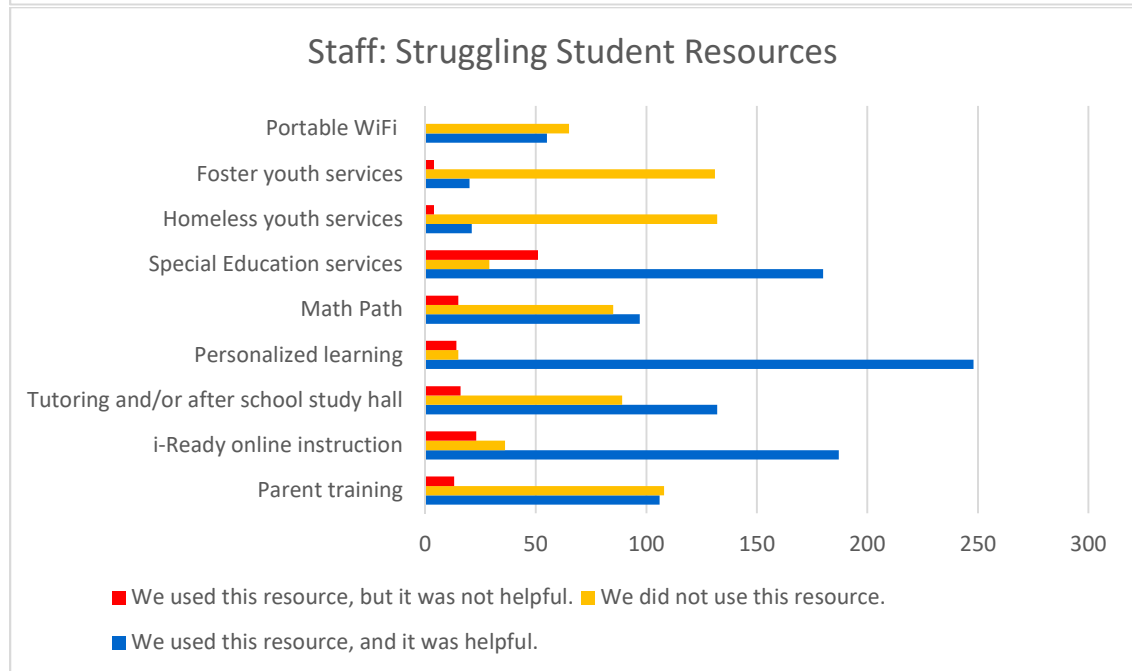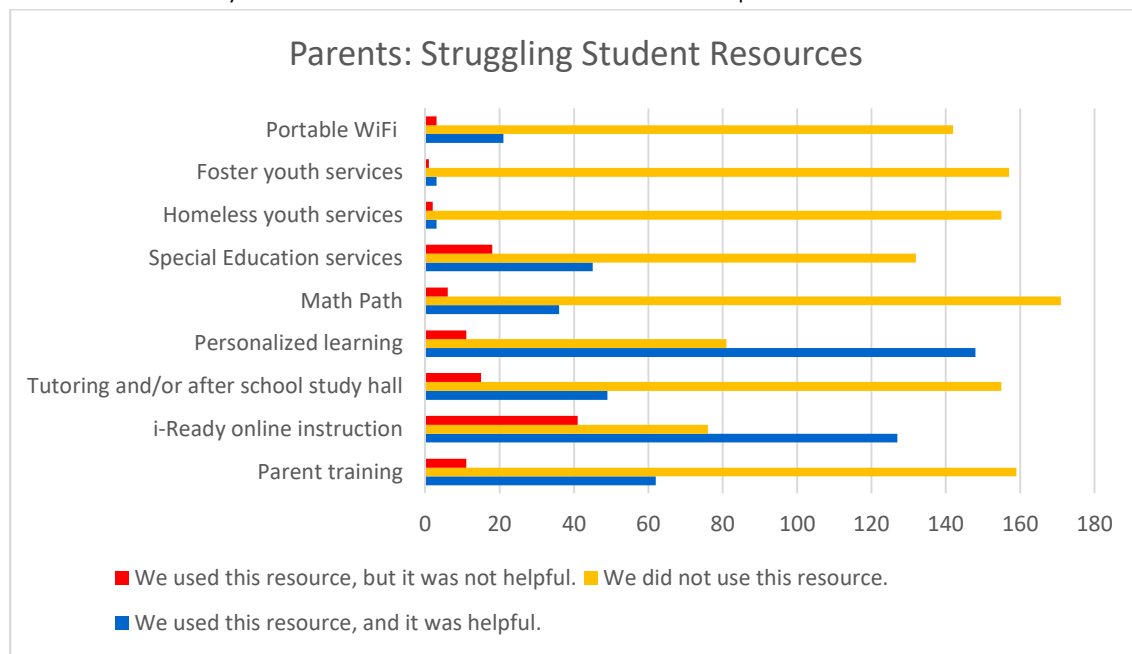
GOAL 7

Continue to support parent choice and personalized learning.

1) How well do you think the school is doing to support personalized learning and parent choice?

| Exceeds Expectations | Doing Well | Don't Know | Area of Concern | Area of Great Need |

Parents: Personalized Learning
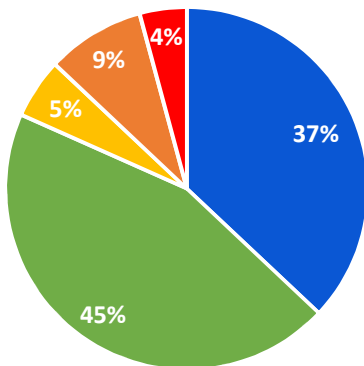
Students: Personalized Learning
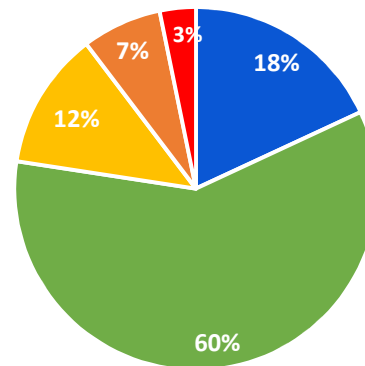
Staff: Personalized Learning
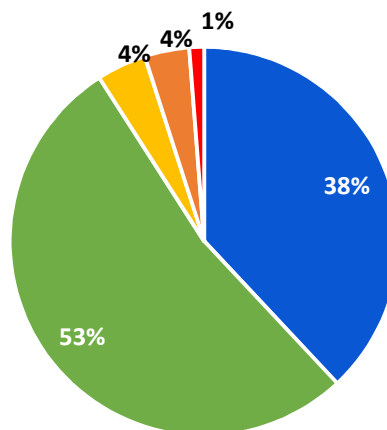
2) The resources below have all been offered to support personalized learning. Please indicate which resources you have used and which have been helpful.

Parents: Personalized Learning Resources

Legend:
- ■ We used this resource, but it was not helpful.
- ■ We did not use this resource.
- ■ We used this resource, and it was helpful.

Staff: Personalized Learning Resources

Legend:
- ■ We used this resource, but it was not helpful.
- ■ We did not use this resource.
- ■ We used this resource, and it was helpful.
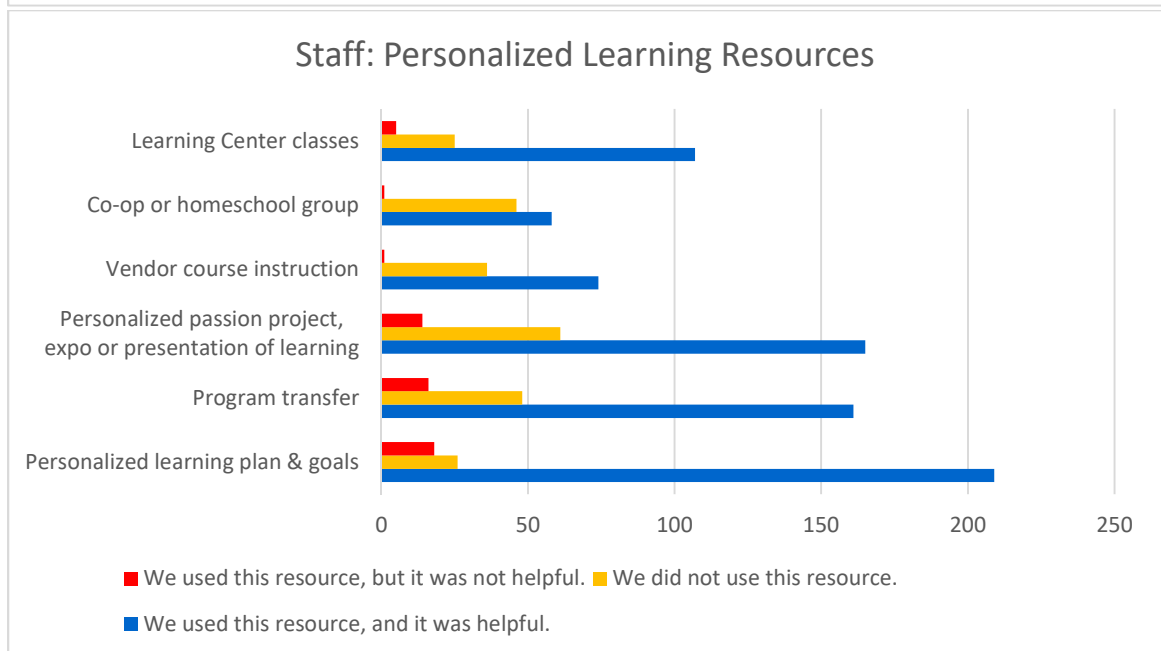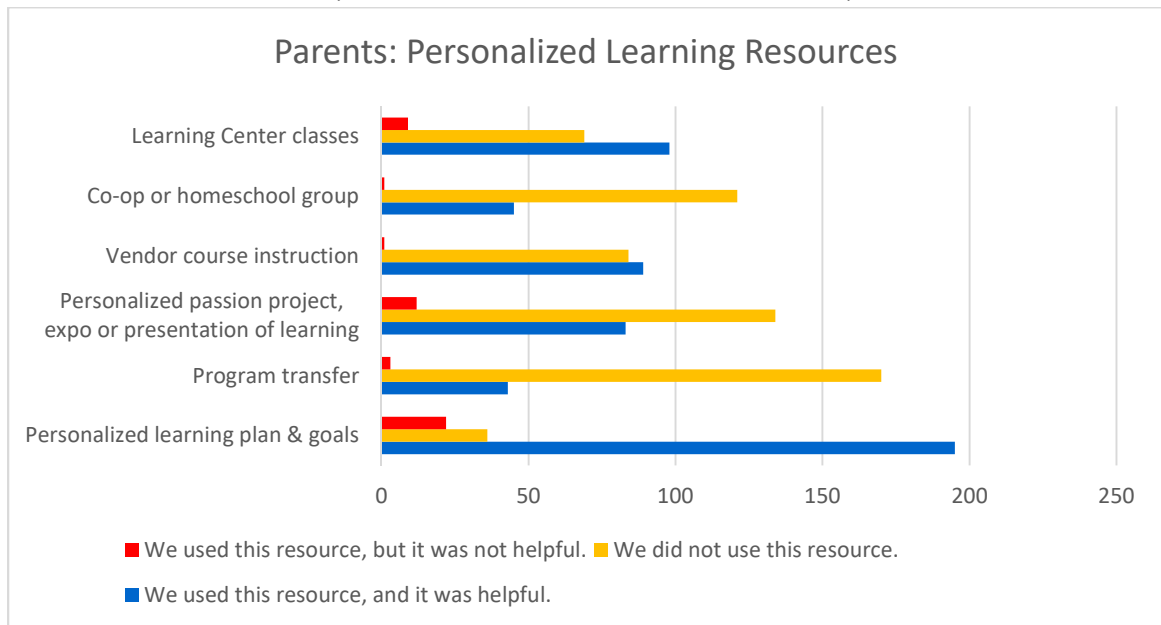
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LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	River Springs Charter School		
Contact Name and Title	Amy Podratz, Assistant Superintendent of Administrative Operations	Email and Phone	amy.podratz@springscs.org (951) 225-7721

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Our Mission

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

The school vision for student success is evident throughout the LCAP and focuses specifically on the school pillar of personalized learning. This is evident throughout goal 6: "Continue to support parent choice and personalized learning." Student empowerment and optimum learning is evidenced in all goals as we continue to expand focused services, supports, and opportunities for all students.

Our Philosophy

Springs Charter Schools was created by 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. Our staff works hard to direct resources where our students need them most. As charter schools, we are part of the solution to a better education system.

We value

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

The River Springs Community

River Springs Charter School has been authorized by through Riverside County Office of Education (RCOE) since 2007.

RSCS serves TK-12th grade students residing in Riverside County and the four contiguous counties. Of the 5,900 students served by RSCS, the majority reside in Riverside County (96%) with additional populations of students residing in San Bernardino County (2%), and San Diego County (2%). Total current enrollment is 5,905 students.

Riverside County has the fourth largest population in California with over two million residents and has experienced a high population growth of 6.4% over the past several years. According to 2014 census data, the reported ethnic majority is predominantly split between white (37%) and Hispanic/Latino (47%). The median household income is $56,529. Education levels of residents over the age of twenty-five who hold a bachelor's degree or higher is at 20.5% countywide.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

The 2017-18 LCAP has changed vastly from previous years due to the introduction of the CDE Dashboard and other internal factors. In all cases, the goals have been stream-lined to ensure accountability, less complicated budget reconciliation, and precise alignment with state/local priorities and achievement data.

The combination of stakeholder feedback and committee recommendations have produced a well-rounded document that includes goals for all students along with specific goals for qualifying students (unduplicated pupils). While the charter's goals are expansive, they are also founded on what's best for students and aligned with our mission.

In the current document there are a number of changes, the most notable are:

- Additional goals for qualifying students (unduplicated pupils, foster youth, homeless youth, socio-economically disadvantaged/low income, English Learners, and students with disabilities)
- Goals that include maintaining or increasing "change" rates based on the Dashboard
- Stream-lined goals to ensure accountability and to ease communication with stakeholders
- Expected Annual Measurable Outcomes (EMAOs) are more precise
- All goals/action/services that are included meet at least one criteria: data-driven decision making, stakeholder feedback, and/or state priority
- If there is little or no baseline data in an area, the charter will still expect the processes/practices to be completed
- All state priorities are listed
- All Dashboard data has an aligned goal
- Each goal is research-based or aligned to best practices
- Staff development is more precisely outlined to ensure goal achievement
- Experts in each area assisted in goal development to ensure buy-in and, ultimately, goal-achievement
- In areas where internal data is noted, the charter will be adding this to the Dashboard under local identifies to ensure transparency, as appropriate
- All annual updates were given by experts in that particular area

- Budget allocation was completed by the business department in coordination with the annual budget planning and the LCAP committee
- Annual update estimated expenditures were carefully documented throughout the year to ensure clean and transparent transactions for audit

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

The greatest progress made this year was:
- Hiring and training of Assistant Classroom Educators (ACES). Across all stakeholder groups, the addition of the adult in every K-5th grade classroom, and having a known adult on the playground, has been extremely beneficial.
- The access to technology scored the highest on the stakeholder feedback survey for being "used and useful." This will remain a high priority budget item.
- The addition of STAR teams for educating the whole child, working with qualifying (unduplicated) pupils, and social-emotional health has been extraordinary. This support for students scored high amongst those surveyed during a board/community meeting. While these teams serve two purposes (outlined below), each are highly valuable to the charter, and the students.
- The value of the Dashboard data was well-received by administration and the Board. While the college/career ready indicator is still in discussion at the State level, the Charter has modified high school goals to meet SBE discussed areas to ensure readiness.
- Internal data sets were valuable to staff during "data days" and PLCs to find areas where personalized learning would benefit.
- The personalized learning cohort #4 for teachers completed their first year requirements and the charter looks forward to another cohort group and moving into a "master class" in future years.
- Marketing events have grown substantially and have not only helped with charter enrollment, but have spread the word about charter schools across the county to help the movement at-large.
- Four more Principals have completed the high-level training program, while nine continue with the executive coach for follow up

- Students, according to survey data, overwhelmingly love their sites and feel safe when at their center.
- Homeschool families loved the increased personalized learning package.
- High school courses have been refined and moved into a more user-friendly course management system, Canvas. The charter looks forward to revising these to be mastery-based.
- "Make it – Take it" hands-on curriculum was loved by academy elementary teachers and feedback indicates that it will remain a priority item for future years.
- Students and parents are now more familiar with common core standards and question types on the CAASPP.
- Career-Technical Education (CTE) courses and internships continue to be popular among high school students. Each year the charter looks forward to adding more variety to the coursework and internship partnerships.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

The new state accountability dashboard indicates that the overall school suspension rate is "Medium" and "increased," identified as orange; English Learner subgroup is identified as red and 6 out of 9 remaining subgroups are orange. The school will focus on lowering suspension rates in 2017-18 through multiple initiatives. As recognized in Goal 3B, the whole child will be supported through various means including: Social/emotional groups led by counselors, STAR Team Meetings (including counselors, support staff, and special education teachers) to support students with behavioral and social needs, MTSS specific staff development training focused on social well-being and supports for students in and outside the classroom. Support efforts will be measured by a decreased suspension rate, as calculated on the Accountability Dashboard change rate.

For ELA and math, the SWD subgroup is red. This area of need is addressed in goal 5C, 1B, and 1C. In addition, in the Mathematics category, the English Learner subgroup and African-American subgroup are orange. The African-American subgroup needs are addressed in Goal1C; EL subgroup needs are addressed in Goals 5C and 1C.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

The dashboard indicates that the students with disabilities (SWD) subgroup is performing significantly lower in the ELA and Math categories, identified as a "red" group in comparison to "yellow" for all students. The school will focus on increasing ELA and math performance for SWD, as evidenced in Goals 1C and 5C. Teachers and homeschool education specialists will have planning meetings in one-to-one and small groups through STAR groups to ensure IEP goals are met while tracking and monitoring data throughout the year using OARS mastery quizzes and i-Ready. Collaboration will count on "first, best instruction" to mirror general education goals by utilizing PLC groupings.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The charter increased and improved services for low-income, English learners and foster youth in the following significant ways:

1. Hired an Assistant Classroom Educator (ACE or aide) for every K-5th grade academy classroom. Completed ACE training over 10 days in August 2016 to ensure increased services for these specific groups of students.
2. Increased MiFi services so that students can access technology when not at a resource center.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$7,093,590
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$7,411,442

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

There are a multitude of expenditures that are included in the budget, but not in the LCAP.

Some of the most significant are:

Teacher (general and special ed) salaries and benefits for non-development days

Classified salaries and benefits, except for ACES

Rents, utilities, and overall building costs that are not security/safety related, copiers, office supplies, servers, phone systems, janitorial, and all other building related costs

Legal, business contracts not related to instruction, oversight costs, and other overhead

$50,761,231	Total Projected LCFF Revenues for LCAP Year

Annual Update

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	Support transition to Common Core State Standards and the California Assessment of Student Performance and Progress (CAASPP) through curriculum alignment and teacher/parent training on best practices.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL <u>Charter doc: 1 (p 4-5, 24-28); 2 (p 4-10, 19-22, 39-44), 3 (4-5, 24); 4 (p. 19-23, 41), 5 (3-5, 28-29); 7 (p. 5-21); 8 (p. 21-22)</u>

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Ensure the Charter's curriculum progress and training through research-based best practices until 100% implemented. The Charter expects to keep CAASPP participation above 95%. The Charter will base academic performance on the State API calculated growth rate (once implemented). Until API implementation, the Charter will use CAASPP performance level data. The charter will increase EL proficiency and re-designation to meet or exceed the State's growth rate.	The charter made great strides in curriculum progress through mastery lab creation, ELD high school development, mastery courses, make it-take it, integrated grade 11, and Spring Into Math grades 5 and 8. Overall CAASPP met/exceeded percentages increased in both ELA and math. See specific data in action/service "actual" sections.

Action **A**

Actions/Services

PLANNED	ACTUAL
Refine the Common Core-based curriculum, which incorporates modular units to scaffold and support all students, including struggling students who are in remote areas. Continue development of common core high school integrated courses into grade 11.	Math Mastery Lab created for struggling students in grades 8-12. ELD high school curriculum under development. Mastery Courses for each K-8 I CAN under development. Integrated 11 complete.

	Continue to develop additional instructional video lesson support to Middle School Math curriculum for grades 5 and 8.	Spring Into Math grades 5 and 8 complete.
Expenditures	**BUDGETED** $620,000	**ESTIMATED ACTUAL** $666,526

Action **B**

	PLANNED	ACTUAL
Actions/Services	Use CAASPP performance level data and API (once implemented) as a measure of student achievement by individual, school-wide, significant subgroup, and teacher. Increase student achievement by at least 3% or state API growth rate (once implemented). Other measurable assessments will include research-proven diagnostic, end-of-course, and benchmark exams. Each year review all assessment vehicles to ensure student achievement growth and quality and consistency of data.	Our overall CAASPP scores increased from 42% to 46% in ELA and from 28% to 30% in Math from 2015 to 2016 (students who met or exceeded the standard). On the new state accountability rubrics, we are yellow for both ELA and Math, which is "medium" on the color scale. i-Ready 2nd window results have been analyzed. Schoolwide ELA Milestones 1-2 analyzed for trends; main idea was addressed at 3/10 Data Day. Working on analysis of schoolwide Math Milestones.
Expenditures	**BUDGETED** $3,000	**ESTIMATED ACTUAL** $ 38,216

Action **C**

	PLANNED	ACTUAL
Actions/Services	Develop staff on Common Core implementation through five staff development/data day trainings each year. Further develop staff through four PLC days each year.	I CAN! vertical alignment done for ELA and shared with teacher. Math alignment shared via Achieve the Core. Workshop held at 2/17 Data Day "Deep content Understanding" to put both into action. Consistent CCSS development included in each site based PLC agenda including resources and tools for instruction/assessment.

Expenditures	BUDGETED $70,000	ESTIMATED ACTUAL $ 44,246

Action   **D**

Actions/Services	PLANNED Increase EL proficiency in both English-Language Arts/Literacy and mathematics by 5%, using performance level data, or state API growth rate (once implemented), through further staff development on EL/ELD best practices. Increase EL re-designation rate by 5% each year through the use of shadow courses, ELD designed curriculum, and i-Ready online diagnostic instruction. Create ELD "I Cans" for all grades to align to common core standards for grades K-3. Train staff during staff development days (noted above).	ACTUAL The English Learners have increased on CAASPP in both ELA and Math from 2015-2016 results. ELA increased from 9% to 12% of English Learners scoring at level 3 or 4 and Math increased from 6% to 9% of English Learners scoring at level 3 or 4. On the new state accountability rubrics, the English Learner Indicator is blue, which is the highest color ranking. This data is based on progress measured by CELDT. On the ELA Academic Indicator, our EL subgroup is yellow, which is medium; and on the Math Academic Indicator, our EL subgroup is orange.
Expenditures	BUDGETED $67,000	ESTIMATED ACTUAL $ 43,702

Action   **E**

Actions/Services	PLANNED Present parent trainings on Common Core standards and best practices. Each training will be advertised through multiple outlets and done electronically, in large groups, in small group and/or one-to-one settings.	ACTUAL CSI is an online parent course that trained families about the common core. Parent certification and SPREE events also included trainings regarding common core. Homeschool prep offered new families additional trainings upon enrollment.
Expenditures	BUDGETED $58,000	ESTIMATED ACTUAL $ 38,472

Action	**F**

Actions/Services	**PLANNED**	**ACTUAL**
	Develop, curate, provide, and train academy teachers on common core-based hands-on curriculum in grades K-8 ("make-it, take-it" workshops).	Two make-it/take-it workshops were held, one in June and one in August. Curated resources are currently housed in CANVAS. All teachers have access to materials. Staff continuing to brainstorm ways for the materials to be easily accessed by all teachers. Additional make it take it events are planned for 17-18.
Expenditures	**BUDGETED** $90,000	**ESTIMATED ACTUAL** $ 84,474

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall implementation was successful in the following areas: Math mastery lab, Integrated 11, Spring Into Math grades 5 and 8, CAASPP results increases, I CAN vertical alignment, CCSS development, EL CAASPP increases, CSI online parent courses, and make it-take it workshops. Overall implementation for the following are still ongoing, as expected: ELD high school curriculum and i-Ready milestone data for window 2. The only challenge was getting parents to attend the common core trainings. Although the charter did advertise, only Homeschool parents attended. However, based on survey results they found it to be useful information.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Through the actions/services, the overall goal was effective. As shown in our CAASPP results (see action/service B). Survey data from all stakeholders also had an overall positive response to effectiveness with the majority finding it used and useful.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	River: there were no material differences between the budgeted expenditures and the estimated actuals within the over-arching goal.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Based on the annual review, analysis of data, and stakeholder feedback, there are quite a few changes within the actions/services for goal 1 in the 2017-18 LCAP (as shown below). Most notably, the charter has split ELA and math into different actions to allow for streamlined results and parent trainings on common core (while still available to parents) is no longer a goal since the budget data shows that many have transitioned and assessment results show that students are achieving.

Goal 2

Increase the percentage of 3rd-8th grade students scoring proficient or advanced on school-wide standards- based assessments in English-Language Arts/Literacy and mathematics across all significant subgroups.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Annual progress of 5% as measured by performance level growth or API	The percentage of students classified as having "met" or "exceeded" standards on CAASPP increased from 42% to 46% in ELA and from 28% to 30% in Math from 2015 to 2016. ST Math and i-Ready use has increased. Boxed sets were revised and state interim assessments were completed. ACES were hired, trained, and worked in the classroom.

Action A

	PLANNED	ACTUAL
Actions/Services	Increase the use of ST Math, Math XL, i-Ready (K-8), i-Ready diagnostic (K-8 and struggling 9-12), and other online programs by 5% to personalize learning and provide necessary support in math and English-language arts/literacy.	More students are using ST math along with a pilot group we started to study growth that corresponds to the program. ST Math is now mandatory in all academy programs. I-Ready use has also increased by more than 5% charter-wide.
Expenditures	BUDGETED $410,000	ESTIMATED ACTUAL $ 480,127

Action B

Actions/Services

PLANNED	ACTUAL
Increase by 5% the number of 3rd-8th grade students scoring proficient or advanced on CAASPP through targeted assessments which are aligned to Common Core and Smarter Balance test item types	The percentage of students classified as having "met" or "exceeded" standards on CAASPP increased from 42% to 46% in ELA and from 28% to 30% in Math from 2015 to 2016.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Included in previous action/service (2A)	$ 105

Action C

Actions/Services

PLANNED	ACTUAL
Analyze results and refine ELA and Math curricula and selection with RSP teacher to support designated students through targeted implementation. Increase communication between SAI, teacher/ES, and parent through at least one personalized planning meeting each year.	This was completed in 16-17 and did help to increase communication. However, this goal has been refined for future years to ensure even more data-driven decision making in this process.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$5,200	$ 10,225

Action D

Actions/Services

PLANNED	ACTUAL
Annually revise Homeschool boxed sets pacing guides to include updates based on stakeholder feedback, ensure accuracy, and update writing performance tasks (including rubrics). Ensure	Kindergarten Moving Beyond the Page (MBTP) was phased out and new pacing written for its replacement. MBTP pacing is being revised again for mastery-based practices.

	each unit culminates with a graded writing activity.	
Expenditures	**BUDGETED** $15,000	**ESTIMATED ACTUAL** $ 60,207

Action   **E**

Actions/Services	**PLANNED** Ensure student familiarity with CAASPP assessment item types by revising the parent/student test prep resources and teacher training.	**ACTUAL** During Milestone 3, teachers will look at a variety of item types in the Interim Assessment. The school also included a page of resources for strategies, academic language support, and test prep on the 2017 Academy Personalized Learning Portal. Parents received a brochure outlining CAASPP, including question types.
Expenditures	**BUDGETED** $10,000	**ESTIMATED ACTUAL** Other goal actuals cover these expenditures

Action   **F**

Actions/Services	**PLANNED** With the pilot year complete, fully implement State Interim Assessments with all applicable teachers. Training will be completed during PLC days. Administrative team will train teachers using best practices, a mentor model from pilot group, and hands-on activities to ensure consistency in testing and grading across all levels.	**ACTUAL** Began with pilot group in 2016 school year. The pilot cohort was trained by the Director of Assessment to administer and score the Interim Assessments. Additionally, all 10th grade students were given the Interim Assessment; a group of teachers were trained to hand score written responses for 10th grade. In the 2017 school year, we asked for teachers to volunteer to train and use the Interim Assessments in academies. The charter school had a small group of teachers participating.

		Interim and CAASPP results will be analyzed for continuity once 2017 CAASPP scores are received.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	Included in staff development goal (1C).	Included in staff development goal (1C).

Action **G**

	PLANNED	ACTUAL
Actions/Services	Hire, train, and support instructional aides for all K-8th grade academy classrooms to support all students. Specialized training will allow targeted instruction for students with disabilities, English Learners, and socio- economically disadvantaged students, and those students requiring MTSS/RTI support.	Assistant Classroom Educators (ACEs) were hired and trained for all K-5th classrooms. There was an initial 10 day training in August 2016, and training is ongoing.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	$1,800,000	$ 1,111,298

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall implementation was successful in the following areas: Increased use of ST math and i-Ready, increase 3rd-8th grade students CAASPP scores, revision of homeschool curriculum, familiarity with CAASPP for parents/students, administration of interim assessments, and hiring and training of ACES. Overall implementation for the following are still ongoing, as expected: Milestone 3 data, revision of curriculum to make it mastery-based, and increased communication between SAI and teacher/ES.

The main challenge was implantation practices to increase Special Education achievement. With an high turn-over of staff and an enormous influx of moderate/severe students, the charter is revising the previous goal in 2017-18 (see new goal 5 below).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Through the actions/services, the overall goal was effective. As shown in our CAASPP results (see action/service B). Survey data from all stakeholders also had an overall positive response to effectiveness with the majority finding it used and useful.

The ACES were extremely well-received with very positive remarks from students, parents, and staff. The implementation of this action was extremely valuable and will be maintained for future years. The charter will also work with ACES on additional training to serve the UPC students to ensure subgroup and individual success.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a material difference and actual expenditures coming in much lower than originally budgeted. This is because the charter had originally planned to hire ACES for all grades K-8 and chose to only hire them for grades K-5 only. The charter maintains part time math aides in grades 6-8.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the annual review, analysis of data, and stakeholder feedback, there are quite a few changes within the actions/services for goal 2 in the 2017-18 LCAP (as shown below). Most notably, the charter moved the Special Education action under a different goal (qualifying students) with more significant expected outcomes. Based on stakeholder feedback, there was a removal of a couple of goals that were no longer needed now that the transition to common core is more complete.

Goal 3	Support college and career readiness for all students in grades 9-12 by increasing enrollment in CTE courses, A-G approved coursework and sequence, and improving EAP passing rates (exemptions).

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL Charter doc: 1 (p 4-5, 24-28); 4 (p. 19-23, 41), 5 (3-5, 28-29); 6 (p. 3-5, 31); 7 (p. 5-21); 8 (p. 21-22)

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED

ACTUAL

Support college and career readiness for all students in grades 9-12 by increasing enrollment and successful completion of: CTE courses by 5%, A-G approved coursework and sequence by 5%, dual/concurrent enrollment by 3%, Golden State Merit Diploma by 3%, SAT by 5%, Advanced Placement to meet or exceed state averages, and EAP passing exemptions by 5%.

CTE Participants – met

	2014-15	2015-16
# CTE Participants (CALPADS)	447	470
		+5%

A-G Sequence Completion:

RIVER – Nearly Met

Data Quest indicates that 39.3% of 2015 graduates completed the UC/CSU required courses; 42.8% of 2016 graduates completed. This is an increase of 3.5%.

Concurrent Enrollment:

RIVER – Not Met
Concurrent Enrollment course completion has decreased by 3% from 2014-15 to 2015-16 (33 courses completed in 2014-15; 32 courses completed in 2015-16).

Golden State Merit Diploma

RIVER - Met

Baseline data for 2017 indicates that 29 of the 181 current seniors are eligible for the Golden State Merit Diploma. This is 16% of the graduating class; an increase of 9 percentage points since 2015. (2016 data is not available at this time.)

SAT:

RIVER - Met

SAT participation grew from 53 in 2014-15 to 86 in 2015-16 (Data Quest) = 62% increase.

AP Program

RIVER - Met

In 2015-16, 32 students completed one or more AP courses. Of those, 21 students attempted 31 coordinating AP exams; 11 students passed one or more exams with a score of 3 or higher. This means 52% of the AP students earned a score of 3 or more on at least one exam. This is a significant increase from the 2015 rate of 25%.

EAP Passing Exemptions:

RIVER - Met

The ELA ready rate increased by 4 percentage points and the math ready rate by 8 percentage points.

2015 ELA:

21% of 11th graders "Ready"

30% of 11th graders "Conditionally Ready"

2016 ELA:

25% of 11th graders "Ready"

37% of 11th graders "Conditionally Ready"

2015 Math:

11% of 11th graders "Ready"

11% of 11th graders "Conditionally Ready"

	2016 Math: 3% of 11th graders "Ready" 11% of 11th graders "Conditionally Ready"

Action   **A**

Actions/Services

PLANNED	ACTUAL
To increase college/career-readiness, the charter will further develop and advertise course offerings in the areas of Career-Technical Education (CTE) and internships. The goal is to maximize CTE articulated pathway offerings and increase internship participation among our high school students. The charter will advertise concurrent and/or dual enrollment opportunities to all high school students. The charter will increase participation in these areas by 5% through additional advertising, increased counselor support, and varied options.	In the 2015-2016 schoolyear, 24 Springs CTE courses were available to high school students. In 2016-17, 29 CTE courses were offered. This is due to opening two new Pathways and expanding three existing pathways. In the 2015-2016 schoolyear, 14 CTE courses were articulated with local community colleges. In the 2016-2017 schoolyear, one additional course was articulated. Counseling department identified 10th and 11th grade students who were eligible for concurrent/dual enrollment. A letter was sent to all eligible students discussing the programs. Concurrent Enrollment course completion has decreased by 3% from 2014-15 to 2015-16 (33 courses completed in 2014-15; 32 courses completed in 2015-16).

Expenditures

BUDGETED	ESTIMATED ACTUAL
$400,000	$ 377,568

Action   **B**

Actions/Services

PLANNED	ACTUAL
Analyze and revise the CSU Expository Reading and Writing Course (ERWC) for grades 11 and 12 for EAP conditionally-passed students.	

		Annually train applicable teachers using best practices. Move course to new learning management system (Canvas).	Portions of the course were transitioned to Canvas. Entire course not moved due to amount of required teacher interaction.
Expenditures		**BUDGETED** $10,000	**ESTIMATED ACTUAL** $ 28,956

Action   **C**

		PLANNED Increase EAP exemption rate by 5% through multi-tiered teaching approaches	**ACTUAL** Multi-tiered teaching is still in progress. Math Mastery Lab was implemented at the semester. RIVER Springs Charter raised the ELA ready rate by 4% and the math ready rate by 8%. 2015 ELA: 21% of 11th graders "Ready" 30% of 11th graders "Conditionally Ready" 2016 ELA: 25% of 11th graders "Ready" 37% of 11th graders "Conditionally Ready" ------ 2015 Math: 11% of 11th graders "Ready" 11% of 11th graders "Conditionally Ready" 2016 Math: 3% of 11th graders "Ready" 11% of 11th graders "Conditionally Ready"
Actions/Services			
Expenditures		**BUDGETED** Included in staff development goal (1C).	**ESTIMATED ACTUAL** Included in staff development goal (1C).

D

Action

Actions/Services

PLANNED	ACTUAL
Ensure teachers are credentialed in content areas, per independent study guidelines.	100% compliant

Expenditures

BUDGETED	ESTIMATED ACTUAL
$43,000	$ 60,869

E

Action

Actions/Services

PLANNED	ACTUAL
Submit to Regents one new A-G course, based on need/interest	3 new CTE courses submitted. 1 former course updated. A-G approved: CTE Mechanical Engineering with CAD is "g" (elective) approved, CTE Digital Art and Design, CTE Intro to Game Design, and CTE Video production are "f" (Visual and Performing Arts) approved.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$10,000	$ 22,667

F

Action

Actions/Services

PLANNED	ACTUAL
Advertise Golden State Merit Diploma by advertising to all families through at least 3 delivery methods.	Information was advertised on the Springs Website (search "golden seal"). Email to high school families was sent 4/3/2017. Daily Refreshment was sent to all families on 4/21/2017.

Expenditures	BUDGETED $500		ESTIMATED ACTUAL $ 1,448	

Action **G**

Actions/Services	PLANNED Increase participation in SAT by 5% each year through increased marketing of minimally 3 delivery methods to all 10th and 11th grade students. Meet or exceed the State's passing rate (1500 or above).		ACTUAL Counselors do identified college bound students and promoted SAT as part of the eligibility process. SAT participation grew from 53 in 2014-15 to 86 in 2015-16 (Data Quest) = 62% increase.	
Expenditures	BUDGETED $500		ESTIMATED ACTUAL $ 7,371	

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall implementation was successful in the following areas: Increased CTE course participation and courses offered, SAT participation (when applicable), EAP exemption rates, concurrent enrollment, math mastery lab, a-g course submission, golden state merit diploma advertisement, and participation in SAT (when applicable). Overall implementation for the following are still ongoing, as expected: A-g course completion, concurrent enrollment, and courses transitioned to Canvas. The main challenge was assuring that all high school students have a complete a-g transcript. The charter is working diligently on this goal in future years to align with new Dashboard college/career ready standards currently under discussion at SBE.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Through the actions/services, the overall goal was effective. As shown in our results (see actions/services above for detail). Survey data from all stakeholders also had an overall positive response to effectiveness with the majority finding it used and useful. The charter will continue to work on high school goals to achieve all goals as outlined in future years. While the majority are being met, there is room for improvement.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material differences between the budgeted expenditures and the estimated actuals within the over-arching goal.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Based on the annual review, analysis of data, and stakeholder feedback, there are quite a few changes within the actions/services for goal 3 in the 2017-18 LCAP (as shown below). Most notably, the charter has stream-lined goals to more accurately align with the new Dashboard college/career ready indicator. See new actions/services below for further detail.

Goal 4

Improve student safety and school culture.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL Charter doc: 1 (p 4-5, 24-28); 6 (p. 3-5, 31)

ANNUAL MEASURABLE OUTCOMES

EXPECTED

All school facilities will be upgraded to an internal ranking of level 3. All resource center attendees will receive school safety and security training each year.

ACTUAL

All resource center attendees received security training.

An internal assessment was conducted, and 94% (16 of 17) of facilities achieved a ranking of 3 or higher for safety.

Action **A**

Actions/Services

PLANNED	ACTUAL
Facility security and maintenance will be prioritized through the internal evaluation system with all facilities being 100% compliant (level 3 security) by 2017.	2016-17 goal is complete.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$550,000	$ 643,523

Action **B**

	PLANNED	ACTUAL
Actions/Services	Increase bullying prevention program by presenting information two times per year at each resource center to include campus safety and dangerous objects on campus. Market the presentations to all families. Ensure follow through with campus-wide activities of choice.	The school has implemented a variety of anti-bullying and bullying prevention programs at various campuses, based on the needs of each academies' demographics. All academies have had counselor-led classrooms presentations on bullying, appropriate internet use, kindness, and respect. Targeted group counseling is held during seasons with higher levels of bullying and student confrontation. Counselors talk about leadership skills, which include identifying bullying, educating students on how to react to bullying and how to report it, as well as prevention. Curriculum used includes OLWEAS Anti-Bullying, Boys Town Social Skills, and Character Counts (Six Pillars of Character).
Expenditures	BUDGETED $35,000	ESTIMATED ACTUAL $ 5,550

Action   **C**

	PLANNED	ACTUAL
Actions/Services	Implement a comprehensive charter-wide social-emotional program at all academy programs.	A charter-wide social-emotional program was developed and began the pilot year of implementation at academy programs through STAR teams. STAR teams are groups with are led by counselors and include support staff and special education teachers to ensure the behavioral and social needs of students were met. There was also specific professional development opportunities focused on social well-being and supports for students in and out of the classroom.
Expenditures	BUDGETED $50,000	ESTIMATED ACTUAL $ 11,250

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall implementation was successful in all areas. Overall implementation for the following are still ongoing, as expected: Site maintenance to remain 100% compliant with internal safety standards The main challenge was aligning bullying programs to be stream-lined across the charter. The new goal in the 2017-18 will assuredly achieve an even more prosperous outcome.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Through the actions/services, the overall goal was effective. As shown in our results (see actions/services above for detail). While stakeholders agreed that all actions met or exceeded expectations, the charter has collapsed the social-emotional program and bullying prevention program into one goal for future years as this is seen as a cause/effect relationship for suspension and discipline issues.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material differences between the budgeted expenditures and the estimated actuals within the over-arching goal.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Based on the annual review, analysis of data, and stakeholder feedback, there was one significant change within the actions/services for goal 4 in the 2017-18 LCAP (as shown below). Most notably, the charter has stream-lined the social-emotional and bullying programs (see above and below for detail).

Goal 5

Increase course access and student engagement by utilizing 21st-century tools, resources, and materials.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL Charter doc: 1 (p 4-5, 24-28); 4 (p. 19-23, 41), 5 (3-5, 28-29); 7 (p. 5-21); 8 (p.21-22)

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
100% of students will be able to access needed curricular materials on demand. 100% of students in grades K-12 will be exposed to computer literacy opportunities.	These were both completed with 100% of students having access and computer literacy opportunities.

Action A

Actions/Services

PLANNED	ACTUAL
In an effort to increase technology readiness, the Charter's students will continue to have access to a Chromebook (or other similar technology) throughout all programs. Increase access time in Academy programs. Homeschool program offers 1:1 in grades TK-12.	Goal achieved. All Homeschool is 1:1 and academies have at least 10 in each classroom, some are also 1:1. ST Math (an online program) is mandated in all academy programs; thus, increasing Chromebook use. Access time is greatly increased for all students and received the highest marks on our stakeholder survey for used and useful.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$250,000	$ 839,741

Action B

Actions/Services	**PLANNED** Move 11th grade Core courses from Moodle to Canvas to increase participation. Ensure Canvas is updated regularly to have updated links/content.	**ACTUAL** All but two courses have been transitioned to Canvas.
Expenditures	**BUDGETED** $25,000	**ESTIMATED ACTUAL** River $ 9,425

Action   C

Actions/Services	**PLANNED** Add two additional online CTE course offerings to increase participation and computer literacy.	**ACTUAL** In the 2016 schoolyear, 13 CTE courses were offered online. In the 2017 schoolyear, 19 CTE courses are offered – an increase of six courses. This is due to the addition of new Pathways and adding to existing pathways.
Expenditures	**BUDGETED** $40,000	**ESTIMATED ACTUAL** $ 76,686

Action   D

Actions/Services	**PLANNED** Train all staff on educational technology (Ed Tech) tools a least two times each year to ensure quality use of technology resources. Ensure staff have specific training on how to teach students to utilize technology resources.	**ACTUAL** All staff has had the opportunity to attend a workshop on using technology in the classroom. However, this was a 'choice' workshop and not all teachers selected to attend. The workshops focused on Google Tools for teachers and students. In addition, we have offered specific technology training in our PL Cohort including tools for engagement and sites for personalized learning paths: Padlet, Thrively, Gooru, Learnzillion, OpenEdio, Sophia, BrainPop, Discovery Ed, Illuminate. We have also had specific "Sandbox" time to introduce SCS digital tools such as I CAN! eBooks and SCS Creative Commons.

Expenditures	BUDGETED In staff development goal (1C).	ESTIMATED ACTUAL $ 15,096 (moved to own action/service)

Action **E**

	PLANNED	ACTUAL
Actions/Services	Continue to provide and revise online resources (Live Binder) to students for developing 21st century skills such as computer literacy.	The Live Binder is shared regularly. A link to the Live Binder was shared with homeschool parents as a CAASPP test prep resource. It was also shared with academy teachers to use with students.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$18,000	No expenditures related to this goal

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall implementation was successful in the following areas: Increasing technology, additional online CTE courses, staff training on tech tools, and live binder. Overall implementation for the following are still ongoing, as expected: Staff training on tech tools The main challenge was getting parents to use Live Binder. As it's not as well received, we have removed it from the goals for the 2017-18 LCAP. However, the chromebook and use of technology was very well liked, so much so that it was the highest rated action on all surveys.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Through the actions/services, the overall goal was effective. As shown in our results (see actions/services above for detail). While stakeholders agreed that all actions met or exceeded expectations, the charter has deleted the Live Binder goal and mandated the staff tech tools training for all teachers. The survey data shows that the over-arching goal was extremely effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was a significant material difference between the budget and actuals due to the popularity of the 1:1 chromebooks for Homeschool students. While it has always been offered for grades 3-11, the charter opened it up to grades TK-12 this year. Nearly every student requested a chromebook from all grade levels. While there was a significant budget difference, the charter is pleased overall with the use of technology.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Based on the annual review, analysis of data, and stakeholder feedback, there was one significant change within the actions/services for goal 4 in the 2017-18 LCAP. The charter has deleted the Live Binder goal as there are other more useful tools, according to stakeholder feedback.

Goal 6

Increase support for struggling students.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL Charter doc: 1 (p 4-5, 24-28); 2 (p 4-10,19-22, 39-44), 3 (p. 4-5, 24); 4 (p. 19-23, 41), 5 (3-5, 28-29)

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Continue to develop 100% of Principals on best practices from urban school group with specified training for four. Continue to refine RSP tool box and use with 100% of SWDs. Reach 100% of identified at-risk students with MTSS process by 2017. Ensure 100% of foster, EL, and low income students have access to technology while off-site. Re-structure Math Path for 100% of designated students.	Four Principals were in the best practices program with nine more receiving follow through with executive coach. RSP tool boxes were instituted. The MTSS process reached all at-risk students at some level. All Homeschool qualifying students who requested technology access received a MiFi. Math Path re-structure complete.

Action A

Actions/Services

PLANNED	ACTUAL
Continue to contract with an established, highly successful group who study successful urban (Socio- economically disadvantaged and English Learner) schools across the country for best practices. These consultants will work intensively with Directors to develop and support best practices with these particular subgroups. Selected charter staff person will also be a part of the training and learn the support systems in order to ensure continuity and longevity of the program.	This is the fourth year working with NCUST. Currently nine principals are working with our executive coach in some capacity. Four principals from year 3 cohort meet 1:1 with the coach two times per year. The 4th year cohort includes 5 principals. This group meets monthly, rotating student centers. The group visited Horace Mann elementary school, a successful urban school.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$40,000	$ 187,829 (rolled from other action/services for more accurate tracking)

Action **B**

	PLANNED	ACTUAL
Actions/Services	RTI/MTSS coordinator will work school-wide to implement best practices and personalized learning for all students as part of Tier 1 support.	Monthly training time at Student Center PLC, and PL directed PD days.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$30,000	$ 67,379

Action **C**

	PLANNED	ACTUAL
Actions/Services	Continually revise curricula and processes of Math Path program. Analyze results each year as a part of the continuous improvement process.	Created Math Mastery Lab course to fill student (Gr 8-12) math knowledge gaps. Math Specialists are continue to revise the 9th grade Placement Test.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$20,000	River Specialist expenditures in previous goals

Action **D**

	PLANNED	ACTUAL
Actions/Services	Continue integration and collaboration among Special Education, general education, and parents through revised meeting schedule, shared resources, and parent training. Develop a	Special Education teachers have participated in STAR meetings and collaboration with the ACE staff. Push-in

	multi-tiered support model including Special Education providers, counselors, general education teachers, instructional aides, and other specialists to support push-in classroom delivery of SAI and other supports	services were implemented as appropriate based on student's identified needs as determined by IEP team.
Expenditures	BUDGETED $25,000	ESTIMATED ACTUAL $ 199,800

Action	**E**		

	PLANNED	ACTUAL
Actions/Services	Continue to provide MiFi (portable WiFi service) to foster, EL, homeless, and low-income students in order to access technology and resources when not at a resource center.	Provided for students by request. **98** students qualify, have requested, and are currently using MiFis in their home.
Expenditures	BUDGETED $24,000	ESTIMATED ACTUAL $ 21,871

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall implementation was successful in the following areas: NCUST implementation and follow up, MTSS, curriculum revision, Special Education collaboration, and MiFi support. Overall implementation for the following are still ongoing, as expected: Curriculum revision and special education collaboration The main challenge was Special Education collaboration to increase student achievement among that subgroup. This goal has been changed for future years.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Through the actions/services, the overall goal was effective as shown in our results (see actions/services above for detail). While stakeholders agreed that all actions met or exceeded expectations, the charter has changed the Special Education goal and refined the MTSS goal with a more complex STAR team action plan.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was a significant material difference between the budget and actuals due to the rising Special Education costs. The growth in this population exceeded expectations.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Based on the annual review, analysis of data, and stakeholder feedback, there are two significant changes within the actions/services for goal 6 in the 2017-18 LCAP. The first is extending the MTSS goal into STAR teams. The second is refining the Special Education goal to further student achievement.

Goal 7

Continue to support parent choice and personalized learning.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL Charter doc: 1 (p 4-5, 24-28); 2 (p 4-10, 19-22, 39-44), 3 (p. 4-5, 24); 4 (p. 19-23, 41), 6 (p. 3-5, 31)

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED	ACTUAL
The Charter will continue to support parent choice and personalized learning for 100% of students through keeping alignment with the charter where it states "parents will be the primary educator for their child." The Charter will annually publish attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates, suspension rates, and expulsion rates via the School Accountability Report Card (SARC) on the charter's website. Since the Charter is independent study, measurable outcomes for these items will include increasing resource center attendance by 3% each year, maintaining attendance rates above county averages, decreasing middle school and high school dropout rates and graduation rates by 1% accountability measure growth each year. The charter will keep suspension and expulsion rates under county averages.	The alignment with the Charter remained the highest priority for the school. The SARC was completed in its entirety by the given deadline. Resource center attendance was increased by 10%. Complete data for charter versus county rates are listed below, as appropriate.

Action **A**

Actions/Services

PLANNED	ACTUAL
Increase resource center attendance by 3% through stakeholder surveys and advertise advantages to parents through the website and intake process.	The charter school increased learning center enrollment by 10%.

Expenditures	BUDGETED $23,000	ESTIMATED ACTUAL $ 22,322

Action

B

Actions/Services

PLANNED

The charter will maintain attendance rates above county averages.

The charter will decrease middle school and high school dropout rates and graduation rates by accountability measure growth each year through adequate progress process, student involvement in goal setting, personalized learning process, interest choices, student engagement methods, PLC program to develop teachers in methods of personalization, and teacher training in best practices.

ACTUAL

RIVER
The charter school's 2015-16 average daily attendance rate was 99.4%, which is well above the county average.

According to the most current date available on Data Quest, the school's high school drop-out rate has decreased, and graduation rate has increased.

Middle School Drop Out Rates			
	2015-16	2014-15	2013-14
River Springs	0.4%	1.3%	0.1%
Riverside Co.	0.2%	0.2%	0.2%

High School Drop Out Rates			
	2015-16	2014-15	2013-14
River Springs	2.8%	3.3%	3.6%
Riverside Co.	1.7%	1.5%	2.6%

Graduation Rates			
	2015-16	2014-15	2013-14
River Springs	80.4%	81.7%	79.3%
Riverside Co.	89.2%	87.4%	85.2%

Expenditures	BUDGETED $100,000	ESTIMATED ACTUAL $ 1,167,099

Action C

Actions/Services	PLANNED	ACTUAL
	The charter will continue to keep suspension and expulsion rates under county averages by focused efforts on campus safety and student engagement.	RIVER Most recent suspension and expulsion rates available via Data Quest. The charter school has maintained rates lower than the county.

Suspension Rates			
	2014-15	2013-14	2012-13
River Springs	1.6%	1.2%	1.0%
Riverside Co.	4.3%	5.0%	5.5%

Expulsion Rates			
	2014-15	2013-14	2012-13
River Springs	0.0%	0.0%	0.0%
Riverside Co.	0.2%	0.2%	0.2

Expenditures	BUDGETED Included in previous action/service (7B)	ESTIMATED ACTUAL Included in previous action/service

Action D

Actions/Services	PLANNED	ACTUAL
	Continue to develop a Springs' Personalized Learning continuum and learning rubric. Continue to train staff on developing personalized learning plans related to the	A subcommittee met with Personalized Learning LCC. The group identified 3 of 10 areas to focus on this year and will add 3 additional this year. Staff training is connected to the

	continuum and the implementation of PL in a variety of settings.	focus areas and includes collaborating and best practices for when and how to use the PLPs. Teachers presenting during schoolwide Data Days on how they specifically use the PLPs in the classroom. Monthly spotlights on PLPs during PLC time and Data Days. For each of the focus areas, we have offered workshops at each schoolwide professional development day where teachers collaborated and planned with classroom culture, classroom environment, and assessment & reflection in mind. Two best practice videos are in production for Classroom Culture and Classroom Environment.
Expenditures	**BUDGETED** Included in previous action/service (7B)	**ESTIMATED ACTUAL** $ 153,000 (broken into own action/service for more accurate tracking)

Action **E**

	PLANNED Increase options for parent choice through an improved Homeschool student package and a full marketing/advertising campaign. Collaborate with homeschool staff on continued marketing of program's personalized learning options.	**ACTUAL** Homeschool student package was increased. The Homeschool Director and 4 Homeschool Education Specialists have been much more active on all social media, and marketing events took place for the spring marketing season. Two of the assigned homeschool Education Specialists led focus groups to discuss marketing ideas.
Actions/Services		
Expenditures	**BUDGETED** $2,000,000	**ESTIMATED ACTUAL** $ 447,500

Action   **F**

	PLANNED	ACTUAL
Actions/Services	Develop and implement a coordinated communication plan which promotes and informs parents of all of the varied options at the Charter (marketing). Ensure any interested parents are aware of all offerings and best uses.	Marketing and awareness is an ongoing project. This year's marketing efforts included mailers to existing families with information about our programs and a map of all locations. In addition, the charter continued the Daily Refreshment emails. For new/potential families, promotional materials were sent to entire zip code areas. Families who had expressed interest in our programs - but had not completed applications - received follow up materials.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$200,000	$ 267,948

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall implementation was successful in the following areas: Increased learning center enrollment, good attendance rates, above average suspension rates, active personalized learning cohort, homeschool student package was well-received, and a coordinated communication plan. Overall implementation for the following are still ongoing, as expected: Active personalized learning cohort There were no challenges within this goal.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Through the actions/services, the overall goal was effective as shown in our results (see actions/services above for detail). While stakeholders agreed that all actions met or exceeded expectations, the charter has changed the coordinated communication plan to better reflect marketing efforts.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was a significant material difference between the budget and actuals with lower than expected expenditures in the homeschool package rates. While the homeschool growth was good, it was slightly lower than expected. Also, parents did not use all of the funds they were given; thus, lowering actual costs.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Based on the annual review, analysis of data, and stakeholder feedback, there are some significant changes within the actions/services for goal 7 in the 2017-18 LCAP. In an effort to meet the new Dashboard calculations, many of the actions within this goal are now moved into other goals with more detailed plans (see below). The marketing efforts have increased significantly and that is detailed in the new plan to show our actual efforts.

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Stakeholder Committee: The stakeholder group helped to develop and refine goals based on the state priorities and chartering document. The Committee also assumed the role of data analysis and revisions in order to complete the document. This process involved multiple people who are experts in their field for input on their particular goals (ie: Special Education). Each stakeholder involved refined the goals based on their expertise. The Committee members also attended trainings throughout Southern California to ensure familiarity with LCAP processes. At the end of the process the Committee met again and solidified all of the goals based on ALL of the feedback received.

Board/Community Training/Meetings: During this public session in May the staff reminded the Board of the reasons for the LCAP document and the impact. During this presentation state priorities, charter vision, the new Dashboard, and stakeholder ideas were outlined. During public session each person in attendance was given a chance to vote on which action/service they thought was the most valuable to our students. Each person individually chose one action/service per overarching goal.

Authorizer Feedback: The Stakeholder Committee also looked at authorizer feedback from prior years (if given) to ensure all items were properly submitted based on their evaluation.

The Community-At-Large: The community was given a lengthy online survey describing the LCAP process with an outline of the seven goals. The seven goals were then separated into action/services where each participant was asked if each focused resource (provided by the school) was: used and useful, used and not useful, not used, or unknown. These survey results (aggregated) are as follows:

For each of the seven LCAP goals, stakeholders were asked how well they think Springs Charter Schools are doing to provide services and resources to students:

	%* stakeholders who say we are "exceeding expectations" or "doing well"	Highest rated resources for being "used and useful"	Lowest Rated resource; voted "used but not helpful"
(1) Common Core Transition	87%	I CAN Trackers, Common core aligned textbooks	I CAN Trackers
(2) Assessment	84%	i-Ready diagnostic, ST Math	OARS Milestone Quizzes
(3) College & Career Readiness	82%	Meeting with a counselor; A-G Sequence	SAT / ACT exam

(4) Student Safety	90%	Safe and maintained facilities	National Honor Society
(5) Engaging Students	89%	Chromebook Access Online course access	Moodle platform
(6) Support for Struggling Students	74%	Personalized learning	i-Ready instruction
(7) Personalized Learning	90%	Personalized Learning Plans	Passion Projects

Stakeholders who responded "I don't know" and "not applicable for my student" are not included in percentages

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

After the survey was complete, the Committee analyzed the data and changed the action plan per this feedback. The findings suggested that some of the actions needed to be further defined, deleted, or have additional items. Findings also led to the stream-lining of goals (from seven to six) and action/services aligned more clearly to stakeholder needs and budget. The committee used the feedback and revised the document tremendously.

Some examples include:
- Making math achievement a singular goal
- Making ELA achievement a singular goal
- Ensuring PLCs and professional development were all under a singular goal with clarified outcomes
- Adding resources to socio-emotional programs
- Ensuring STAR teams were directly impacting students
- Deleting Live Binder and other curricula that were seen as not useful or unknown
- Additional goals for qualifying students; and making goals more clear and stream-lined
- More complex goals for Special Education
- Adding "measures" to every sub-goal

In essence, every goal within this document was either refined or changed for this new version of the LCAP. Now that there are a number of years of experience with the document and the outcomes, the Committee has the expertise to ask better survey questions, analyze results, and refine all portions of the LCAP to better meet the needs of students, staff, and the community.

Goals, Actions, & Services

Strategic Planning Details and Accountability

☐ New	☒ Modified	☐ Unchanged

Goal 1	**Teaching and Learning:** Maintain high quality, rigorous Common Core State Standards curriculum and instruction to maintain/strengthen California Assessment of Student Performance and Progress (CAASPP) achievement through research-based practices and teacher training.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Need to ensure high quality, rigorous standards curriculum and instruction in order to achieve CAASPP achievement through best practices and teacher training.

Charter has identified needs based on multiple measures as shown below in expected AMOs below. All baseline measurements are based on the following: parent/student/community survey data, mission/vision/charter alignment, SBAC/internal assessment data, internal data, staff feedback, state/federal reports, WASC feedback, and/or Dashboard data.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Mastery-based curriculum	Committee designated to implement mastery-based curriculum	Mastery-based curriculum developed for K-8 and grade 9	Mastery-based curriculum developed for grade 10 and revision of grades K-9	Mastery-based curriculum developed for grade 11 and revision of grades K-10
SBAC ELA % met/exceeded	46% *Data Source: Data Quest*	Maintain or increase all change rates	Maintain or increase all change rates	Maintain or increase all change rates

SBAC Math % met/exceeded	30% *Data Source: Data Quest*	Maintain or increase all change rates	Maintain or increase all change rates	Maintain or increase all change rates
Data-driven staff development	Dashboard indicated a need for focused training on students with disabilities (ELA and math), English Learners (math), and African-American subgroups (math). *Data Source: CDE Dashboard*	Increase current rates for red/orange significant subgroups	Increase current rates for red/orange significant subgroups	Increase current rates for red/orange significant subgroups
Teacher assignment report	100% compliant per independent study guidelines	100% compliant per independent study guidelines	100% compliant per independent study guidelines	100% compliant per independent study guidelines

Action **A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____

Location(s) ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18   **2018-19**   **2019-20**

☐ New ☒ Modified ☐ Unchanged | ☐ New ☐ Modified ☒ Unchanged | ☐ New ☐ Modified ☒ Unchanged

Refine the Common Core-based curriculum which incorporates modular units to scaffold and have modified assignments to support all students, including struggling students. Develop Springs' I Can curriculum including online curriculum, homeschool boxsets and "Make it-Take it" workshops. Purchase textbooks, materials, and online subscriptions to support this goal. *Measure: Developed mastery-based curriculum for K-12.*	Based on feedback from users, continue to refine the Common Core-based curriculum which incorporates modular units to scaffold and have modified assignments to support all students, including struggling students. Develop Springs' I Can curriculum including online curriculum, homeschool boxsets and "Make it-Take it" workshops. Purchase textbooks, materials, and online subscriptions to support this goal.	Based on feedback from users, continue to refine the Common Core-based curriculum which incorporates modular units to scaffold and have modified assignments to support all students, including struggling students. Develop Springs' I Can curriculum including online curriculum, homeschool boxsets and "Make it-Take it" workshops. Purchase textbooks, materials, and online subscriptions to support this goal. The charter intends for all curriculum to be revised every year to ensure working links, new choice assignments, and updates throughout.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$564,711 $719,280	Amount	$581,652 $755,244	Amount	$599,101 $793,006
Source	LCFF Fund 62	Source	LCFF Fund 62	Source	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx (materials and supplies)	Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx (materials and supplies)	Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx (materials and supplies)

Action **B**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

	Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
ELA - Data-Driven Instruction: Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies in order to maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include Illuminate assessments and i-Ready. Conduct subgroup data-driven decision making training to focus on the students with disabilities subgroup during professional learning community and data days to target instruction and increase achievement specifically for this subgroup. *Measure: Dashboard change rates in both state and internal student data for all students including student groups identified as not meeting expected growth/performance.*	**ELA - Data-Driven Instruction**: Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies in order to maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include Illuminate assessments and i-Ready. The charter will prioritize subgroups that measure on Dashboard as red, orange, poorer than overall, and declining/significantly declining. *Measure: Dashboard change rates in both state and internal student data for all students including student groups identified as not meeting expected growth/performance.*	**ELA - Data-Driven Instruction**: Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and implement research-based strategies in order to maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include Illuminate assessments and i-Ready. The charter will prioritize subgroups that measure on Dashboard as red, orange, poorer than overall, and declining/significantly declining. *Measure: Dashboard change rates in both state and internal student data for all students including student groups identified as not meeting expected growth/performance.*

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$74,611 $176,469	Amount	$76,849 $181,763	Amount	$79,154 $187,215
Source	LCFF Fund 62	Source	LCFF Fund 62	Source	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O5xxx (services)	Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O5xxx (services)	Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O5xxx (services)

Action **C**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____

Location(s) ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Math - Data-Driven Instruction: Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and	**Math - Data-Driven Instruction:** Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and	**Math - Data-Driven Instruction:** Use individual, significant sub-group, and school-wide CAASPP data to drive instruction. Using this data, teachers and administrators will identify strengths and weaknesses and

implement research-based strategies in order to maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include Illuminate assessments and i-Ready.

RIVER
Conduct subgroup data-driven decision making training to focus on the students with disabilities, English Learners, and African-American subgroups during professional learning community and data days to target instruction and increase achievement specifically for these subgroups.

Measure: Dashboard change rates in both state and internal student data for all students including student groups identified as not meeting expected growth/performance.

implement research-based strategies in order to maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include Illuminate assessments and i-Ready.

The charter will prioritize subgroups that measure on Dashboard as red, orange, poorer than overall, and declining/significantly declining.

Measure: Dashboard change rates in both state and internal student data for all students including student groups identified as not meeting expected growth/performance.

implement research-based strategies in order to maintain/increase overall and significant subgroup achievement. The following assessments will be used and inserted into local level Dashboard to measure achievement: benchmark exams and diagnostic assessments. Each year these will be reviewed multiple times with teaching staff to ensure achievement maintenance/growth. Assessments used will include Illuminate assessments and i-Ready.

The charter will prioritize subgroups that measure on Dashboard as red, orange, poorer than overall, and declining/significantly declining.

Measure: Dashboard change rates in both state and internal student data for all students including student groups identified as not meeting expected growth/performance.

BUDGETED EXPENDITURES

2017-18

Amount	In goal 1B
Source	
Budget Reference	

2018-19

Amount	In goal 1B
Source	
Budget Reference	

2019-20

Amount	In goal 1B
Source	
Budget Reference	

Action **D**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to develop staff during five staff development/data day trainings each year. Agendas will be developed based on the results of internal and state achievement data. Staff development will include NGSS implementation, CCSS mastery based instruction and using student achievement data to drive instruction. Staff will also attend external conferences and workshops. *Measure: Master calendar, agendas, sign-in sheets, annual staff development plan*	Continue to develop staff during five staff development/data day trainings each year. Agendas will be developed based on the results of internal and state achievement data. Staff development will include NGSS implementation, CCSS mastery based instruction and using student achievement data to drive instruction. Staff will also attend external conferences and workshops. *Measure: Master calendar, agendas, sign-in sheets, annual staff development plan*	Continue to develop staff during five staff development/data day trainings each year. Agendas will be developed based on the results of internal and state achievement data. Staff development will include NGSS implementation, CCSS mastery based instruction and using student achievement data to drive instruction. Staff will also attend external conferences and workshops. *Measure: Master calendar, agendas, sign-in sheets, annual staff development plan*

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$191,152 $463,192 $4,500	Amount	$196,886 $477,087 $5,000	Amount	$202,792 $491,399 $5,500
Source	LCFF Fund 62	Source	LCFF Fund 62	Source	LCFF Fund 62

| Budget Reference | R0000/O1xxx, 3xxx (salaries and benefits) R0000/O5xxx (services) R0000/O4xxx (materials and supplies) | Budget Reference | R0000/O1xxx, 3xxx (salaries and benefits) R0000/O5xxx (services) R0000/O4xxx (materials and supplies) | Budget Reference | R0000/O1xxx, 3xxx (salaries and benefits) R0000/O5xxx (services) R0000/O4xxx (materials and supplies) |

Action **E**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Ensure teachers are credentialed in content areas, per independent study and charter guidelines. *Measure: teacher assignment report*	Ensure teachers are credentialed in content areas, per independent study and charter guidelines. *Measure: teacher assignment report*	Ensure teachers are credentialed in content areas, per independent study and charter guidelines. *Measure: teacher assignment report*

BUDGETED EXPENDITURES

2017-18   **2018-19**   **2019-20**

Amount	$47,195	Amount	$48,610	Amount	$50,069
Source	LCFF Fund 62	Source	LCFF Fund 62	Source	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)	Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)	Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)

	New	☒ Modified		☐ Unchanged

Goal 2

High School: Support college and career readiness for all students in grades 9-12 by increasing enrollment in CTE courses, increasing enrollment in A-G approved coursework and sequence, improving 11th grade CAASPP results, providing concurrent/dual enrollment opportunities, advertising Golden State Merit Diploma, and other specialized/personalized options.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Need to support college and career readiness for all high school students through CTE, A-G coursework, CAASPP results, college enrollment, Golden State Merit Diploma, and all other personalized learning options.

Charter has identified needs based on multiple measures as shown below in expected AMOs below. All baseline measurements are based on the following: parent/student/community survey data, mission/vision/charter alignment, SBAC/internal assessment data, internal data, staff feedback, state/federal reports, WASC feedback, and/or Dashboard data.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CTE/Internship enrollment per SIS	RIVER 249 internship in 2016-17; 470 CTE participants in 2015-16* *2015-16 CALPADS data is the most recent data available for CTE. Internship data based on OASIS course enrollment report for 2016-17.	Increase CTE/Internship enrollment by 3%	Increase CTE/Internship enrollment by 3%	Increase CTE/Internship enrollment by 3%

Concurrent/Dual enrollment opportunities	Three marketing pieces annually	Three marketing pieces annually	Four marketing pieces annually with college offerings at one site	Four marketing pieces annually with college offerings at two sites
A-G course packs	Committee developed to begin mastery-based A-G courses	Develop 9th grade A-G mastery-based course	Develop 10th grade A-G mastery-based course	Develop 11th grade A-G mastery-based course
Golden State Merit Diploma Advertising	Three marketing pieces annually	Three marketing pieces annually	Three marketing pieces annually with counselor meeting input for all academy 8th grade students	Three marketing pieces annually with counselor meeting input for every 8th grade student

Action **A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____

[Location(s)](#) ☒ All schools   ☐ Specific Schools:_____   ☒ Specific Grade spans: 9-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) ☐ English Learners   ☐ Foster Youth   ☐ Low Income

[Scope of Services](#) ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

[Location(s)](#) ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
To increase career-readiness, the charter will further develop and advertise course offerings in the areas of Career-Technical Education (CTE) and internships. The charter will offer two additional CTE pathway offerings: Human	To increase career-readiness, the charter will further develop and advertise course offerings in the areas of Career-Technical Education	To increase career-readiness, the charter will further develop and advertise course offerings in the areas of Career-Technical Education

Services and Hospitality, Tourism, and Recreation. The charter will also increase internship participation among our high school students by advertising offerings in three ways. *Measure: new CTE pathway development per OASIS and internship advertising materials*	(CTE) and internships. The charter will offer one additional CTE pathway offerings. The charter will also increase internship participation among our high school students by advertising offerings in three ways. *Measure: new CTE pathway development per OASIS and internship advertising materials*	(CTE) and internships. The charter will offer one additional CTE pathway offerings. The charter will also increase internship participation among our high school students by advertising offerings in three ways. *Measure: new CTE pathway development per OASIS and internship advertising materials*

[BUDGETED EXPENDITURES](#)

2017-18

Amount	$439,800 $500
Source	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx (materials and supplies)

2018-19

Amount	$452,994 $550
Source	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx (materials and supplies)

2019-20

Amount	$466,583 $600
Source	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx (materials and supplies)

Action   **B**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served]   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____

[Location(s)]   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans: 9-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served]   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

[Scope of Services]   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
To increase college-readiness, the charter will advertise concurrent and/or dual enrollment opportunities to all high school students through additional advertising and increased counselor support. *Measure: advertising materials*	To increase college-readiness, the charter will offer two college courses on one campus, through a vendor, or online for students to attend for dual credit (college and high school). *Measure: OASIS course enrollment*	To increase college-readiness, the charter will offer two college courses on one additional campus, through a vendor, or online for students to attend for dual credit (college and high school). *Measure: OASIS course enrollment*

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$44,246	Amount	$45,573	Amount	$46,940
Source	LCFF Fund 62	Source	LCFF Fund 62	Source	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)	Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)	Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)

Action   **C**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans: 9-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

| | Location(s) | ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____ |

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Begin revising a-g courses to make them mastery-based. The revised courses will include modules designed for mastery and will include options for remediation to ensure successful completion by students. Revisions will start with 9th grade for 17-18. *Measurement: a-g course design changes*	Continue revising a-g courses to make them mastery-based. The revised courses will include modules designed for mastery and will include options for remediation to ensure successful completion by students. Revise grade 10 a-g courses.	Continue revising a-g courses to make them mastery-based. The revised courses will include modules designed for mastery and will include options for remediation to ensure successful completion by students. Revise grade 11 a-g courses.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$59,037	Amount	$60,808	Amount	$62,632
Source	LCFF Fund 62	Source	LCFF Fund 62	Source	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)	Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)	Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)

Action **D**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans: 9-12

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☐ All schools	☐ Specific Schools:_____		☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Advertise Golden State Merit Diploma by marketing to all high school students through at least 3 delivery methods. *Measure: advertising materials*	Advertise Golden State Merit Diploma by marketing to all high school students through at least 3 delivery methods. *Measure: advertising materials*	Advertise Golden State Merit Diploma by marketing to all high school students through at least 3 delivery methods. *Measure: advertising materials*

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$3,441	Amount	$3,544	Amount	$3,650
Source	LCFF Fund 62	Source	LCFF Fund 62	Source	LCFF Fund 62
Budget Reference	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits)	Budget Reference	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits)	Budget Reference	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits)

Action   **E**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans: 9-12	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income	
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	

| Location(s) | ☐ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Use individual, significant subgroup, grade level internal assessment and cluster data to drive instruction at the beginning of grade 9 to identify high school area strengths and weaknesses and implement research-based strategies to maintain/increase CAASPP grade 11 "met" or "exceeded" and/or "ready" or "conditionally ready" EAP scores. Assessments will include i-Ready and Illuminate.

Measure: Grade 11 percentage met or exceeded on CAASPP ELA and math and/or percentage ready or conditionally ready on EAP metric. | Continue to use individual, significant subgroup, grade level internal assessment and cluster data to drive instruction at the beginning of grade 9 to identify high school area strengths and weaknesses and implement research-based strategies to maintain/increase CAASPP grade 11 "met" or "exceeded" and/or "ready" or "conditionally ready" EAP scores. Assessments will include i-Ready and Illuminate. Revise curriculum and/or practices, as appropriate.

Measure: Grade 11 percentage met or exceeded on CAASPP ELA and math and/or percentage ready or conditionally ready on EAP metric. | Continue to use individual, significant subgroup, grade level internal assessment and cluster data to drive instruction at the beginning of grade 9 to identify high school area strengths and weaknesses and implement research-based strategies to maintain/increase CAASPP grade 11 "met" or "exceeded" and/or "ready" or "conditionally ready" EAP scores. Assessments will include i-Ready and Illuminate. Revise curriculum and/or practices, as appropriate.

Measure: Grade 11 percentage met or exceeded on CAASPP ELA and math and/or percentage ready or conditionally ready on EAP metric. |

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$174,417	Amount	$179,649	Amount	$185,038
Source	LCFF Fund 62	Source	LCFF Fund 62	Source	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)	Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)	Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)

| ☐ New | ☐ Modified | ☒ Unchanged |

Goal 3

Safety and Culture: Improve student safety and school culture.

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

[Identified Need](#)

Need to ensure student safety and school culture is a high priority item.

Charter has identified needs based on multiple measures as shown below in expected AMOs below. All baseline measurements are based on the following: parent/student/community survey data, mission/vision/charter alignment, SBAC/internal assessment data, internal data, staff feedback, state/federal reports, WASC feedback, and/or Dashboard data.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facility Safety	Internal metrics shows 94% (16 of 17) facilities at proficient levels *Data Source: Facilities Security Google Doc*	Internal metrics to show 100% facilities at proficient levels	Internal matrix to show 100% of facilities at proficient levels	Internal matrix to show 100% of facilities at proficient levels
Suspension Rates per Dashboard	Dashboard suspension rates currently calculate at Orange (1.6% Medium and increased +0.4%) *Data Source: CDE Dashboard*	Decrease suspension rates per change rate as calculated on Dashboard	Decrease suspension rates per change rate as calculated on Dashboard	Decrease suspension rates per change rate as calculated on Dashboard

Action **A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Maintain all facilities at proficient security levels. *Measure: Proficient level calculation based on internal evaluation system*	Maintain all facilities at proficient security levels. *Measure: Proficient level calculation based on internal evaluation system*	Maintain all facilities at proficient security levels. *Measure: Proficient level calculation based on internal evaluation system*

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$325,000	Amount	$350,000	Amount	$375,000
Source	LCFF Fund 62	Source	LCFF Fund 62	Source	LCFF Fund 62
Budget Reference	R0000/O4xxx, 5xxx (materials and services)	Budget Reference	R0000/O4xxx, 5xxx (materials and services)	Budget Reference	R0000/O4xxx, 5xxx (materials and services)

Action **B**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
The whole child will be supported through various means including: Social/emotional groups led by counselors, STAR Team Meetings (including counselors, support staff, and special education teachers) to support students with behavioral and social needs, MTSS specific staff development training focused on social well-being and supports for students in and outside the classroom. Focus specifically on EL subgroup (currently red in dashboard) as well as SED, SWD, Asian, African-American, Filipino, and Hispanic subgroups (all currently orange on Dashboard). *Measure: Support efforts will be measured by a decreased overall suspension rate, as calculated on the Accountability Dashboard change rate.*	The whole child will be supported through various means including: Social/emotional groups led by counselors, STAR Team Meetings (including counselors, support staff, and special education teachers) to support students with behavioral and social needs, MTSS specific staff development training focused on social well-being and supports for students in and outside the classroom. The charter will use suspension overall and subgroup data to refine Team practices, as appropriate. *Measure: Support efforts will be measured by a decreased overall suspension rate, as calculated on the Accountability Dashboard change rate.*	The whole child will be supported through various means including: Social/emotional groups led by counselors, STAR Team Meetings (including counselors, support staff, and special education teachers) to support students with behavioral and social needs, MTSS specific staff development training focused on social well-being and supports for students in and outside the classroom. The charter will use suspension overall and subgroup data to refine Team practices, as appropriate. *Measure: Support efforts will be measured by a decreased overall suspension rate, as calculated on the Accountability Dashboard change rate.*

BUDGETED EXPENDITURES

2017-18

Amount	$353,868
Source	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) Some general fund contribution to Special Education

2018-19

Amount	$364,484
Source	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) Some general fund contribution to Special Education

2019-20

Amount	$375,418
Source	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) Some general fund contribution to Special Education

☐ New	☒ Modified	☐ Unchanged

Goal 4	Technology: Increase course access and student engagement by utilizing 21st-century tools, resources, and materials.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Need to ensure course access for all students by utilizing up-to-date tools, resources, and materials.

Charter has identified needs based on multiple measures as shown below in expected AMOs below. All baseline measurements are based on the following: parent/student/community survey data, mission/vision/charter alignment, SBAC/internal assessment data, internal data, staff feedback, state/federal reports, WASC feedback, and/or Dashboard data.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Staff/student survey data and inventory system	Inventory system currently shows all classroom are at least 10:1 and Homeschool has 1:1 in all grades (TK-12), per parent request	All classrooms maintain 10:1 levels and continue to offer Chromebooks to all Homeschool students in grades TK-12	All classrooms maintain 12:1 levels and continue to offer Chromebooks to all Homeschool students in grades TK-12	All classrooms maintain 12:1 levels and continue to offer Chromebooks to all Homeschool students in grades TK-12
Canvas course content based on survey data	Grades 9-11 course content all in Canvas	Grade 12 course content in Canvas	Maintain/revise course content for all high school grades in Canvas	Maintain/revise course content for all high school grades in Canvas
Staff development feedback	Trained staff on tech tools as a part of optional learning choice	Train staff on two tech tools as a part of large, mandated group activity	Train staff on two additional tech tools as a part of large, mandated group activity	Train staff on two additional tech tools as a part of large, mandated group activity

Action   **A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
In an effort to increase technology readiness, the Charter's students will continue to have access to a Chromebook (or other similar technology) throughout all programs. Increase access time in Academy programs at 10:1 levels. Homeschool program offers 1:1 in grades TK-12. *Measure: Inventory system Chromebook counts and survey data*	In an effort to increase technology readiness, the Charter's students will continue to have access to a Chromebook (or other similar technology) throughout all programs. Increase access time in Academy programs at 12:1 levels. Homeschool program offers 1:1 in grades TK-12. *Measure: Inventory system Chromebook counts and survey data*	In an effort to increase technology readiness, the Charter's students will continue to have access to a Chromebook (or other similar technology) throughout all programs. Increase access time in Academy programs at 12:1 levels. Homeschool program offers 1:1 in grades TK-12. *Measure: Inventory system Chromebook counts and survey data*

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$630,000	Amount	$640,000	Amount	$650,000
Source	LCFF Fund 62	Source	LCFF Fund 62	Source	LCFF Fund 62

Budget Reference	R0000/O4xxx (materials)	Budget Reference	R0000/O4xxx (materials)	Budget Reference	R0000/O4xxx (materials)

Action **B**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Move 12th grade Core courses from Moodle to Canvas to increase participation. Ensure Canvas is updated regularly to have accurate links/content. *Measure: Canvas course content*	Based on user feedback, revise Canvas courses as necessary to increase participation and ensure accurate links/content. *Measure: Canvas course content.*	Based on user feedback, revise Canvas courses as necessary to increase participation and ensure accurate links/content. *Measure: Canvas course content.*

[BUDGETED EXPENDITURES](#)

2017-18	**2018-19**	**2019-20**
Amount $54,151	Amount $55,775	Amount $57,448

Source	LCFF Fund 62	Source	LCFF Fund 62	Source	LCFF Fund 62
Budget Reference	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits)	Budget Reference	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits)	Budget Reference	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits)

Action **C**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income
Scope of Services   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)
Location(s)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Train all staff on two educational technology (Ed Tech) tools a least two times each year to ensure quality use of technology resources. Ensure staff have specific training on how to teach students to utilize technology resources. *Measure: Agendas and sign-in sheets*	Train all staff on two additional educational technology (Ed Tech) tools a least two times each year to ensure quality use of technology resources. Ensure staff have specific training on how to teach students to utilize technology resources. *Measure: Agendas and sign-in sheets*	Train all staff on two additional educational technology (Ed Tech) tools a least two times each year to ensure quality use of technology resources. Ensure staff have specific training on how to teach students to utilize technology resources. *Measure: Agendas and sign-in sheets*

BUDGETED EXPENDITURES

2017-18   **2018-19**   **2019-20**

Amount	$29,235	Amount	$30,112	Amount	$31,015
Source	LCFF Fund 62	Source	LCFF Fund 62	Source	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)	Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)	Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)

	New ☒	Modified ☐	Unchanged ☐

Goal 5

Qualifying Students: Increase support for qualifying students.

These include English Learners (ELs), students with disabilities (SWDs), foster youth, homeless youth, and socio-economically disadvantaged (SEDs).

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Need to increase support for all qualifying students including, but not limited to, English Learners, students with disabilities, foster youth, homeless youth, socio-economically disadvantaged and all other high need students.

Charter has identified needs based on multiple measures as shown below in expected AMOs below. All baseline measurements are based on the following: parent/student/community survey data, mission/vision/charter alignment, SBAC/internal assessment data, internal data, staff feedback, state/federal reports, WASC feedback, and/or Dashboard data.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Principal needs feedback	Nine Principals have been trained, and continue with executive coaching	Train three more Principals and continue follow up with all previously trained Principals	Train two more Principals and continue follow up with all previously trained Principals	Train two more Principals and continue follow up with all previously trained Principals
Inventory system: MiFis	Current MiFis checked out to students: 98	Increase MiFi use by 5% across charter	Increase MiFi use by 8% across charter	Increase MiFi use by 10% across charter

SBAC scores for SWD subgroup (% met/exceeded)	Current CAASPP met/exceeded scores for SWD subgroup are ELA: 20% Math: 10% *Data Source: Data Quest*	Planning meetings and internal data used with fidelity to increase SWD Dashboard subgroup growth in ELA and math	Increase SWD Dashboard subgroup growth data in ELA and math	Increase SWD Dashboard subgroup growth data in ELA and math
Student/staff survey results	ACES were hired and trained. Survey data shows that ACES are a high priority amongst board, staff and community members.	Move to student/parent survey and achieve higher than average scores for "used and useful" category.	Increase used and useful data by 5%	Increase used and useful data by 5%
SBAC scores for EL subgroup (% met/exceeded)	ELA: 12% Math: 9% *Data Source: Data Quest*	Increase EL Dashboard subgroup growth data in ELA and math	Increase EL Dashboard subgroup growth data in ELA and math	Increase EL Dashboard subgroup growth data in ELA and math

Action   **A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
[Students to be Served](#)   ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
[Location(s)](#)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
[Students to be Served](#)   ☒ English Learners   ☐ Foster Youth   ☒ Low Income
[Scope of Services](#)   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☒ Limited to Unduplicated Student Group(s)
[Location(s)](#)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to contract with an established, highly successful group who study successful urban (socio-economically disadvantaged and English Learner) schools across the country for best practices. These consultants will work intensively with Principals to develop and support best practices with these particular subgroups. *Measure: Invoice and meetings*	Continue to contract with an established, highly successful group who study successful urban (Socio- economically disadvantaged and English Learner) schools across the country for best practices. These consultants will work intensively with Principals to develop and support best practices with these particular subgroups. *Measure: Invoice and meetings*	Continue to contract with an established, highly successful group who study successful urban (Socio- economically disadvantaged and English Learner) schools across the country for best practices. These consultants will work intensively with Principals to develop and support best practices with these particular subgroups. *Measure: Invoice and meetings*

[BUDGETED EXPENDITURES]

2017-18		**2018-19**		**2019-20**	
Amount	$53,766 $68,152	Amount	$56,454 $70,196	Amount	$59,276 $72,302
Source	LCFF Fund 62 S/C	Source	LCFF Fund 62 S/C	Source	LCFF Fund 62 S/C
Budget Reference	R0000/O5xxx (services) R0000/O1xxx, 3xxx (salaries and benefits)	Budget Reference	R0000/O5xxx (services) R0000/O1xxx, 3xxx (salaries and benefits)	Budget Reference	R0000/O5xxx (services) R0000/O1xxx, 3xxx (salaries and benefits)

Action **B**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
[Students to be Served] ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
[Location(s)] ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income	
Scope of Services	☐ LEA-wide	☐ Schoolwide **OR**	☒ Limited to Unduplicated Student Group(s)	
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to provide MiFi (portable WiFi service) to foster, EL, homeless, and low-income students in order to access technology and resources when not at a resource center. *Measure: Number of MiFis checked out, per inventory system*	Continue to provide MiFi (portable WiFi service) to foster, EL, homeless, and low-income students in order to access technology and resources when not at a resource center. *Measure: Number of MiFis checked out, per inventory system*	Continue to provide MiFi (portable WiFi service) to foster, EL, homeless, and low-income students in order to access technology and resources when not at a resource center. *Measure: Number of MiFis checked out, per inventory system*

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$25,000	Amount	$30,000	Amount	$35,000
Source	LCFF Fund 62 S/C	Source	LCFF Fund 62 S/C	Source	LCFF Fund 62 S/C
Budget Reference	R0000/O5xxx (services)	Budget Reference	R0000/O5xxx (services)	Budget Reference	R0000/O5xxx (services)

Action **C**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ All	☒ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
In order to increase math and ELA CAASPP achievement, teachers/ESs will have planning meetings in one-to-one and small groups through STAR groups to ensure IEP goals are met while tracking and monitoring data throughout the year using OARS mastery quizzes and i-Ready. Collaboration will count on "first, best instruction" to mirror general education goals by utilizing PLC groupings. *Measure: Dashboard change rate in math and ELA for students with disabilities subgroup*	In order to increase math and ELA CAASPP achievement, teachers/ESs will have planning meetings in one-to-one and small groups through STAR groups to ensure IEP goals are met while tracking and monitoring data throughout the year using OARS mastery quizzes and i-Ready. Collaboration will count on "first, best instruction" to mirror general education goals by utilizing PLC groupings. Revise planning meetings and monitoring practices, as appropriate, to attain goal. *Measure: Dashboard change rate in math and ELA for students with disabilities subgroup*	In order to increase math and ELA CAASPP achievement, teachers/ESs will have planning meetings in one-to-one and small groups through STAR groups to ensure IEP goals are met while tracking and monitoring data throughout the year using OARS mastery quizzes and i-Ready. Collaboration will count on "first, best instruction" to mirror general education goals by utilizing PLC groupings. Revise planning meetings and monitoring practices, as appropriate, to attain goal. *Measure: Dashboard change rate in math and ELA for students with disabilities subgroup*

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$119,122	Amount	$122,685	Amount	$126,365
Source	SELPA: Local Assistance and general fund contribution	Source	SELPA: Local Assistance and general fund contribution	Source	SELPA: Local Assistance and general fund contribution
Budget Reference	R3310, 0000/O1xxx, 3xxx (Special Education, salaries and benefits)	Budget Reference	R3310, 0000/O1xxx, 3xxx (Special Education, salaries and benefits)	Budget Reference	R3310, 0000/O1xxx, 3xxx (Special Education, salaries and benefits)

Action   **D**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to train and support Assistant Classroom Educators (ACES)/instructional aides for all K-5ᵗʰ grade academy classrooms to support all students. Specialized training will allow targeted instruction for students with disabilities, English Learners, foster, homeless, and socio- economically disadvantaged students, and those students requiring MTSS/RTI support. *Measure: ACE assignments and training calendar*	Continue to train and support Assistant Classroom Educators (ACES)/instructional aides for all K-5ᵗʰ grade academy classrooms to support all students. Specialized training will allow targeted instruction for students with disabilities, English Learners, foster, homeless, and socio- economically disadvantaged students, and those students requiring MTSS/RTI support. *Measure: ACE assignments and training calendar*	Continue to train and support Assistant Classroom Educators (ACES)/instructional aides for all K-5ᵗʰ grade academy classrooms to support all students. Specialized training will allow targeted instruction for students with disabilities, English Learners, foster, homeless, and socio- economically disadvantaged students, and those students requiring MTSS/RTI support. *Measure: ACE assignments and training calendar*

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$2,008,992 $35,000	Amount	$2,069,261 $30,000	Amount	$2,131,339 $25,000

Source	LCAP Fund 62 S/C	Source	LCAP Fund 62 S/C	Source	LCAP Fund 62 S/C
Budget Reference	R0000/O2xxx,3xxx (salaries and benefits) R0000/O4xxx (materials and supplies)	Budget Reference	R0000/O2xxx,3xxx (salaries and benefits) R0000/O4xxx (materials and supplies)	Budget Reference	R0000/O2xxx,3xxx (salaries and benefits) R0000/O4xxx (materials and supplies)

Action **E**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____

Location(s)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☒ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☒ Limited to Unduplicated Student Group(s)

Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Increase EL met/exceeded in both ELA and math. Increase EL RFEP though at least two specialized staff development trainings which include core interventions and strategies that teachers commit to employing. Add three coordinator walk-throughs to ensure fidelity with use of best practices and ELD I CANs.	Increase EL met/exceeded in both ELA and math. Increase EL RFEP though at least two specialized staff development trainings which include core interventions and strategies that teachers commit to employing. Add three coordinator walk-throughs to ensure fidelity with use of best practices and ELD I CANs.	Increase EL met/exceeded in both ELA and math. Increase EL RFEP though at least two specialized staff development trainings which include core interventions and strategies that teachers commit to employing. Add three coordinator walk-throughs to ensure fidelity with use of best practices and ELD I CANs.

Measure: Dashboard change rates in both state and internal data points, staff development agendas and sign-in sheets, and walk-through documentation	Change trainings and practices based on new data sets and teacher feedback, as appropriate. *Measure: Dashboard change rates in both state and internal data points, staff development agendas and sign-in sheets, and walk-through documentation*	Change trainings and practices based on new data sets and teacher feedback, as appropriate. *Measure: Dashboard change rates in both state and internal data points, staff development agendas and sign-in sheets, and walk-through documentation*

BUDGETED EXPENDITURES

2017-18

Amount	$30,087 $29,235
Source	Title III LCFF Fund 62
Budget Reference	R4201/O1xxx, 3xxx (Title III salaries and benefits) R0000/O1xxx, 3xxx (salaries and benefits)

2018-19

Amount	$30,989 $30,112
Source	Title III LCFF Fund 62
Budget Reference	R4201/O1xxx, 3xxx (Title III salaries and benefits) R0000/O1xxx, 3xxx (salaries and benefits)

2019-20

Amount	$31,919 $31,015
Source	Title III LCFF Fund 62
Budget Reference	R4201/O1xxx, 3xxx (Title III salaries and benefits) R0000/O1xxx, 3xxx (salaries and benefits)

New	Modified	☒ Unchanged
☐		

Goal 6

Mission: Continue to support parent choice and personalized learning.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Need to ensure that the school's mission, as outlined in the charter, remains a high priority.

Charter has identified needs based on multiple measures as shown below in expected AMOs below. All baseline measurements are based on the following: parent/student/community survey data, mission/vision/charter alignment, SBAC/internal assessment data, internal data, staff feedback, state/federal reports, WASC feedback, and/or Dashboard data.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State attendance, graduation and drop-out rates	Internal attendance rates and Data Quest drop-out and graduation rates for 2015-16 (most current data available) are as follows: Attendance: 99.4% Mid Drop-out: 0.4% High Drop-out: 2.8% Grad: 80.4% *Data Source: Data Quest (drops outs and graduates); attendance*	Maintain all rates to be better than county average	Maintain all rates to be better than county average	Maintain all rates to be better than county average

	rates based on OASIS Attendance Detail Report.			
Staff and WASC feedback	Personalized learning on staff development agendas as choice option; Personalized learning cohort four complete	Personalized learning on staff development as mandatory; add personalized learning cohort five	Personalized learning on staff development as mandatory; add personalized learning cohort six	Personalized learning on staff development as mandatory; add personalized learning cohort seven
Marketing event calendar	11 marketing events were completed	15 marketing events scheduled	15 marketing events scheduled	15 marketing events scheduled

Action **A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____

Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
The charter will maintain attendance rates above county averages. The charter will decrease middle school and high school dropout rates and graduation rates by accountability measure growth each year through adequate progress process, student	The charter will maintain attendance rates above county averages. The charter will decrease middle school and high school dropout rates and graduation rates by accountability measure growth each year through adequate progress process, student	The charter will maintain attendance rates above county averages. The charter will decrease middle school and high school dropout rates and graduation rates by accountability measure growth each year through adequate progress process, student

| involvement in goal setting, personalized learning process, interest choices, and student engagement methods.

Measure: Aggregate attendance rate drop-out data with comparable. Graduation rates per Dashboard, both state and internal (up-to-date) data points. | involvement in goal setting, personalized learning process, interest choices, and student engagement methods.

Measure: Aggregate attendance rate drop-out data with comparable. Graduation rates per Dashboard, both state and internal (up-to-date) data points. | involvement in goal setting, personalized learning process, interest choices, and student engagement methods.

Measure: Aggregate attendance rate drop-out data with comparable. Graduation rates per Dashboard, both state and internal (up-to-date) data points. |

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$163,773	Amount	$168,686	Amount	$173,746
Source	LCFF Fund 62	Source	LCFF Fund 62	Source	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)	Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)	Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits)

Action **B**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s) ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**

☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to develop the training resources for the Springs' Personalized Learning continuum and learning rubric. Continue to train staff on developing personalized learning plans related to the continuum and on the implementation of personalized learning in a variety of settings. *Measure: Project update for the personalized learning continuum staff development resources, PLC agendas; Personalized Learning Cohort participation.*	Continue to develop the training resources for the Springs' Personalized Learning continuum and learning rubric. Continue to train staff on developing personalized learning plans related to the continuum and on the implementation of personalized learning in a variety of settings. Update trainings and resources based on user feedback, as appropriate. *Measure: Project update for the personalized learning continuum staff development resources, PLC agendas; Personalized Learning Cohort participation.*	Continue to develop the training resources for the Springs' Personalized Learning continuum and learning rubric. Continue to train staff on developing personalized learning plans related to the continuum and on the implementation of personalized learning in a variety of settings. Update trainings and resources based on user feedback, as appropriate. *Measure: Project update for the personalized learning continuum staff development resources, PLC agendas; Personalized Learning Cohort participation.*

BUDGETED EXPENDITURES

2017-18

Amount	$100,000 $17,660
Source	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx, 5xxx (materials and services)

2018-19

Amount	$103,000 $20,000
Source	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx, 5xxx (materials and services)

2019-20

Amount	$106,090 $23,000
Source	LCFF Fund 62
Budget Reference	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx, 5xxx (materials and services)

Action   **C**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

<p align="center">**OR**</p>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	☐ English Learners ☐ Foster Youth ☐ Low Income
<u>Scope of Services</u>	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Market personalized learning through social media and numerous marketing tactics/events based on focus group, marketing committee, and other stakeholder input. Maintain robust Homeschool package. *Measure: Focus group notes, homeschool funds allotment calendar, marketing purchase orders, and marketing events calendar.*	Market personalized learning through social media and numerous marketing tactics/events based on focus group, marketing committee, and other stakeholder input. Maintain robust Homeschool package. *Measure: Focus group notes, homeschool funds allotment calendar, marketing purchase orders, and marketing events calendar.*	Market personalized learning through social media and numerous marketing tactics/events based on focus group, marketing committee, and other stakeholder input. Maintain robust Homeschool package. *Measure: Focus group notes, homeschool funds allotment calendar, marketing purchase orders, and marketing events calendar.*

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$127,352 $280,000	Amount	$131,172 $300,000	Amount	$135,107 $320,000
Source	LCFF Fund 62	Source	LCFF Fund 62	Source	LCFF Fund 62
Budget Reference	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits) R0000/O4xxx, 5xxx (materials and services)	Budget Reference	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits) R0000/O4xxx, 5xxx (materials and services)	Budget Reference	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits) R0000/O4xxx, 5xxx (materials and services)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	Supplemental $4,358,334 no concentration	Percentage to Increase or Improve Services:	10.27%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

All students will receive the services as written in goals 1, 2, 3, 4, and 6 above.

Goals 5A, 5B, 5D, 5E are specific and principally-directed for unduplicated pupils as per the action narratives. Unduplicated pupils will specifically receive services above and beyond the other students, to ensure the charter effectively meets its goals for these qualifying students.

In summary, these goals include:
Continue contracting with urban schools group who specifically coach Principals for unduplicated pupils, increase number of participants;
Continue to increase number of MiFis being used by students who do not have internet access at home; and
Continue to hire and train Assistant Classroom Educators (ACES) for all academy classrooms grades K-5.
Increase services to English Learners.

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Name _____ **#_____Date** _____

My Personalized Learning Path

I CAN 3.1:

_____

_____

Step 1: **Prepare for your journey**

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

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

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

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

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

My Learning Path Goal:

_____

_____

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

1. _____

2. _____

3. _____

Pretest Score: _____ **OUT OF** _____   _____%

Step 2: My Journey

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

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

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

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

Step 3: Post Journey Reflections

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

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

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

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

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

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

_____

_____

_____

_____

Learning Path Scoring Rubric:

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

Post test Score: _____ OUT OF _____   _____%

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2017-2018 Assessment Pathways: Kinder-2nd Grades

	AUGUST/ SEPTEMBER	OCTOBER	NOVEMBER	DATA DAY 11/14/17	DECEMBER	JANUARY
				DATA EVIDENCE		
Reading	I-Ready Diagnostic #1		BENCHMARK: ELA Common Assessment (Springs created)	i-Ready Diagnostic ELA Benchmark Math Benchmark RTI: Dibels math & Dibels NEXT		ELA i-READY Diagnostic #2
Math	I-Ready Diagnostic #1	BENCHMARK: Math Common Assessment (Springs created)				MATH i-Ready Diagnostic #2
Skills Assessment Focus (T2/3)		Skills Assessments: Phonemic Awareness Early Phonics Phonics Foundational Reading Skills	Skills Assessments: Early Numeracy Foundational Math Skills			

- *All assessment options & data will be housed in Illuminate*
- *Ongoing formative assessment is not listed on this plan, however, it is expected that teachers will use it to personalize learning and provide remastery for just in time learning.*
- *Data can be accessed by teachers and principals at any time in Illuminate by utilizing the DATA tile on your Illuminate home page*
- *MTSS coordinators will work with teachers on a case by case basis if additional or alternative assessments are required*
- *Teachers and principals need to be prepared to provide the data evidence required at each of the 3 data day gatherings*

2017-2018 Assessment Pathways: Kinder-2nd Grades

SEMESTER 2	FEBRUARY	DATA DAY 2/16/18	MARCH	DATA DAY 3/16/18	APRIL	MAY
		DATA EVIDENCE		DATA EVIDENCE		
Reading		i-Ready Diagnostic #2 & Growth Report		I CAN! Data & Mastery Evidence Samples	ELA i-Ready Diagnostic #3	BENCHMARK: ELA Common Assessment (Springs created)
Math		RTI: Dibels math & Dibels NEXT		RTI: Illuminate Skills Assessments	Math i-Ready Diagnostic #3	BENCHMARK: MATH Common Assessment (Springs created)
Skills Assessment Focus (T2/3)	Skills Assessment: Phonemic Awareness Early Phonics Phonics Foundational Reading Skills		Skills Assessment: Early Numeracy Foundational Math Skills			
Annual Data Report (by 6/30/18)	**2017-18 data reporting & trend analysis sent to principals by teachers based on assessment pathway.**					

- *All assessment options & data will be housed in Illuminate*
- *Ongoing formative assessment is not listed on this plan, however, it is expected that teachers will use it to personalize learning and provide remastery for just in time learning.*
- *Data can be accessed by teachers and principals at any time in Illuminate by utilizing the DATA tile on your Illuminate home page*
- *MTSS coordinators will work with teachers on a case by case basis if additional or alternative assessments are required*
- *Teachers and principals need to be prepared to provide the data evidence required at each of the 3 data day gatherings*

2017-2018 Assessment Pathways: 3rd-8th Grades

	AUGUST/ SEPTEMBER	OCTOBER	NOVEMBER	DATA DAY 11/14/17	DECEMBER	JANUARY
PATHWAY #1				**DATA EVIDENCE**		
Reading	I-Ready Diagnostic #1		BENCHMARK: ELA Milestone #1 (Closes 11/3)	i-Ready Diagnostic ELA MS #1 Math MS #1 RTI: Dibels math & Dibels NEXT		BENCHMARK: ELA Milestone #2 (Closes 1/26)
Math	I-Ready Diagnostic #1		BENCHMARK: Math Milestone #1 (Closes 11/3)			BENCHMARK: MATH Milestone #2 (Closes 1/26)
PATHWAY #2				**DATA EVIDENCE**		
Reading	Reading Plus Diagnostic		BENCHMARK: ELA Milestone #1 (Closes 11/3)	Reading Diagnostic and Dibels Math (3rd-6th) OR Math diagnostic (7th/8th) ELA MS #1 Math MS #1 RTI: Dibels math & Dibels NEXT		BENCHMARK: ELA Milestone #2 (Closes 1/26)
Math	Dibels Math (3rd-6th) Math Diagnostic BOY (7th/8th)		BENCHMARK: Math Milestone #1 (Closes 11/3)			BENCHMARK: MATH Milestone #2 (Closes 1/26)
Skills Assessment Focus (T2/3) (BOTH PATHWAYS)		Skills Assessments: Phonemic Awareness Phonics Foundational Reading Skills Fluency Comprehension	Skills Assessments: Quantity Discrimination Number flexibility Foundational Math Skills Computation Concepts and Application			

- *All assessment options & data will be housed in Illuminate*
- *Ongoing formative assessment is not listed on this plan, however, it is expected that teachers will use it to personalize learning and provide remastery for just in time learning.*
- *Data can be accessed by teachers and principals at any time in Illuminate by utilizing the DATA tile on your Illuminate home page*
- *MTSS coordinators will work with teachers on a case by case basis if additional or alternative assessments are required*
- *Teachers and principals need to be prepared to provide the data evidence required at each of the 3 data day gatherings*

2017-2018 Assessment Pathways: 3rd-8th Grades

	FEBRUARY	DATA DAY 2/16/18	MARCH	DATA DAY 3/16/18	APRIL	MAY
PATHWAY #1		DATA EVIDENCE		DATA EVIDENCE		
Reading	I-Ready Diagnostic #2	i-Ready Diagnostic #2 & Growth Report RTI: Dibels math & Dibels NEXT	ELA CAASPP INTERIM TEST	CAASPP Interim Data Or Milestone #3	CAASPP TESTING FOR ELA AND MATH	ELA i-Ready Diagnostic #3
Math	I-Ready Diagnostic #2		MATH CAASPP INTERIM TEST			Math i-Ready Diagnostic #3
PATHWAY #2		DATA EVIDENCE		DATA EVIDENCE		
Reading	Dibels Reading (3rd-6th) Reading Plus (7th-8th)	Dibels Reading and Dibels Math (3rd-6th) OR Reading Plus and Math diagnostic (7th/8th) ELA MS #2 Math MS #2 RTI: Dibels math & Dibels NEXT	ELA CAASPP INTERIM TEST	CAASPP Interim Data Or Milestone #3	CAASPP TESTING FOR ELA AND MATH	Dibels Reading (3rd-6th) Reading Plus (7th-8th)
Math	Dibels Math (3rd-6th) Math Diagnostic Mid-Year (7th/8th)		MATH CAASPP INTERIM TEST			Dibels Math (3rd-6th) Math Assessment EOY (7th/8th)
Skills Assessment Focus (T2/3) (BOTH PATHWAYS)	Skills Assessments: Phonemic Awareness Phonics Foundational Reading Skills Fluency Comprehension					Skills Assessments: Quantity Discrimination Number flexibility Foundational Math Skills Computation Concepts and Application
Annual Data Report (by 6/30/18)	**2017-18 data reporting & trend analysis sent to principals by teachers based on assessment pathway chosen.**					

- *All assessment options & data will be housed in Illuminate*
- *Ongoing formative assessment is not listed on this plan, however, it is expected that teachers will use it to personalize learning and provide remastery for just in time learning.*
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- *MTSS coordinators will work with teachers on a case by case basis if additional or alternative assessments are required*
- *Teachers and principals need to be prepared to provide the data evidence required at each of the 3 data day gatherings*

Subject: Conflict of Interest Code

Effective Date: December 14, 2006

Revised Dates: August 15, 2013

March 13, 2014

Approved By: Board of Directors

Policy: 7003.1

I.   ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., River Spring Charter School hereby adopts this Conflict of Interest Code which shall apply to all governing board members, candidates for members of the governing board, and all other designated employees of River Springs Charter School, as specifically required by California Government Code Section 87300.

II.   DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations incorporated by reference to this Code.

III.   DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held the interest in real property, the business position, or source of income may be foreseeably be affected materially by a decision made or participate in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall by supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy and forward the original to the Jurisdiction Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School Decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Superintendent, who shall record the employee's disqualification. In the case of a

designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/ her appointing authority.

B. Governing Board Member Designated Employees

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

EXHIBIT A
Designated Positions
(To be updated by HR as necessary)

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

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

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

      A.   Controller

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

      A. Site Principals
      B. Program Directors (Homeschool, Keys, Learning Centers)
      C. Administrative Directors (Special Education, Guidance/Intake, Instructional Support, Board Operations)
      D. Director of Student Records
      E. Risk Manager

F. Educational Activities Coordinator
G. Field Trip Coordinator
H. Data Analyst

EXHIBIT B
Disclosure Categories

Category 1 Reporting:

A. Interest in real property which is located in whole or in part either (1) within the boundaries of the jurisdiction, or (2) within two miles of the boundaries of the jurisdiction, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property, if the fair market value of the interest is greater than $1,000.
(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a ten percent interest or greater.)

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

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

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

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

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

Category 2 Reporting:

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

Category 3 Reporting:

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

Subject: Conflict of Interest Code

Effective Date: December 14, 2006

Revised Dates: August 15, 2013

March 13, 2014   4/12/18

Approved By: Board of Directors

Policy: 7003.1

I.   ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., River Spring Charter School hereby adopts this Conflict of Interest Code which shall apply to all governing board members, candidates for members of the governing board, and all other designated employees of River Springs Charter School, as specifically required by California Government Code Section 87300. Additionally, River Springs will comply with GC 1090.

II.   DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations incorporated by reference to this Code.

III.   DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV.   STATEMENT OF ECONOMIC INERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held the interest in real property, the business position, or source of income may be foreseeably be affected materially by a decision made or participate in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall by supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy and forward the original to the Jurisdiction Board of Supervisors.

V.   DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School Decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI.   MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Superintendent, who shall record the employee's disqualification. In the case of a

designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/ her appointing authority.

B. Governing Board Member Designated Employees

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

EXHIBIT A
Designated Positions
(To be updated by HR as necessary)

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

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

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

   A. Controller

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

   A. Site Principals
   B. Program Directors (Homeschool, Keys, Learning Centers)
   C. Administrative Directors (Special Education, Guidance/Intake, Instructional Support, Board Operations)
   D. Director of Student Records
   E. Risk Manager

F. Educational Activities Coordinator
G. Field Trip Coordinator
H. Data Analyst

EXHIBIT B
Disclosure Categories

Category 1 Reporting:

A. Interest in real property which is located in whole or in part either (1) within the boundaries of the jurisdiction, or (2) within two miles of the boundaries of the jurisdiction, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property, if the fair market value of the interest is greater than $1,000.
(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a ten percent interest or greater.)

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

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

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

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

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

Category 2 Reporting:

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

Category 3 Reporting:

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

Governance Structure

Corporate documents, such as Bylaws, Articles of Incorporation and Board-member bios can be found in the pages that follow. To further clarify our governance structure and process, please note:

RSCS Board Selection Process:

- Board member candidates submit an application when a vacancy arises, and qualified candidates are interviewed by the River Springs Board.
- Members are appointed by the RSCS Board at large; staff does not have a vote in the selection or appointment of Board members. Maintaining diverse viewpoints, perspectives, backgrounds and expertise is taken into consideration when the Board appoints members.
- There is no oversight provided in any manner from Springs, Inc. to the RSCS Board.
- The Bylaws require that members be parents of students currently attending River Springs, and/or community members residing in Riverside or adjacent counties.
  - At present, 3 of the RSCS members have children who have been students of, and/or graduated from, RSCS
- RSCS also has a student representative (non-voting) on the Board, as allowed by the Bylaws.

The Role of Springs, Inc.

River Springs has a self-governing Board that is not affiliated with Springs, Inc.

Springs, Inc. is a Sole Statutory member of the other charters in the Springs network (Harbor Springs, Empire Springs, Citrus Springs). Springs, Inc. has no oversight of RSCS Board or programs.

The only function that Springs, Inc. provides to River Springs is several Staff Development events throughout the year, for which RSCS pays its proportionate share.

State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of ____/____ page(s) was prepared by and in this office from the record on file, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

FEB 0 8 2008

DEBRA BOWEN
Secretary of State

Sec/State Form CE 108 (REV 1/2007)   OSP 06 99733

State of California
Secretary of State

N

E-270642

STATEMENT OF INFORMATION
(Domestic Nonprofit Corporation)

FILED

In the office of the Secretary of State
of the State of California

Filing Fee $20.00. If amendment, see instructions.

IMPORTANT - READ INSTRUCTIONS BEFORE COMPLETING THIS FORM

Jun - 19 2006

1 CORPORATE NAME (Please do not alter if name is preprinted)

C2837039

EAGLES PEAK- INLAND EMPIRE, INC

981 VALE TERRACE DRIVE
VISTA   CA 92084

This Space For Filing Use Only

COMPLETE PRINCIPAL OFFICE ADDRESS (Do not abbreviate the name of the city Item 2 cannot be a P O Box)

2 STREET ADDRESS OF PRINCIPAL OFFICE IN CALIFORNIA IF ANY	CITY	STATE	ZIP CODE
981 VALE TERRACE DRIVE VISTA, CA 92084			

NAMES AND COMPLETE ADDRESSES OF THE FOLLOWING OFFICERS (The corporation must have these three officers   A comparable title for the specific officer may be added however the preprinted titles on this form must not be altered)

3 CHIEF EXECUTIVE OFFICER/ ADDRESS	CITY AND STATE	ZIP CODE
ROBIN MAMMOTH 12068 MARIGOLD AVENUE MORENO VALLEY, CA 92557		

4 SECRETARY/ ADDRESS	CITY AND STATE	ZIP CODE
KARI L. GILLETTE 18640 GENTIAN AVENUE RIVERSIDE, CA 92058		

5 CHIEF FINANCIAL OFFICER/ ADDRESS	CITY AND STATE	ZIP CODE
JUDY ADAIR 7001 INDIANA AVENUE, SUITE 2 RIVERSIDE CA 92506		

AGENT FOR SERVICE OF PROCESS (If the agent is an individual the agent must reside in California and Item 7 must be completed with a California address. If the agent is another corporation the agent must have on file with the California Secretary of State a certificate pursuant to Corporations Code section 1505 and Item 7 must be left blank)

6 NAME OF AGENT FOR SERVICE OF PROCESS

LINDA RHOADS PARKS

7 ADDRESS OF AGENT FOR SERVICE OF PROCESS IN CALIFORNIA IF AN INDIVIDUAL	CITY	STATE	ZIP CODE
25 15TH PLACE SUITE 703 LONG BEACH, CA 90802			

DAVIS-STIRLING COMMON INTEREST DEVELOPMENT ACT (California Civil Code section 1350 et seq)

8 ☐   Check here if the corporation is an association formed to manage common interest development under the Davis-Stirling Common interest Development Act and proceed to items 9, 10 and 11

NOTE: Corporations formed to manage a common interest development must also file a Statement by Common Interest Development Association (Form SI-CID) as required by California Civil Code section 1363 6   Please see instructions on the reverse side of this form

9 ADDRESS OF BUSINESS OR CORPORATE OFFICE OF THE ASSOCIATION IF ANY	CITY	STATE	ZIP CODE

10 FRONT STREET AND NEAREST CROSS STREET FOR THE PHYSICAL LOCATION OF THE COMMON INTEREST DEVELOPMENT Complete if the business or corporate office is not on the site of the common interest development	9-DIGIT ZIP CODE

11 NAME AND ADDRESS OF ASSOCIATION'S MANAGING AGENT IF ANY	CITY	STATE

12 THE INFORMATION CONTAINED HEREIN IS TRUE AND CORRECT

LINDA RHOADS PARKS		AGENT	
TYPE OR PRINT NAME OF PERSON COMPLETING THE FORM	SIGNATURE	TITLE	

SI-100 (REV 03/2005)

APPROVED BY SECRETARY OF STATE

Secretary of State
Business Programs Division

1500 11th Street, 3rd Floor
P.O. Box 944260
Sacramento, CA 94244-2600

Certification and Records
(916) 657-5448

ENTITY # C2837039

NAME CHANGED FROM: EAGLES PEAK- INLAND EMPIRE, INC.

TO: RIVER SPRINGS CHARTER SCHOOL, INC.

ON: 6/29/2007

State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of _____/_____ page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

JUL 2 6 2007

DEBRA BOWEN
Secretary of State

A0664254

CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the president and the secretary, respectively, of Eagles Peak-Inland Empire, Inc., a California corporation.

2. Article One of the Articles of Incorporation of this corporation is amended to read as follows:

ARTICLE ONE: The name of this corporation is River Springs Charter School, Inc.

3. The foregoing amendment of Articles of Incorporation has been duly approved by the board of directors.

4. The foregoing amendment of Articles of Incorporation has been duly approved by the required vote of the members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: *June 14, 2007*

Robin Mammoth
Robin Mammoth, President

Kari L. Gillette
Kari L. Gillette, Secretary

BYLAWS
OF
RIVER SPRINGS CHARTER SCHOOL, INC.
A California Nonprofit Public Benefit Corporation

Adopted by
The Board of Directors
DATE: June 16, 2006

Amended by
The Board of Directors
DATE: June 14, 2007

Amended by
The Board of Directors
DATE: August 9, 2007

Amended by
The Board of Directors
DATE: September 3, 2008

Amended by
The Board of Directors
DATE: September 14, 2011

TABLE OF CONTENTS

BYLAWS

OF

RIVER SPRINGS CHARTER SCHOOL, INC.
Adoption Date: September 3, 2008

A California Nonprofit Public Benefit Corporation

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is River Springs Charter School, Inc.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 43466 Business Park Drive, Temecula, CA 92590. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote River Springs Charter School ("Charter School"), a California public charter school. Also, in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of

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the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in River Springs Charter School's Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI
CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. This corporation shall have no "members" as that term is used in the California Nonprofit Public Benefit Corporation Law. All rights, which would otherwise vest in the members, shall vest in the Board of Directors.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the activities of the corporation to any person(s), management company, or committees, however composed, provided that notwithstanding any such delegation the activities and affairs of the corporation shall continue to be managed and all corporate powers shall continue to be exercised under the ultimate direction of the Board. The Board may not delegate the responsibilities of budget approval or approval of fiscal and performance audits.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Article VII, Section I of these Bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

(a)   Exercise all powers vested in the Board of Directors under the laws of the State of California.

(b)   Appoint and remove, at the discretion of the Board of Directors, all corporate officers, agents, and employees; prescribe any powers and duties for such persons that are consistent with the law, the Articles of Incorporation and these Bylaws; and fix their compensation.

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(c)   Appoint such agents and employ such other employees, including attorneys and accountants, as it sees fit to assist in the operation of the corporation, and to fix their duties and to establish their compensation,

(d)   Adopt and establish rules and regulations governing the affairs and activities of the corporation, and take such steps as it deems necessary for the enforcement of such rules and regulations.

(e)   Enforce all applicable provisions of the Bylaws.

(f)   Pay all taxes and charges, which are or would become a lien on any portion of the corporation's properties.

(g)   Delegate its duties and powers hereunder to the officers of the corporation, any person(s), management company, or to committees established by the Board, subject to the limitations expressed in Article VII, Section I hereof.

(h)   Open bank accounts and borrow money on behalf of the corporation and designate the signatories to such bank accounts.

(i)   Bring and defend actions on behalf of the corporation so long as the action is pertinent to the operations of the corporation.

(j)   Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges and other evidences of debt and securities.

Section 3.   NUMBER AND TERMS OF MEMBERS OF THE BOARD OF DIRECTORS. The authorized number of Directors shall be no less than five (5) and no more than seven (7), unless changed by amendment to these bylaws. The Board shall be comprised of parents of students currently attending River Springs Charter School and community members residing in Riverside or the immediately adjacent counties.

Directors will remain on the Board, unless otherwise removed from office in accordance with these bylaws, for a term of (3) three years. Directors may serve no more than two (2) consecutive terms. Each Director must be reappointed to the Board by the last meeting of the fiscal year when their first term ends. Director's terms will be staggered in such a manner that no more than three (3) positions become vacant in any one year. Each Director, including a Director appointed to fill a vacancy, shall hold office until the expiration of the term. A Director that is appointed to complete the term of a Director who resigned or was removed prior to the end of his/her term, will complete the term of the prior Director. Under such circumstances, a Director would be eligible for only one (1) additional three (3) year term. A prior Director that completed two successive terms may be elected to again serve on the Board provided that there has been an interval of at least one fiscal year since the prior term of service.

The beginning and end of each term will be calculated to coincide with the fiscal (school) year. The term of a Director that completes the term of another, without regard for the actual date of that appointment, will expire at the end of the fiscal year in which the predecessor's term would have expired.

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A student currently enrolled in River Springs Charter School may be selected by the Executive Director from solicitations of nominees from River Springs Charter School's teachers, to serve as an ex-officio member of the Board, with the right to participate in meetings of the full Board, without voting rights. The student representative will hold office for a term of one year.

If the authorized number of directors falls below the minimum requirement of five (5), the Board may appoint Directors to complete open terms.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 6. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; (d) the failure of a director to attend two (2) consecutive Board meetings without prior Board approval and/or written notification; or (e) when a director is no longer qualified according to any Article contained herein.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President or the Secretary of the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 10. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 [commencing with Section 54950] of Division 2 of Title 5 of the Government Code). Any director may also be removed by a petition of ¾ of school families requesting the director's resignation. Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 13. COMPENSATION AND REIMBURSEMENT. Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 14. STANDARDS FOR INVESTMENT. Except as provided in sections 5240(c) and 5241 of the Nonprofit Public Benefit Corporation Law, in the investment, reinvestment, purchase, acquisition, exchange, sale and management of the corporation's investments, the Board shall:

a. Avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the corporation's capital; and

b. Comply with additional standards, if any imposed by the Articles of Incorporation, these Bylaws or the express terms of any instrument or agreement pursuant to which the invested assets were contributed to the corporation,

Section 15. CREATION OF POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more voting directors, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

b. Fill vacancies on the Board of Directors or any committee of the Board;

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c.   Fix compensation of the directors for serving on the Board of Directors or on any committee;

d.   Amend or repeal bylaws or adopt new bylaws;

e.   Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

f.   Create any other committees of the Board of Directors or appoint the members of committees of the Board;

g.   Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

h.   Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

Section 16. <u>NON-LIABILITY OF DIRECTORS</u>. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 17. <u>COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS</u>. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII
MEETINGS OF THE BOARD OF DIRECTORS

Section 1. <u>PLACE OF BOARD OF DIRECTORS MEETINGS</u>. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, <u>et seq.</u>, as said chapter may be modified by subsequent legislation.

Section 3. <u>REGULAR MEETINGS</u>. Regular meetings of the Board of Directors shall be held at least eight (8) times per calendar year for the transaction of the activities and affairs of the corporation, unless otherwise determined by the Board. Dates for these regular Board meetings shall be agreed upon on/before the first Board meeting of the fiscal year. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 4. <u>SPECIAL MEETINGS</u>. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, the President, the Secretary, or any two directors. The party calling a special meeting shall determine the place, date, and time thereof.

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Section 5. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 6. QUORUM. A majority of the voting directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy.

Section 7. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of Riverside County;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;[1]

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[1] This means that members of the Board of Directors who choose to utilize their homes or offices as

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e.   Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f.   The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[2]

Section 8. ADMISSIONMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 9. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

ARTICLE IX
OFFICERS

Section 1. OFFICERS. The officers of the corporation shall be a president, vice president, secretary and a treasurer.

The corporation may also have, at the Board's discretion, one or more assistant secretaries, one or more assistant treasurers and such other officers as the Board may appoint who need not be members of the Board. Any number of offices may be held by the same person, except that neither the secretary, nor the treasurer, may serve concurrently as the President.

Section 2. ELECTION OF OFFICERS. The officers of the corporation shall be chosen annually by the Board during the first meeting of the fiscal year, and shall serve at the direction of the Board.

Section 3. TERM OF OFFICE. The officers of the corporation shall hold office for a term of one (1) year. Officers may serve a maximum of two (2) consecutive terms in the same office. Any officer may be removed at any time, with or without cause, by the affirmative vote of a majority of the Board. Officers of the corporation will minimally

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teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[2] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

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include a President and Secretary/Treasurer. Additional offices may include a Vice President and (separate) Treasurer.

Section 4. VACANCIES IN OFFICE. A vacancy in any office shall be filled in the manner prescribed in these bylaws for regular appointments to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 5. PRESIDENT. Subject to the control of the Board, the President shall be the general manager of the corporation. The president shall preside at all Board meetings. The President shall have such other powers and duties as the Board or the bylaws may prescribe.

Section 6. VICE PRESIDENT. Subject to the control of the Board, the Vice President shall exercise all the duties of the President in the event of the President's absence. The Vice President shall serve as Parliamentarian of the Board of Directors.

Section 7. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's main office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board, or committees of the Board. The Secretary shall keep or cause to be kept, at the principal office in California, a copy of the Articles of Incorporation and Bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board required by these Bylaws to be given. The secretary shall keep the corporate seal in safe custody and shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe.

Section 8. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The treasurer shall send or cause to be given to the Directors such financial statements and reports as are required to be given by law, by these Bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times.

The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board may designate, shall disburse the corporation's funds as the Board may order, shall render to the President, and the Board, when requested, an account of all transactions as treasurer and of the financial condition of the corporation, and shall have such other powers and perform such other duties as the Board or the Bylaws may prescribe. These duties may be designated to a contracting agency.

ARTICLE X
CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this

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Corporation's directors are directors have a material financial interest) unless all of the following apply:

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

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

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

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

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

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE XI
CONTRACTS WITH NON-DIRECTOR EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in River Springs Charter School's Conflict of Interest Policy have been fulfilled.

ARTICLE XII
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a

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director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XIII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIV
INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

a.   Adequate and correct books and records of account;

b.   Written minutes of the proceedings of its members, Board, and committees of the Board; and

c.   Such reports and records as required by law.

ARTICLE XVI
DIRECTORS' RIGHT TO INSPECT

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The

inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVII
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the Board of Directors) within 165 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a.   The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

b.   The principal changes in assets and liabilities, including trust funds;

c.   The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d.   The corporation's expenses or disbursement for both general and restricted purposes;

e.   Any information required under these bylaws; and

f.   An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to the Board of Directors, or as a separate document if no annual report is issued, the corporation shall, within 165 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

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a.   Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an "interested person" is either:

   (1)   Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

   (2)   Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVIII
OTHER PROVISIONS

Section 1. AMENDMENT OF BYLAWS. The Board may adopt, amend, or repeal these Bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created River Springs Charter School or make any provisions of these Bylaws inconsistent with that Charter, the Corporation's Articles of Incorporation, or with any laws.
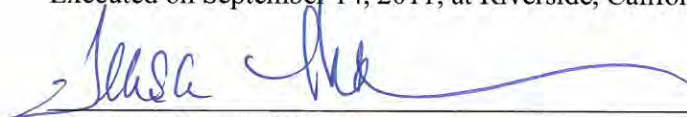
Section 2. FISCAL YEAR. The fiscal year of the corporation shall be from July 1st through June 30th of each year.

Section 3. ANNUAL STATEMENT OF INFORMATION. As and when required by section 6210 of the California Nonprofit Corporation Law, the corporation shall file, with the Secretary of State of the State of California, on the prescribed form, a statement setting forth the authorized number of directors, the names and complete business or residence addresses of all incumbent directors, the names and complete business or residence addresses of the chief executive officer, secretary and chief financial officer, the street address of its principal office in this state, together with a designation of the agent of the corporation for the purpose of service of process.

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CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of River Springs Charter School, Inc., a California Nonprofit Public Benefit Corporation, that the foregoing Bylaws, consisting of thirteen (13) pages, are the Bylaws of this corporation as adopted by the Board of Directors on June 16, 2006 and amended on June 14, 2007, August 9, 2007, and September 3, 2008, and September 14, 2011.

Executed on September 14, 2011, at Riverside, California.

Secretary, Board of Directors

Carl Burk, Chair

Carl is an independent consultant specializing in talent acquisition and career navigation for students, early and late career professionals. He has over 30 years of experience in the medical device and biotechnology industries. The first part of his career was in the laboratory developing pilot manufacturing processes and teams for products used in clinical trials for cancer and infectious diseases. The second part of his career involved leadership roles in Finance, Marketing and Human Resources.

Carl has over 20 years of Human Resources leadership experience and has a passion for building high performing teams, performance management, and career development. He is often most excited when he is presenting "what you can do with your science degree," resume, or interview preparation at UCSD, UCR, SDSU, or Keck Graduate Institute. He has lived in Temecula since 1999 with his wife. Together they have raised three children through the local charter school system.

Sheila Ryle, Vice Chair

As a teacher for 28 years of all grade levels, Kindergarten through graduate education, Sheila brings a wealth of experience to the River Springs Charter School Board of Directors. After retiring from public schools, she taught part time at Eagles Peak Charter School where she found something very special – personalized instruction for every student, whether GATE or special needs, and lots of parent participation and involvement.

She had found herself struggling for years in the public school arena with her two gifted children and the constant cuts to the GATE budgets. At River Springs, truly, no child is left behind. All are provided equal access to a myriad of curricular/cultural offerings as a means to achieve their fullest potential. As a Mentor Teacher in LAUSD and Adjunct Professor of Graduate Education and Mentor Teacher, she is well versed on what succeeds and fails in the classroom setting. Sheila believes that every child is precious and unique and that given the correct environment, embracing what is challenging, creative, and personally interesting, a child will soar and achieve greatness beyond imagination.

Stephen Darrow, Secretary

Stephen is an attorney currently practicing and managing his own firm, the Darrow Law Center, in Temecula (since 2002). Stephen started his own law practice in Long Beach and has received numerous commendations from the Chief Judge of the United States Federal Court and Los Angeles Superior Court.

Stephen believes strongly that the best communities are made when people give back by becoming involved through community service. He serves on the Temecula Theater Foundation a non-profit organization as a board member working with the community and various groups raising funds for The Arts.

He has previously served on the Board of Directors for Curtains-Up Community Theater (Palos Verde, CA) for 10 years and served as President for 4 years. He has also served as Vice President of the Board of Directors and as director of Faith Christian Academy. Through his Law Firm, he has mentored students in various internship programs for over 20 years. He has further donated his time and efforts in supporting veterans and the elderly offering free legal advice and representation.

Chuck Vela, Treasurer

Chuck spent 24 years in the United States Marine Corps and learned firsthand about leadership and how large organizations work. At one point he oversaw the operational and logistical control for a deployed 1500 man unit. Chuck finished his career in 1999 after teaching senior enlisted soldiers at the Marine Corps University.

After retirement, he went to work in construction as a field superintendent. After some time he acquired his own license and operated a construction company of his own. Chuck presently works at the California Baptist University in Facilities Management.

As a father of two daughters that went through, first, homeschooling, and then later classroom studies in the Eagles Peak and River Springs Charter Schools, he knows the value of personalized teaching. Chuck also knows that there is a void being filled by River Springs Charter School and other charter schools and will do anything in his control to help in that need.

Charlene Ponzio, Director

Charlene contributes experience from a number of venues, including homeschooling her children, PTA, and other school site committees and boards. Because she believes in parent choice, and because she has a child with learning challenges, she has continued to desire to be a part of a school choice and/or homeschool program. River Springs Charter School is that blending that allows for her to serve the families, students, and communities by providing and supporting these various choices.

Charlene realizes that each student learns in different ways and the importance of providing diverse opportunities to those families seeking alternative and creative ways to teach their child/children. She continues her own personal education by auditing classes, editing books on occasion, learning new activities, and reading at every opportunity.

Jessica Mercer, Director

Jessica Mercer brings vast experience to her position on the River Springs Board. She started her career as a sixth grade teacher for the Upland Unified School District before transferring to the Corona Norco Unified School District where she worked as a first grade teacher and reading specialist, and later went on to teach and supervise for the multiple subject credential program at Cal State Fullerton. Jessica also worked for McGraw-Hill publishing company as a sales associate and teacher trainer assistant.

Jessica is passionate about education and all forms of language arts and communication including speaking, reading, writing and listening. Among her favorite books are Living, Loving and Learning by Leo Buscaglia, and How to Talk so Kids Will Listen and Listen so Kids Will Talk by Adele Faber and Elaine Mazlish.
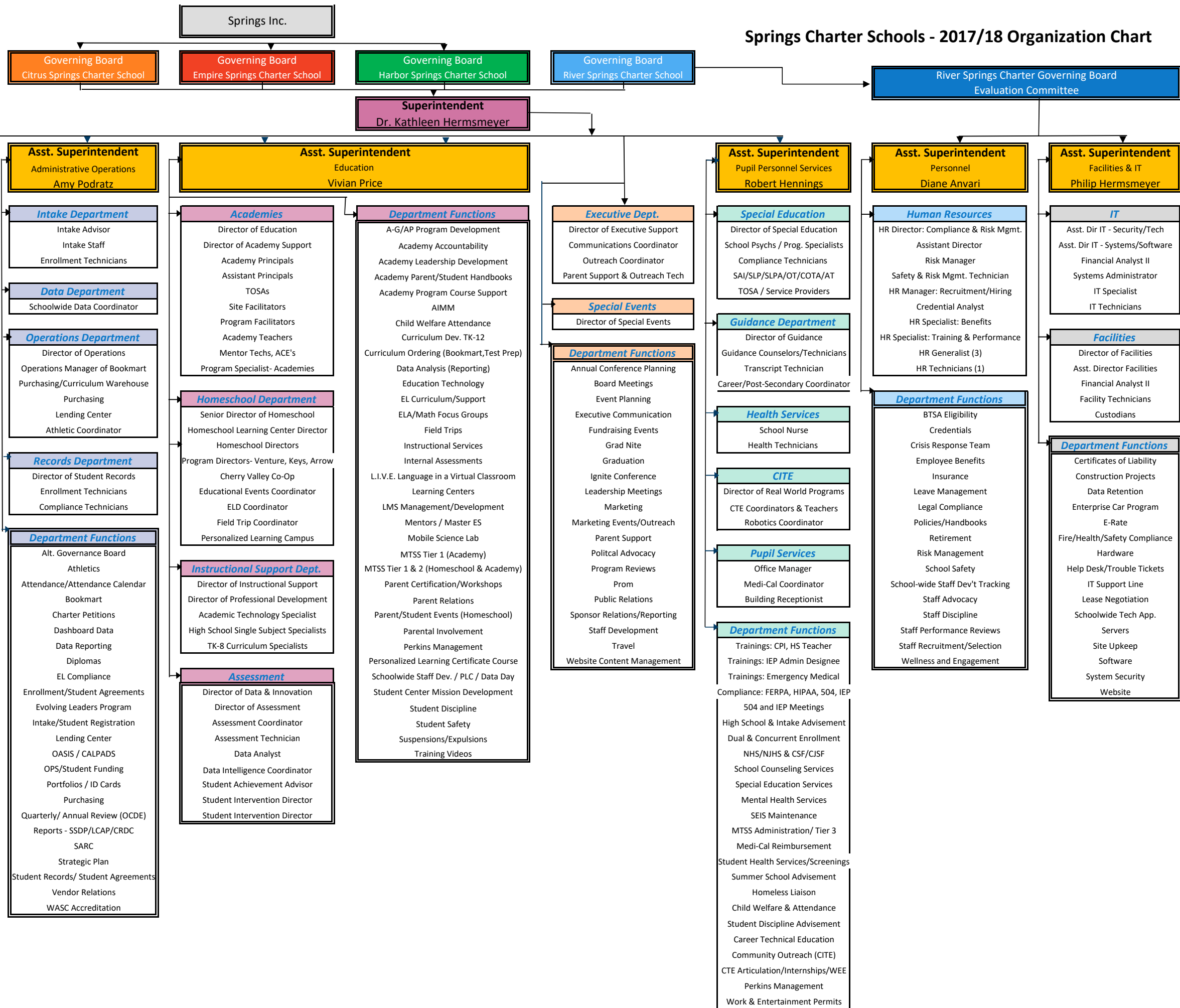
Jessica has been married to her junior high school sweetheart for over twenty years, and is the parent of three children. Her eldest daughter was in the first graduating class of the River Springs' Mosaic Program in Riverside.

Reginald Wadlington, Director

Reginald Wadlington has a broad and varied community service background, having served on or chaired a number of boards. He is active in legislative, community, and religious causes. Reginald has a passion for education, particularly charter schools advocacy. He firmly believes that every student should have a choice concerning their education journey. He believes education should focus on the uniqueness of the whole student, thereby equipping them to become successful contributors to their own lives and society.

Reginald is a lifelong resident of California and a former Clinical Research business owner and professional. He proudly served his country as a USN Hospital Corpsman with the USMC Fleet Marine Force. He is married to his lovely wife Diane, is the proud parent of 3 children, and grandparent of 6 grandchildren.

Springs Inc.

Governing Board — Citrus Springs Charter School
Governing Board — Empire Springs Charter School
Governing Board — Harbor Springs Charter School
Governing Board — River Springs Charter School

River Springs Charter Governing Board — Evaluation Committee

Superintendent — Dr. Kathleen Hermsmeyer

Asst. Superintendent — Business — Tanya Rogers

Business Department
- Controllers
- Assistant Controllers
- Accounts Payable Technicians
- Business Clerks
- Director of Nutrition Services
- Food Service Clerks
- Payroll Administrator
- Payroll Manager
- Payroll Technician

Department Functions
- Accounts Payable/Receivable
- Audit Coordination
- Bond Assistance
- Budget/Debt Analysis
- Business Processes
- Capitalization
- Cash flow/Cash Received
- Categorical/Grants
- Categoricals Restricted Funding
- COE/Authorizer Forms
- Contracts
- Credit Cards
- Expenditure Approvals
- Finance Legislation
- Financial Board Reports
- Financial Report - Galaxy/Aptafund
- Financials & Contracts
- Grant Writing & Administration
- Insurance Assistance
- Internal Controls/Compliance
- IT/Facilities Liaison
- Lunch Programs
- Multi-year Projections
- Nutrition Services
- OPS/Student Funding
- Payroll Processing
- Payroll Taxes / Assistance
- Reports - SSDP/LCAP
- SACS Compliance
- Special Ed. Finance
- Special Ed. Funding/SELPA
- Sponsor Relations
- SSC
- Student Clubs/ASB/PTSO
- Use Tax

Asst. Superintendent — Administrative Operations — Amy Podratz

Intake Department
- Intake Advisor
- Intake Staff
- Enrollment Technicians

Data Department
- Schoolwide Data Coordinator

Operations Department
- Director of Operations
- Operations Manager of Bookmart
- Purchasing/Curriculum Warehouse
- Purchasing
- Lending Center
- Athletic Coordinator

Records Department
- Director of Student Records
- Enrollment Technicians
- Compliance Technicians

Department Functions
- Alt. Governance Board
- Athletics
- Attendance/Attendance Calendar
- Bookmart
- Charter Petitions
- Dashboard Data
- Data Reporting
- Diplomas
- EL Compliance
- Enrollment/Student Agreements
- Evolving Leaders Program
- Intake/Student Registration
- Lending Center
- OASIS / CALPADS
- OPS/Student Funding
- Portfolios / ID Cards
- Purchasing
- Quarterly/ Annual Review (OCDE)
- Reports - SSDP/LCAP/CRDC
- SARC
- Strategic Plan
- Student Records/ Student Agreements
- Vendor Relations
- WASC Accreditation

Asst. Superintendent — Education — Vivian Price

Academies
- Director of Education
- Director of Academy Support
- Academy Principals
- Assistant Principals
- TOSAs
- Site Facilitators
- Program Facilitators
- Academy Teachers
- Mentor Techs, ACE's
- Program Specialist- Academies

Homeschool Department
- Senior Director of Homeschool
- Homeschool Learning Center Director
- Homeschool Directors
- Program Directors- Venture, Keys, Arrow
- Cherry Valley Co-Op
- Educational Events Coordinator
- ELD Coordinator
- Field Trip Coordinator
- Personalized Learning Campus

Instructional Support Dept.
- Director of Instructional Support
- Director of Professional Development
- Academic Technology Specialist
- High School Single Subject Specialists
- TK-8 Curriculum Specialists

Assessment
- Director of Data & Innovation
- Director of Assessment
- Assessment Coordinator
- Assessment Technician
- Data Analyst
- Data Intelligence Coordinator
- Student Achievement Advisor
- Student Intervention Director
- Student Intervention Director

Department Functions
- A-G/AP Program Development
- Academy Accountability
- Academy Leadership Development
- Academy Parent/Student Handbooks
- Academy Program Course Support
- AIMM
- Child Welfare Attendance
- Curriculum Dev. TK-12
- Curriculum Ordering (Bookmark,Test Prep)
- Data Analysis (Reporting)
- Education Technology
- EL Curriculum/Support
- ELA/Math Focus Groups
- Field Trips
- Instructional Services
- Internal Assessments
- L.I.V.E. Language in a Virtual Classroom
- Learning Centers
- LMS Management/Development
- Mentors / Master ES
- Mobile Science Lab
- MTSS Tier 1 (Academy)
- MTSS Tier 1 & 2 (Homeschool & Academy)
- Parent Certification/Workshops
- Parent Relations
- Parent/Student Events (Homeschool)
- Parental Involvement
- Perkins Management
- Personalized Learning Certificate Course
- Schoolwide Staff Dev. / PLC / Data Day
- Student Center Mission Development
- Student Discipline
- Student Safety
- Suspensions/Expulsions
- Training Videos

Executive Dept.
- Director of Executive Support
- Communications Coordinator
- Outreach Coordinator
- Parent Support & Outreach Tech

Special Events
- Director of Special Events

Department Functions
- Annual Conference Planning
- Board Meetings
- Event Planning
- Executive Communication
- Fundraising Events
- Grad Nite
- Graduation
- Ignite Conference
- Leadership Meetings
- Marketing
- Marketing Events/Outreach
- Parent Support
- Politcal Advocacy
- Program Reviews
- Prom
- Public Relations
- Sponsor Relations/Reporting
- Staff Development
- Travel
- Website Content Management

Asst. Superintendent — Pupil Personnel Services — Robert Hennings

Special Education
- Director of Special Education
- School Psychs / Prog. Specialists
- Compliance Technicians
- SAI/SLP/SLPA/OT/COTA/AT
- TOSA / Service Providers

Guidance Department
- Director of Guidance
- Guidance Counselors/Technicians
- Transcript Technician
- Career/Post-Secondary Coordinator

Health Services
- School Nurse
- Health Technicians

CITE
- Director of Real World Programs
- CTE Coordinators & Teachers
- Robotics Coordinator

Pupil Services
- Office Manager
- Medi-Cal Coordinator
- Building Receptionist

Department Functions
- Trainings: CPI, HS Teacher
- Trainings: IEP Admin Designee
- Trainings: Emergency Medical
- Compliance: FERPA, HIPAA, 504, IEP
- 504 and IEP Meetings
- High School & Intake Advisement
- Dual & Concurrent Enrollment
- NHS/NJHS & CSF/CJSF
- School Counseling Services
- Special Education Services
- Mental Health Services
- SEIS Maintenance
- MTSS Administration/ Tier 3
- Medi-Cal Reimbursement
- Student Health Services/Screenings
- Summer School Advisement
- Homeless Liaison
- Child Welfare & Attendance
- Student Discipline Advisement
- Career Technical Education
- Community Outreach (CITE)
- CTE Articulation/Internships/WEE
- Perkins Management
- Work & Entertainment Permits

Asst. Superintendent — Personnel — Diane Anvari

Human Resources
- HR Director: Compliance & Risk Mgmt.
- Assistant Director
- Risk Manager
- Safety & Risk Mgmt. Technician
- HR Manager: Recruitment/Hiring
- Credential Analyst
- HR Specialist: Benefits
- HR Specialist: Training & Performance
- HR Generalist (3)
- HR Technicians (1)

Department Functions
- BTSA Eligibility
- Credentials
- Crisis Response Team
- Employee Benefits
- Insurance
- Leave Management
- Legal Compliance
- Policies/Handbooks
- Retirement
- Risk Management
- School Safety
- School-wide Staff Dev't Tracking
- Staff Advocacy
- Staff Discipline
- Staff Performance Reviews
- Staff Recruitment/Selection
- Wellness and Engagement

Asst. Superintendent — Facilities & IT — Philip Hermsmeyer

IT
- Asst. Dir IT - Security/Tech
- Asst. Dir IT - Systems/Software
- Financial Analyst II
- Systems Administrator
- IT Specialist
- IT Technicians

Facilities
- Director of Facilities
- Asst. Director Facilities
- Financial Analyst II
- Facility Technicians
- Custodians

Department Functions
- Certificates of Liability
- Construction Projects
- Data Retention
- Enterprise Car Program
- E-Rate
- Fire/Health/Safety Compliance
- Hardware
- Help Desk/Trouble Tickets
- IT Support Line
- Lease Negotiation
- Schoolwide Tech App.
- Servers
- Site Upkeep
- Software
- System Security
- Website

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Professional Development Plan

The following represents our current offerings to staff to develop and grow both professionally and personally in order to be at the highest levels to create an efficient, excellent work environment.

New Staff Training

Aloha Welcome Week
The new hire training, called "Aloha Welcome Week" takes place over the course of five days in August. This annual training is required for all newly hired employees.

Aloha Luau Day #1
For staff who are hired after the Aloha Welcome Week has concluded in August, a make-up day is offered in November.

Aloha Luau Day #2
For staff who are hired after August Aloha make-up day, an additional make-up day is offered in January.

All Staff Training

Ignite! Conference
The annual school year kick-off conference is an all day training and workshops for all staff in August.

Lynda.com
The school offers all staff access to Lynda.com for many aspects of professional development. Online training sessions can be assigned by a supervisor or taken voluntarily by employees.

Springs University
Springs University is planned to roll out in 2018. This will contain administrative processes and procedures trainings, targeted trainings for teachers, leaders, supervisors, support staff regarding River Springs philosophy and culture.

Management and Leadership Training

Leadership Training
Each year, two all-day trainings are held for all leadership staff members.

Supervisor Training
Each year, one all day training is held for all supervisors.

Evolving Leaders Program
The Evolving Leaders Program is an ongoing 3-year training option for leaders and those who desire to become leaders within the school. Evolving Leaders cohorts meet monthly to read, discuss, and hear presentations about leadership.

Principal, Vice Principal, and Director trainings
Monthly meetings take place with Assistant Superintendents, external speakers, and other relevant staff.

National Center for Urban School Transformation (NCUST)
The NCUST program, out of SDSU, offers specific supports and training for Principals.

Administrative and Support Staff Training

Support Staff Training
Each year, one all-day training is held for all support staff.

Targeted trainings for administrative department members in Finance, HR, and IT & Facilities are done on an on-going and as-needed basis. These are presented in-house and at relevant conferences.

Safety Training

School Site Safety Meetings
Designated school site safety team members meet five to six times per year for 6 hour meetings. Topics include:
- Standard Response Drill Protocols; ShakeOut; Campus Supervision; Student Food Safety & Nutrition; ICS 100; Stop!t; Titan; WETIP; Medical Needs of Students & Epi-pens
- Safety Forms; SDS; Incident Reporting; SafeSchools Online Training; CharterSAFE website review; Staff Injuries; Student Injuries; COI's; School Health Office; Facilities Emergencies & Issues;Tourniquet Training; Business Office Procedures- Contracts, Booster Clubs, ASBs & PTSO's; Travel & Reimbursements

- Comprehensive School Safety Plan

Administration Offices Safety Meetings

Designated administrative office safety team members meet four times per year for 30 minute meetings. Topics include:
- ShakeOUT Drill Prep
- Lockdown & Lockout Drills at Admin, De Escalation for the Receptionist
- Ergonomics & Office Safety
- Fire Extinguisher Training & Fire Drills

American Red Cross CPR/First Aid/AED Certification Classes

Certification classes are offered by the school at least four times per year for at least 90 staff at all sites.

Office of Safety & Risk Management Schoolwide Google Hangouts occur weekly.

SafeSchools Online Safety Training

Violent Intruder Training

Risk Managers' Roundtable

Safety Conferences & Workshops Attended 2017:
- SafeSchools Conference, Anaheim
- National School Safety Conference, Las Vegas
- Riverside County Emergency Operations Center Launch
- FEMA Workshop: Understanding & Planning for School Bombing Incidents
- RCOE Schools Emergency Management Working Group
- American Red Cross DPRA Pre-Academy
- PUHSD CASBO Workshop: Handling School Risk
- American Red Cross Disaster Preparedness Academy
- City of Temecula Emergency Summit
- IE SHRM Fall Conference
- CharterSAFE Risk Management Workshop
- PUHSD CASBO Workshop: Measuring School Risk
- PARMA Conference
- CCSA Conference

Academy Staff Training

Academy Teachers
All teachers have regular targeted training for their site/program and visions/philosophies, as well as class management, personalized learning in the classroom, special education, interventions, and more.

Personalized Learning Cohort Training:
Designated PL Cohort faculty meet for one 2-day retreat and five 1-day meetings over the course of the school year.

New Principal Orientation/Training
This summer training program is hosted for new principals. New principals meet with Senior Cabinet members and review policies and protocols.

Academy Principals
Principals meet monthly at an all-day trainings/meeting.

Vice Principal/TOSA/Admin Designee
Trainings/meetings are held monthly.

Learning Center Teachers
Our Learning Centers hold 8 staff development days throughout the year. Topics covered this year: SPED in the LC classroom, DOK with Mentoring Minds, Classroom Mgmt using Capturing Kids Hearts, Providing Feedback to Students, Interactive Notebooks, Diving Deep into Professional Learning, Emotional Intelligence.

Homeschool Education Specialists
All ESs meet at nine monthly staff trainings/meetings.

Personalized Learning Department Monthly Meetings
All departmental staff meet monthly, providing 11 trainings/meetings over the course of the school year.

Pupil Services Staff Training

Pupil Services All-Staff
The departement hosts two all-staff trainings each year. Department updates, networking, PPS collaboration, and staff development are discussed.

Health Services
Site staff training is provided by the school nurse at sites with students requiring medical attention. Training on creating health plans for diabetic students based on doctor's orders, emergency action plans for students with asthma, allergies or seizures and distribution/update of red binders containing hard copies of all Springs health forms.

MAA/LEA Program Coordinator
The coordinator attends SBCSS and Paradigm training quarterly. Trainings include SMAA/LEA trainings, billing Medi-Cal, Provider contracts.

Guidance Services Department
Six trainings for counselors are held throughout the year. Topics covered often include: Upcoming News/Changes, Site Visitations, Data Input, Addendums, CTE, New programs such as Illuminate, Suicide Prevention Training, Trauma Training, Adequate Process and so forth.

Three CPI Trainings for site based staff are held throughout the year. Training topics covered for CPI Training: How to intervene Nonviolently during a crisis that includes or surrounds students.

CITE Department
CITE holds 10 staff trainings throughout the year, including 1 #getREAL Conference. Training on Mastery Based Learning, Canvas course set-up and maintenance, One-on-one student meetings, FERPA in regards to emails and text messages, and collaboration with Academy core subject teachers.

Special Education Department
- Friday Forums: All Staff (Adobe Connect: Link in Google Invite)
- Friday Forums: New Teacher (Adobe Connect: Link in Google Invite)
- Quarterly Regional Meeting
- SpEd PLC/Pupil Services Meetings
- SLP/SLPA Meetings (Adobe Connect: Link in Google Invite)
- SLPA Meetings (Adobe Connect: Link in Google Invite)

Administrative Operations Department Staff Training

Staff development with supervisors/sub-departments occurs monthly.

Department Updates with the Assistant Superintendents occur monthly.

The Department Leaders Group meets with the with Assistant Superintendent 6-8 times per year.

Department Leaders meet individually with the Assistant Superintendent monthly, and as needed.

Annual Department Gathering for goal setting occurs 1-2 times per year.

Five Staff Development Opportunities per year for job-related skill. In 2017-18 these are as follows:
- Computer Basics and all Google applications
- Organizing, Email, and Prioritizing
- Business Writing and Grammar/Usage
- Microsoft Excel
- Emotional Intelligence and Kindness in the Workplace

Springs Charter School Professional Learning

Hosted by the Personalized Learning Department

School Wide Professional Learning

- Personalized Learning Dept. Hosted
- Whole Group Trainings
- Self Selected Workshops
- Networking & SCS Best Practices
- Collaboration & Support

Site-Based Professional Learning

- Principal Hosted & Facilitated
- Program/Site Trainings
- Site Based PLC
- MTSS Collaboration & Support
- Data Driven Projects

Data Day

- Personalized Learning Dept. Hosted
- Whole Group Data Dig
- Color Group PLC
- Create Resources & Materials
- Deep Dive into Standards & Strategies

Blended Professional Learning

- Personalized Learning Dept. Created
- Principal Facilitated
- Program/Site Trainings
- MTSS Collaboration & Support
- High School Department Collaboration

Save the Dates

School Wide Professional Learning	Site Based Professional Learning	Data Days	Blended Professional Learning
8/24/17	8/23 & 8/25	11/14/17	10/16 & 10/19
9/18/17	10/23	2/16/18	1/8 & 1/11
	12/15	3/16/18	4/9 & 4/12
	1/11/5 sites may vary	Data Days	5/7 & 5/10

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Employee Handbook

Human Resources Dept.
951-252-8877
27740 Jefferson Ave. Temecula, 92590

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Welcome to River Springs Charter Schools!

As an employee of RSCS (River Springs Charter Schools), you have joined a highly motivated, dynamic group of employees committed to the highest standards of education. Your work will directly influence our success and reputation. Our goal is to produce the highest quality work, dedicating ourselves to constant and never-ending improvement, and doing so effectively, efficiently and safely. RSCS is committed to keeping all employees informed of the progress of the overall aims and objectives of the schools. Achieving this vision requires the effort and persistence of each person on the team.

RSCS recognizes that a pleasant and productive work environment is an important aspect of working here. We have a strong respect for the integrity of the individual and believe that diversity in background and experience strengthens our organization. We vigorously oppose discrimination of any kind.

The policies contained within this Employee Handbook are meant to foster such an environment and ensure that each employee is treated in a fair and consistent manner. We want to highlight RSCS's "Open Door" policy, which encourages open discussion between management and everyone on the team. Communication is important as it enables RSCS to best respond to the needs of each employee and to the team as a whole. We strive to employ and develop competent people who understand and meet our objectives and who accept with open minds collaborative ideas, suggestions, and constructive criticisms of fellow employees.

This Employee Handbook will assist you in understanding the benefits, policies and practices of RSCS. Please review it carefully, as it will answer many questions you are likely to have about your employment. This Handbook supersedes any previously issued handbooks, policies, or benefits statements. As an employee, you are expected to know and adhere to these policies and practices and to comply with them as a condition of employment.

This Handbook is a compilation of general policies, practices and benefits. Since it is not possible to anticipate every employment situation that may arise, other policies and practices may exist that are not included in this Handbook. If you are unsure about a policy, please consult your supervisor.

Right to Revise - RSCS reserves the right to amend, rescind or modify any of its policies, practices and benefits at any time, other than its at-will employment policy. Should any provision in this Employee Handbook be found to be unenforceable and invalid, such finding does not invalidate the entire Handbook, but only the subject provision. This Handbook embodies the entire agreement between the employee and RSCS and no other written or oral agreement exists. To ensure you are reviewing the most current copy of the Handbook, please visit HR Headquarters on Moodle.

MISSION STATEMENT

RSCS is a parent choice school where the community is the classroom. Our mission is to empower students by fostering their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student.

OUR PHILOSOPHY

RSCS is more than a school for children; it is a community for families. We were founded by a group of parents and continue to encourage and support the active involvement of all parents in the life of the school. Through the involvement of many, the quality of the programs at the schools are greatly enhanced.

As a school, we believe that the best learning occurs when:

- The parent is directly involved in the teaching / learning process

- Learning styles are tailored to each individual student's needs.

- Real life "context-based" learning is emphasized.

- There is enrichment through field trips, apprenticeships, cooperative classes, and appropriate uses of technology.

- Schooling is viewed as one aspect of an education.

- The entire community serves as the school campus.

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

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity

RSCS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to race, color, creed, gender (including gender identity and gender expression), religion (including religious dress and grooming practices), marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military and veteran status, or any other consideration made unlawful by federal, state, or local laws. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job. RSCS then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. Human Resources will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

At-Will Employment

Except if stated expressly otherwise by employment contract, it is the policy of RSCS that all employees are considered "at-will" employees of the School. Accordingly, either RSCS or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have "cause" to terminate an employee or otherwise restrict the School's right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School's right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School's policy regarding "at-will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Americans with Disabilities Act (ADA)

Title II of the Americans with Disabilities Act of 1990 (ADA) states in part, that "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by any such entity." It is a policy that RSCS will provide equal opportunity to employees and applicants with disabilities through reasonable accommodations. Individuals with disabilities may make requests for reason- able accommodations to RSCS's Superintendent or Assistant Superintendent of Personnel to discuss potential accommodations.

California Child Abuse and Neglect Reporting Law

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone (1-800-4-A-Child; 1-800-442-4453)and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. Employees must immediately report the alleged or suspected abuse to their supervisor or Superintendent as well. The duty calls for reporting, not investigating.

RSCS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Immigration Compliance

RSCS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, RSCS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States.

If you have any questions or need more information on immigration compliance issues, please contact the Superintendent.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment that the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Human Resources Department.

Tuberculosis Testing

All employees of the School must submit a completed Adult Tuberculosis (TB) Risk Assessment Questionnaire signed by a Health Care Provider (physician, physician assistant, nurse practitioner, or registered nurse) or documentation of an approved TB test, either of which, if positive, will be followed by an x-ray of the lungs or in the absence of skin testing, an x-ray of the lungs within the last sixty (60) days showing that they are free of active TB. All employees will be required to provide an updated Adult TB Risk Assessment Questionnaire or approved TB test documentation at least once every four (4) years. Level 2 Volunteers may be required to provide the same documentation showing that they are free of active TB as necessary. The TB clearance is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to provide documentation showing they are free of active TB annually. Documentation of employee and volunteer compliance with TB clearance will be kept on file in the HR office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Staff/Student Interaction Policy

RSCS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning conducive environment possible.

<u>Corporal Punishment</u>

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A.   Examples of PERMITTED actions (NOT corporal punishment)

    1.   Stopping a student from fighting with another student;
    2.   Preventing a pupil from committing an act of vandalism;
    3.   Defending yourself from physical injury or assault by a student;
    4.   Forcing a pupil to give up a weapon or dangerous object;
    5.   Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
    6.   Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B.   Examples of PROHIBITED actions (corporal punishment)

    1.   Hitting, shoving, pushing, or physically restraining a student as a means of control;
    2.   Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
    3.   Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

<u>Duty to Report Suspected Misconduct</u>

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to <u>immediately</u> report it to an administrator. All reports shall be confidential. It is the duty of the administrator and/or HR to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

<u>Unacceptable Staff/Student Behaviors (Violations of this Policy)</u>

(a)   Giving gifts to an individual student that are of a personal and intimate nature.
(b)   Kissing of any kind.
(c)   Any type of unnecessary physical contact with a student in a private situation.
(d)   Intentionally being alone with a student away from the school.
(e)   Making or participating in sexually inappropriate comments.
(f)   Sexual jokes.
(g)   Seeking emotional involvement with a student for your benefit.
(h)   Listening to or telling stories that are sexually oriented.
(i)   Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
(j)   Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

<u>Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission</u>

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

(a)   Giving students a ride to/from school or school activities.
(b)   Being alone in a room with a student at school with the door closed.
(c)   Allowing students in your home. <u>Cautionary Staff/Student Behaviors</u>

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

(a)   Remarks about the physical attributes or development of anyone.
(b)   Excessive attention toward a particular student.
(c)   Sending emails, text messages or letters to students if the content is not about school sanctioned activities

<u>Acceptable and Recommended Staff/Student Behaviors</u>

(a)   Getting parents' written consent for any after-school activity.
(b)   Obtaining formal approval to take students off school property for activities such as field trips or competitions.
(c)   E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
(d)   Keeping the door open when alone with a student.

(e)   Keeping reasonable space between you and your students.

(f)   Stopping and correcting students if they cross your own personal boundaries.

(g)   Keeping parents informed when a significant issue develops about a student.

(h)   Keeping after-class discussions with a student professional and brief.

(i)   Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.

(j)   Involving your supervisor if conflict arises with the student.

(k)   Informing your Director about situations that have the potential to become more severe.

(l)   Making detailed notes about an incident that could evolve into a more serious situation later.

(m)   Recognizing the responsibility to stop unacceptable behavior of students or coworkers.

(n)   Asking another staff member to be present if you will be alone with any type of special needs student.

(o)   Asking another staff member to be present when you must be alone with a student after regular school hours.

(p)   Giving students praise and recognition without touching them.

(q)   Pats on the back, high fives and handshakes are acceptable.

(r)   Keeping your professional conduct a high priority.

(s)   Asking yourself if your actions are worth your job and career.

Policy Prohibiting Unlawful Harassment

RSCS is committed to providing a work and educational atmosphere that is free of unlawful harassment. RSCS's policy prohibits sexual harassment and harassment based upon race, color, creed, gender (including gender identity and gender expression), religion, marital status, registered domestic partner status, age, national origin or ancestry, physical or mental disability, medical condition (including cancer and genetic characteristics), genetic information, sexual orientation, military or veteran status, or any other consideration made unlawful by federal, state, or local laws. Coworkers and third parties, as well as supervisors and managers, are legally prohibited from engaging in unlawful harassment. RSCS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business. This policy applies to all employee actions and relationships, regardless of position or gender. RSCS will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

When RSCS receives allegations of misconduct, it will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The Board (if a complaint is about the Superintendent) or the Superintendent or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Prohibited Unlawful Harassment

● Verbal conduct such as epithets, derogatory jokes or comments or slurs;
● Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
● Retaliation for reporting or threatening to report harassment; or
● Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

RSCS is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will include information about the negative effects that abusive conduct has on both the victim of the

conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice that a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct, includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Superintendent and/or HR. The Superintendent must report any perceived or potential harassment to HR. See Appendix A for the "Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - o Rape, sexual battery, molestation or attempts to commit these assaults and

  - o Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
  - o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

  - o Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

  - o Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.

  - o Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and

  - o Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all- inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate RSCS policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in any investigation, filing of a complaint or reporting sexual harassment.

RSCS will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation. RSCS is committed to remediating any instances where investigation findings demonstrate unlawful harassment has occurred.

Whistleblower Policy

RSCS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Tobacco, Drug and Alcohol Use

RSCS has a Tobacco, Drug and Alcohol-Free Workplace policy that applies to employees. This policy is intended to protect the integrity of work performed as well as to provide a healthy work environment for employees. Employees are prohibited from smoking in school buildings or on school premises. The bringing to the work place, possession or use of intoxicating beverages on any School premises or during the performance of work duties is prohibited. RSCS also prohibits the unlawful manufacture, distribution, sale, purchase, possession, use or offer to distribute, sell, or purchase any controlled substance in the workplace. Adherence to this policy is a condition of continued employment.

The school reserves the right to require an employee to be tested if there is "reasonable suspicion" that s/he is under the influence of drugs or alcohol or in "post accident" circumstances (an employee involved in an accident). Any employee who tests positive for an illegal or controlled substance or who is legally under the influence of alcohol will be subject to disciplinary action up to and including termination. The school may, at its discretion, require employees to participate in a drug rehabilitation program.

Employees are required to notify their supervisors within five (5) days of any criminal drug or alcohol statute violation. The Board may not employ or retain in employment persons convicted of a controlled substance offense.

Alcohol and drug detoxification treatment is presently available to employees on an inpatient basis and counseling services are available through the school's group medical benefits with maximum respect for the privacy of employees.

Confidentiality

Employees may by the nature of their work be privy to confidential and privileged information during their employment with RSCS. This information includes, but is not limited to, student or employee personnel records and vendor or financial information.

Also, the business of charter schools is unique. Plans, systems and unique products of independent study entwined with site programs and parent enrichment are among RSCS's most valuable assets. All employees of RSCS must understand and observe that student lists and records, plans, proposals, reports, concepts, ideas, marketing, expansion, services and technology, and any additional information related to the current, future, and proposed business of RSCS are property of RSCS and that special care and concern is given to protect the privacy of both the students and the school.

Any information included above is not to be discussed with anyone, including fellow employees, excluding those not directly connected and authorized to receive such information. Disclosure of confidential information about the school may result in disciplinary action, up to and including termination.

In consideration of access to this confidential information, employees must not, for a period of two (2) years after termination of employment:

● Disclose any confidential information to any person or entity; and
● Make use of any confidential information for one's own purposes or for the benefit of any other person or entity other than RSCS.

Because various Federal and State laws govern the release of confidential information, all requests about students or employees should be referred to the Superintendent.

Conflict of Interest

Conflict of interest is defined as a situation in which an employee has a private or personal interest sufficient to appear to influence the objective exercise of his/her duties. Employees must honor their professional responsibilities over private or personal gain and avoid this conflict or the appearance thereof. Examples of conflict of interest include, but are not limited to:

● Self-dealing (using one's position as a teacher to procure independent contracts). Teachers may not act as a vendor course instructor without prior written approval from the Superintendent or designee.

- Accepting benefits or gifts of value (see policy on Gifts), which create actual or perceived preferential treatment of vendors or clients.
- Using confidential information unethically.
- Obtaining outside employment with companies that compete or reflect badly on or with RSCS.

Employees may not participate in outside activities that may reflect poorly on RSCS. Check with the Superintendent or Assistant Superintendent of Personnel in Human Resources if you are seeking additional employment or need further explanation.

THE WORKPLACE

Employment Status

All employees are identified as "Yearly", "240", "225", "210" or "185." Each designation is further broken down as "Credentialed" or "Classified," as full or part-time, temporary, and finally as exempt or non-exempt. See specific sections in this Handbook on vacations, sick and personal time, holidays, and benefits for more information.

Yearly Classified- Full-time Status refers to an employee who is regularly scheduled to work 36 hours or more per week year round and is eligible for full benefits. Based on the anniversary date, this 12-month employee earns 10 vacation days per year for the first three full years of completed service on an accrual basis. The fourth year, month 37, the employee begins accruing 15 days of vacation per year. The eighth year, month 85, the employee begins accruing 20 days of vacation per year. "Yearly Classified" employees use the "Full Holiday Schedule" and accrue one sick day per month. Employees have $800.00 per month in benefits.

Yearly Classified- Part-Time Status refers to an employee who is regularly scheduled to work 24-35 hours per week year round. Part-time employees who are approved to regularly work 24-35 hours per week are eligible for part-time benefits. Based on the anniversary date, this 12 month employee earns a prorated share of 10 vacation days per year for the first three full completed years of service on an accrual basis. The fourth year, starting month 37, the employee receives a prorated share of 15 days of vacation. The eighth year, starting month 85, the employee receives a prorated share of 20 days of vacation. "Yearly Classified" employees use the "Full Holiday Schedule" and accrue one prorated sick day per month. The employee who regularly works 24–31 hours (.6 FTE - .775 FTE) has $400.00 per month in monthly benefits. The employee who regularly works 32 – 34 hours (.8 FTE -.85 FTE) has $600 per month in monthly benefits.

240 Certificated & Leadership Full-Time Status refers to a full-time (1.0 FTE) credentialed or classified employee. This twelve month full-time employee uses the "limited holiday" schedule of 12 days, has $800.00 in monthly benefit allotment, and accrues one sick day per month. This employee accrues no vacation time. These employees may determine their actual 228 days of service (after holidays) based on the demands of their particular position with their supervisors' approval. For most of these employees, the preferred times for non-service days, especially for site related positions, are winter break, spring break, and at least 2 weeks in July. HR must be kept informed of each 240 certificated employee's service and non-service days throughout the year.

225 Certificated & Leadership Full-Time Status refers to a full-time (1.0 FTE) credentialed or classified employee. This twelve month full-time employee uses the "limited holiday" schedule of 12 days, has $800.00 in monthly benefit allotment, and accrues one sick day per month. This employee accrues no vacation time. These employees may determine their actual 213 days of service (after holidays) based on the demands of their particular position with their supervisors' approval. For most of these employees, the preferred times for non-service days, especially for site related positions, are winter break, spring break, and at least 2 weeks in July. HR must be kept informed of each 225 certificated employee's service and non-service days throughout the year.

Certificated Part-time Status refers to an employee whose FTE equals .75 or less. A certificated employee whose FTE is .60 - .75 is eligible for part-time benefits.

225 Classified Full-Time Status refers to an 11 month employee who has 40 days of service during the summer months in addition to the 185 day school year. Employee and supervisor will work out scheduling these 40 days of service based on the needs of the program, the supervisor, and the employee. Employee's annual pay for 225 days of service is calculated based on the hourly wage or salary, and broken into 12 equal payments. No vacation time accrues nor are holidays paid. Employee accrues one sick day per month on a 12 month schedule and has $800.00 per month in benefit allotment.

225 Classified Part-Time Status refers to an 11 month employee who has 40 days of service during the summer months in addition to the 185 day school year. Employee and supervisor will work out scheduling these 40 days of service based on the needs of the program, the supervisor, and the employee. Employee's annual pay for 225 days of service is calculated based on the hourly wage or salary, and broken into 12 equal payments. No vacation time accrues nor are holidays paid. Employee accrues one prorated sick day per month. Those employees working at least 24 hours per week regularly have $400.00 per month in benefit allotment.

210 Certificated / Classified Full-Time Status refers to an employee who has 25 days of service during the summer months in addition to the 185 day school year. Employee and supervisor will work out scheduling these 25 days of service based on the needs of the program, the supervisor, and the employee. Employee's annual pay for 210 days of service is calculated based on the hourly wage or salary, and broken into 11 equal payments. No vacation time accrues nor are holidays paid. Employee accrues one sick day per month on an 11 month schedule and has $800.00 per month in benefit allotment.

210 Certificated / Classified Part-Time Status refers to an 11 month employee who has 25 days of service during the summer months in addition to the 185 day school year. Employee and supervisor will work out scheduling these 25 days of service based on the needs of the program, the supervisor, and the employee. Employee's annual pay for 210 days of service is calculated based on the hourly wage or salary, and broken into 11 equal payments. No vacation time accrues nor are holidays paid. Employee accrues one prorated sick day per month on an 11 month schedule and those employees working at least 24 hours per week regularly have $400.00 per month in benefit allotment.

185 Credentialed Full-Time Status refers to a full-time (1 FTE) credentialed employee. This employee is eligible for full benefits. These teachers or other credentialed professionals work for any RSCS program.

Homeschool – **Education Specialists**- (including Keys) this 10 month employee provides 185 days of service paid on a per student basis. No vacation accrues nor are holidays paid. Sick time accrues at a rate of one (1) hour per every 30 hours, paid at an employee's regular wage rate, worked subject to the ninety (90) day waiting period. The maximum accrual of sick time for this employee group is 48 hours, with the ability to carry over up to 48 hours of unused sick leave from year to year. Employee receives a benefit allotment based on student load that is subject to vary from month to month based on student numbers.

Academy - this 10 month employee provides 185 days of service paid on an academy salary schedule. Employee accrues no vacation time, but accrues sick days based on the percentage of classroom days of required attendance during a normal school week. A 5 day per week on-site teacher will accrue up to 10 days per year. A teacher in the classroom 3 days per week accrues 3/5s of that time or 6 sick days per year. Full-time Academy Teachers receive an$800.00 per month allotment for benefits.

Online- (Venture Online) this 10 month employee provides 185 days of service paid on a per student basis. No vacation accrues nor are holidays paid. Sick time for these employees accrues according to the established state laws for the stat in which they reside. Employee receives a benefit allotment based on student load that is subject to vary from month to month based on student roster numbers.

185 Classified Full-Time Status refers to a 10 month employee who works the same days per year as an ES/Academy Teacher. Employee's annual pay for 185 days of service is calculated based on the hourly wage or salary, and broken into 11 equal payments. No vacation time accrues nor are holidays paid. Employee accrues one sick day per month on a 10 month schedule and has $800.00 per month in benefit allotment.

185 Classified Part-Time Status refers to a 10 month part-time employee who works the same days per year as an ES/Academy Teacher. Employee's annual pay for 185 days of service and number of hours per week is calculated based on the hourly wage, and broken into 11 equal payments. No vacation time accrues nor are holidays paid. Employee accrues one prorated sick day per month on a 10 month schedule. Part-time employees regularly working 24 hours per week or more have $400.00 per month in benefits.

Learning Center Teacher Status refers to a 10 month employee, credentialed or classified, who is paid either:

1. FTE .59 or below - on an hourly basis for teaching hours of service during the school year and will not receive vacation or holiday pay. Sick time accrues at a rate of one (1) hour per every 30 hours worked, paid at an employee's regular wage rate, worked subject to the ninety (90) day waiting period. The maximum accrual of sick time for this employee group is 48 hours, with the ability to carry over up to 48 hours of unused sick leave from year to year; or

2. FTE .60 or higher - paid as a percentage of FTE as the position warrants and employee accrues one prorated sick day per month on a 10 month schedule.

Intermittent Hourly Employees refers to regular employees who have very limited or sporadic work hours. These employees send in a timesheet when appropriate. They do not qualify for benefits and do not accrue vacation.   Sick time accrues at a rate of one (1) hour per every 30 hours worked, paid at an employee's regular wage rate, subject to the ninety (90) day waiting period. The maximum accrual of sick time for this employee group is 48 hours, with the ability to carry over up to 48 hours of unused sick leave from year to year.

Temporary Employees are employed at-will to temporarily supplement the work force and are not eligible for benefits, except as required by law. A temporary employee will not change from temporary status to regular status unless specifically informed of such change in writing by HR. Sick time accrues at a rate of one (1) hour per every 30 hours worked, paid at an employee's regular wage rate, subject to the ninety (90) day waiting period. The maximum accrual of sick time for this employee group is 48 hours, with the ability to carry over up to 48 hours of unused sick leave from year to year.

Substitutes (both certificated and classified) are approved for work, processed as an employee, and eligible for assignments on a day or half-day basis. No promise of work is made. No vacation days are accrued. No benefits are available. Sick time accrues at a rate of one (1) hour per every 30 hours worked, paid at an employee's regular wage rate, subject to the ninety (90) day waiting period. The maximum accrual of sick time for this employee group is 48 hours, with the ability to carry over up to 48 hours of unused sick leave from year to year. DOJ and TB are required. See HR for current daily and half-day pay rates.

Exempt and Non-Exempt Classifications

Exempt employees are exempt from the overtime provisions of applicable law and do not receive overtime pay.

Non-exempt employees can be paid on an hourly or salaried basis, and receive overtime pay as required by law. See Overtime section on page 15 for details. These employees must record their work time on the system provided for this purpose and work with their supervisor to provide HR an accurate and understandable record of their work hours.

Pre-Employment Meeting

Prior to the first day of employment, an applicant will submit a completed Employment Application, and all forms required in the New Hire Packet. All new hires are considered prospective until all required paperwork and DOJ notification has been received. New hires will attend a pre- employment meeting which will include:

● An introduction to the school
● Information on personnel policies and procedures
● A review of school benefits
● Completion of paperwork

Education Specialists, Academy Teachers, leadership and support staff will also attend training focusing on their specific duties and jobs.
The school relies upon the accuracy of information contained in the employment application, as well as the accuracy of other data presented and gathered during the employment process. Any misrepresentation, falsification or material omission may result in the school's exclusion of the applicant from further consideration for employment, or, if the person has been hired, termination of employment.

Human Resources

It is the responsibility of every employee to notify HR on an on-going basis throughout their employment of any changes (such as address, name, leave needs, education, credentials, etc.) that affect the employee other than material changes to their job when the supervisor or hiring manager will notify HR. Furthermore, employees have an on-going obligation to comply with Human Resources requests in a timely and professional manner at all times during their employment with RSCS (e.g., annual mandated trainings, job related trainings, safety requirements, credential renewals, TB renewals, etc.) Any changes of pay due to additional education or credentials issues will take place at the beginning of the next fiscal year and is not retroactive.

Introductory Period

The first ninety (90) days of continuous employment is considered an introductory period. During this time employees learn their responsibilities and upon completion of this period, the supervisor will review the employee's performance. No pay increase should be expected at that time. Successful completion of the introductory period in no way alters or impairs the at-will nature of employment.

Job Requisitions and Job Descriptions

Recruiting for any new or existing job must be communicated to HR via job requisitions that have been pre-approved.

When an employee begins a new position, s/he will receive a job description that outlines the essential functions and responsibilities of the position. The supervisor will explain these responsibilities and the performance standards expected of the employee. Job responsibilities are not limited to the job description and an employee may be requested to perform duties outside the realm of daily duties. Employees may be asked to work on special projects or to assist others with work necessary to the operation of RSCS. RSCS reserves the right, with or without notice, at any time to change job responsibilities, transfer job positions, or assign additional job responsibilities. Job descriptions will be revised, as needed, when recruiting for an employee replacement. If a new job is created, a job requisition and a job description are required before the position can be posted.

Workday, Workweek, Work Year and Business Hours

The workday begins at 12:00am and ends at 11:59pm on any given day. The standard workweek begins at 12:00am on Sunday and ends at 11:59pm Saturday. School operations are scheduled Monday through Friday. The work year begins on July 1 at 12:00am and ends at 11:59pm on June 30 of each year.

The normal work hours for the administrative office are 9:00am to 4:30pm; however some departments may vary. All departments must be staffed during office hours, unless prior arrangements have been made to accommodate for sick or vacation time. The normal work schedule is an eight-hour day with an unpaid lunch period (usually 30 minutes) and two fifteen- minute breaks for all administrative office staff, one in the morning and one in the afternoon. Employees should coordinate specific meal and break periods with their supervisors to ensure adequate phone coverage at all times.

Employees should be aware that work schedules and hours worked are subject to change.

Meal and Rest Periods

Non-exempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and supervisor mutually consent to the waiver.

Non-exempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. An employee's supervisor must be aware of and approve scheduled meal and rest periods.

Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees may not leave the premises during rest periods but may leave the premises during the meal period.

Lactation Accommodation

RSCS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the employee shall be unpaid.

RSCS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Attendance and Punctuality

The school counts on each employee to be regular in attendance. Unsatisfactory attendance, reporting late, or leaving early may result in disciplinary action, including termination.

Employees who are absent or late should contact their supervisor or designee at least one (1) hour prior to the employee's normal starting time.

Employees may be required to submit a doctor's note following an illness/injury absence. However, employees absent for three or more consecutive business days, due to illness or injury, will be required to submit a doctor's note/release before returning to work.

Any employee who is absent for two (2) business days without notifying the supervisor is considered to have voluntarily resigned without notice as of the close of the second business day.

Absences and Reporting Time Worked

All employees must contact their supervisor by phone at least one (1) hour prior to their scheduled start time if they are unable to report to work due to illness or if they will be late.

Non-exempt employees, salaried or hourly, must complete time records accurately, indicating time worked, Vacation/Sick Time used, and lunch time taken. The employee must record any unusual schedule adjustments and/or failures to punch in or out, etc., and provide it to his/her supervisor prior to the supervisor's approval. Time records will be reviewed by supervisors for approval and sent directly by the supervisor to payroll.

The reporting day is a twenty-four (24) hour period commencing at 12:00 am and concluding at 11:59 pm.

Any employee who needs to leave the school premises or worksite during established working hours must have approval from their supervisor. Failure to do so may result in disciplinary action.

Information reported for non-exempt employees should include:

●   Time reported to work.
●   Time reported out for meal period.
●   Time reported back from meal period.
●   Time reported off work. Holidays must also be recorded.

All employees must record their absences utilizing an Absentee Report form that indicates whether they were absent due to sickness, jury duty, bereavement, voting time, etc. This report must be signed by the supervisor and given to HR weekly. For classified employees entitled to vacation, a Vacation Request form is required to be turned into HR the week it is approved by the supervisor. If for some reason the employee doesn't use the vacation time as planned, HR should be notified so that proper tracking of vacation time used can be maintained. 225 certificated/classified and leadership staff must turn in a yearly tentative non- service day's calendar for the new school year and a final non-service day's calendar for the year ending in June of each school year.

Recording the work time of another employee, allowing any other employee to record one's work time, or allowing falsification of any employment records is prohibited.

Time Cards/Records

By law, the School is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall be required to utilize the School's time card system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact Human Resources to make the correction and such correction must be initialed by both the employee and Human Resources.

No one may record hours worked on another's worksheet. Any employee who tampers with his/her own time card, or another employee's time card, may be subjected to disciplinary action, up to and including release from at-will employment with the School.

Expense Reimbursement

From time to time, special circumstances require work related travel. Employees must seek prior management approval for travel.

Administrative employees will be reimbursed for mileage for meetings that are of a special nature and are identified by the Superintendent as being reimbursable. The shortest distance from home or work base is expected to be used in the calculation of mileage.

Communication

RSCS maintains an official website that contains updated information and schedules. It is available to all staff for the use of communicating suggestions, meeting updates, policies and procedures, and special events. Keep in mind that this site is viewed by the public and must be maintained in a professional manner.
RSCS reserves the right to review, audit, intercept and access all messages created or received within the file storage and messaging systems to insure the systems are not being misused. This includes internet usage, email, and voicemail.

Computer Use and Electronic Mail

Access to the RSCS computer resources*[1] is a privilege made available to all teachers and administrative staff. This privilege brings certain responsibilities.

RSCS issued computers remain the property of the School at all times. Employees do not have a reasonable expectation of privacy regarding the contents of or activities undertaken utilizing RSCS computers.

Administration and teaching staff must have internet access to allow expedient communication with other RSCS staff, vendors and students. Email addresses are assigned using RSCS domain and are free for professional use; all employees must use this address for all RSCS- related correspondence. All employees are responsible for checking their email on a periodic basis and should take precautions so as not to transmit a virus through the networks.

Employees are granted passwords for their use throughout their employment with RSCS for a variety of online functions. Passwords do not imply privacy and current versions of passwords must be disclosed to the employee's supervisor. Employees must not share passwords to third parties, nor shall they use a code, access a file or retrieve any stored information unless authorized to do so. No employee should attempt to gain access to another person's files or passwords unless that person grants explicit permission.

Users must comply with all Federal and State laws, and all applicable contracts and licenses. Prohibited computer-related activities include, but are not limited to:

- Downloading or installing of software or programs to or from RSCS computers unless specifically authorized by the Superintendent. This includes instant messaging programs, games, and music downloads.

- Possessing, viewing, or circulating inappropriate or unlawful material or programs (material that is fraudulent, harassing, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, destructive, or otherwise unlawful or inappropriate). Users encountering or receiving this kind of material should immediately report the incident to their supervisors.

- Wasting computer resources. Users may not deliberately perform acts that waste computer resources or unfairly monopolize resources to the exclusion of others (including sending mass mailings or chain letters, spending excessive amounts of time on the internet, playing games, engaging in online chat groups, instant messaging, printing multiple copies of documents, or otherwise creating unnecessary network traffic).

- Monitoring of the school's email system or its contents by employees without proper authorization.

- Use of RSCS computer resources during work hours for purposes other than "official" school business is prohibited. They may not be used for personal business, to send unsolicited information, or other non-job related purposes.

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[1] *The term *computer resources* refers to RSCS's entire computer network (proprietary). Specifically, computer resources include, but are not limited to: host computers, file servers, application servers, communication servers, mail servers, fax servers, Web servers, workstations, stand-alone computers, laptops, software, data files, and all internal and external computer and communications networks (for example, internet, commercial online services, value-added networks, email systems) that may be accessed directly or indirectly from our computer network.

RSCS reserves the right to review all computer databases and transmissions, as well as the contents of any School-issued computer, in order to ensure employees are utilizing such School property in accordance with School policies and that any personal use of School computers is incidental. Email is not confidential within the school and the normal process of system administration may expose the contents of messages to administrative personnel. RSCS reserves the right to and may, at any time, read, copy, distribute or publish what employees have written, transmitted, or saved on email. The school may electronically scan email messages for the presence of specific content as well as to review messages to respond to legal process or fulfill obligations to third parties.

Electronic mail, voicemail, or internet services may be monitored when requested by subpoena or law enforcement agencies, or when RSCS has reasonable cause or concern that an individual may have:

● Damaged or threatened damage to RSCS systems;
● Used RSCS computer resources to threaten or harass another individual; or
● Violated federal or state laws.

Personal Business

RSCS's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

Use of Social Networking Sites

Employees who use online social networking applications including but not limited to Facebook, YouTube, and Twitter need to follow RSCS guidelines by modeling appropriate behavior as outlined and agreed to in the "Employee Guidelines for Use of Social Networking Sites Acknowledgement and Agreement."

Dress Code

Employees are expected to maintain a professional appearance and to wear clothing appropriate to their position and suitable to the work performed without compromising shirts or tattoos with pictures or words depicting violence, racial or gender discrimination, drugs/alcohol, or sex-related items are not allowed. Tattoos should be covered with clothing during performance of duties. Non-traditional piercings should be removed during work hours. The intent is to represent RSCS in the best possible light. Check with your supervisor if you have any questions regarding appropriate dress standards.

Certification

All employees requiring State certification are responsible to maintain such certification current and in good standing. See RSCS's policy 8006.1 for more information.

Restrictive Covenant, Compliance and Proprietary Information

In addition to any other covenants or agreements to which the employee may be subject, for the duration of an individual's employment, an employee may not, directly or indirectly, either as an individual or as an employee of others:

● Conduct or assist others in the operation of a charter school that competes with RSCS.

● Induce, directly or indirectly, the agents, vendors, parents, contractors, dealers, students, teachers, administrators, or RSCS staff to discontinue its relationship with RSCS.

● Directly or indirectly support the purchase and/or use of materials that may be deemed religious for the purpose of educating students enrolled in RSCS.

● Solicit students or teachers after leaving employment with RSCS.

Copyrighted Material

Copyright is a form of protection provided by US law to the authors of "original works of authorship" including literary, musical, artistic, dramatic, and other intellectual property. Almost all written materials are copyrighted the moment they are written, and no copyright notice is required.

Employees should take express care when dealing with photocopying from textbooks and sharing computer software. Many textbook publishers state explicit copyright rules and offer teachers the opportunity to use black line masters. Most computer software purchased for the school is licensed for one user at a time.

RSCS does not condone the illegal duplication of software. The law protects the exclusive rights of the copyright holder and does not give users the right to copy software unless the manufacturer does not provide a backup copy. Unauthorized duplication of software is a Federal crime with penalties up to $250,000 and jail terms of up to five years.

Use of Personal Vehicle

All staff members are required to hold a valid California driver's license and to register and insure their own vehicles in accordance with California laws if they ever use their vehicle for River Springs' related activities. They are expected to operate their vehicles in a safe and responsible manner, obeying all laws.

State regulations require that insurance coverage for a vehicle must be retained by the vehicle's owner as a condition of employment. RSCS cannot be responsible for damage to an employee's vehicle while the vehicle is in use on RSCS business. Employees using their own vehicle to arrive either at the office, a school site, or a student's residence will be responsible for any accidents and are required to pay any moving or parking violation tickets.

Since the employee must look to personal auto insurance coverage if an accident does occur, it is important that adequate limits of your personal liability and physical damage coverage be maintained on your vehicle. All accidents, fines, or vehicle/traffic violations must be reported immediately to the Risk Manager or School Safety Manager.

Employees may not transport students or parents while on RSCS business.

Driving as Part of the Job

Some jobs may require an employee to drive an RSCS vehicle. Drivers using these vehicles must have a valid drivers' license and RSCS must have the legal minimum of automobile insurance coverage. If at any time an employee's license is terminated, revoked, cancelled or suspended, s/he must notify his/her supervisor immediately and cease from driving an RSCS vehicle until his/her license is reinstated. All employees driving RSCS vehicles must submit their driver's license number and date of birth to the Risk Manager in Human Resources to be cleared to drive.

All applicants applying for jobs that require driving may be required to present a DMV Report, demonstrating responsible driving history. They will also provide proof of insurance coverage. These drivers may be required to participate in a DMV Pull Notice Program. The DMV service notifies RSCS whenever an employee driver receives a moving violation. The severity of the violation and the insurability of the driver will be determined by the school's insurer who is the secondary insurance provider.

Drivers are expected to follow state laws while driving vehicles, including obeying speed limits and observing rules of the road. Moving violations, parking tickets, and accidents are an employee's responsibility and RSCS will not reimburse for fines, tickets, or traffic schools that are imposed as consequences of driving behaviors. Specific citations, restrictions, suspensions and revocations of driving privileges may result in loss of company driving privileges and discipline up to and including termination.

Cell Phone Use

Employees engaged in travel for school business must follow the California Vehicle Code (CVC) regulations regarding cell phone usage. Employees are advised not to use their cell phones while driving and to follow all laws regarding cell phone use. If an employee does choose to talk while driving, s/he should use only hands-free cell phones devices and never write, send, or check text messages in compliance with California State law. Please refer to the CVC for updates.

In order to drive in a safe and lawful manner, the following cell phone practices are recommended:

● Never use e-mail features while driving.
● Pull over to take or make phone calls.
● Avoid or terminate phone calls involving stressful or emotional conversations.
● Do not use cell phones in adverse weather or difficult traffic conditions.
● Restrict cell phone use to brief conversations.
● Always adhere to safety and legal considerations while taking or making phone calls.

Gifts

From time to time, RSCS will receive donations or endowments. Individual employees may not accept gifts, gratuities, tips or other special privileges valued at $50 or more in connection with school business. Teaching staff and other staff members are not permitted to give gifts of significant value to students or parents. Staff members must have written approval of the Superintendent before accepting any gifts from a client or vendor.

School Property and Employee Privacy

School property is intended for business use only and should not be used for personal purposes, removed from school premises or held in an employee's personal possession without prior authorization from an employee's supervisor. School property includes, but is not limited to, equipment, furniture, computer resources, supplies, voice--mail, documents, files and any and all other property owned or maintained by

RSCS. Some employees may receive computers or other RSCS property for off-site use at the time of hire. They will sign an acknowledgement of receipt for this property and must return the property prior to leaving employment. Failure to do so may result in a deduction made from the employee's final paycheck.

The school offers no expectation of privacy or security of any office, desk, file cabinet, computer or contents (including email), locker or any other area used to store personal property. The school reserves the right to open and inspect any of these spaces or items and their contents at any time for any reason, without prior notice. Theft, deliberate or careless damage to, or destruction of any school property or the property of any employee or client is prohibited.

Solicitation and Distribution of Literature

In order to ensure efficient operation of business and to prevent disruption to employees, the following controls have been established for solicitations and distribution of literature on school property and related worksites. All employees are expected to comply strictly with these rules. Any employee who is in doubt concerning the application of these rules should consult with his/her supervisor.

No employee may solicit or promote support for any cause or organization during his/her working time or during the working time of the employee(s) to whom such activity is directed.

No employee may distribute or circulate any written or printed material in work areas at any time, or during his/her working time or during the working time of the employee(s) to whom such activity is directed.

Under no circumstances will non-employees be permitted to solicit or to distribute written material for any purpose on school property.

Bulletin Boards

Notices of State and Federal laws, changes in RSCS policies, as well as other information of special interest to all employees, will be posted on the employee bulletin board in the staff area of each site. No personal information may be posted on the HR posting boards. Additional bulletin boards may be placed throughout the offices and various academies and learning centers for other uses.

Media Contacts

Members of the media may contact RSCS to inquire about our school. In all cases, inquiries by the media are to be referred to the Superintendent or a member of senior management. No employee may discuss, confirm or deny any general or specific matters with the media without prior authorization.

Advertising

No RSCS trademarks and logos may be used in any way without prior written approval from the Superintendent. This would include usage in newspaper advertisements, audio or videotaped announcements or ads, posters, fliers, or any other print medium used for promotion.

Education Specialists or other staff are restricted from advertising their services either in print or via the airways. To obtain students, teachers are expected to handle themselves in a professional manner while increasing their student enrollment. Permissible methods include speaking with local librarians who come in contact with River Springs' families, the Parks and Recreation Departments, local music and sports vendors, and word of mouth through other families.

Promotional items may only be purchased and disbursed with prior written approval.

Safety

RSCS is committed to providing a safe workplace. By remaining safety conscious, employees protect co-workers, students, parents, visitors, and themselves. Therefore, attention and accident prevention is a must.

The school has established an "Illness and Injury Prevention Program," and a safety committee which meets quarterly throughout the year to review safety training effectiveness, quarterly inspections, employee safety suggestions and workplace injuries or illnesses.

On-the-job injuries must be immediately reported to the employee's supervisor whether or not it appears that medical attention may be necessary. Safety suggestions are always welcome, and safety concerns should be reported to an employee's supervisor or to the Safety & Risk Manager in HR immediately. A safety suggestion form can be found in HR Headquarters or on Moodle and may be submitted anonymously.

Weapons

All administration, support staff and teachers are prohibited from possessing or carrying weapons, explosives or chemicals of any kind on school property (including all school owned, leased, or controlled property and lands), student homes, or any other place of school- conducted business, regardless of whether they are licensed to carry the weapons or not. Exceptions to this policy are firearms and chemical sprays in the possession of peace officers authorized by law to carry such weapons.

RSCS will report possession to the proper authorities and criminal charges will be filed. Possession of firearms on school property or while conducting school business will be cause for immediate dismissal.

Security Protocols

RSCS has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to Human Resources. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Superintendent when keys are missing or if security access codes or passes have been breached.

Occupational Safety

RSCS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. RSCS's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.

3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask Human Resources to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to Human Resources. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to Human Resources and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime

Business conditions may require overtime and should be considered a condition of employment. Overtime must be pre-approved in all cases. Failure to obtain approval prior to performing overtime work may result in disciplinary action. Holidays, vacation/sick time used, and leaves of absence are not hours *actually worked* when computing overtime. Weekend work or non-recognized National Holidays qualify for overtime pay only if they qualify as overtime hours under the above standards.

Various factors may necessitate that employees work overtime hours or start and end the workday at different times.

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. RSCS will attempt to distribute overtime evenly and

accommodate individual schedules. All overtime work must be previously authorized by the Supervisor. RSCS provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Pay Days and Pay Periods

Employees are paid once a month on the last business day of the month (direct deposit is recommended). For salaried employees or hourly employees converted to an annualized salary, the pay period covers the entire month. For hourly employees submitting timesheets for pay, the pay period runs from the 16th of the prior month to the 15th of the current month.

It is RSCS's policy to keep accurate records of an employee's hours actually worked, including overtime hours where applicable, and accrued available leave time to ensure pay in a timely manner. All non-exempt employees are required to record their time worked and their absences on the RSCS's official time record system. The supervisor will review the record, resolve any discrepancies, approve it, and forward it to payroll. The employee is responsible to keep accurate records regarding flex time and notify his/her supervisor so proper notes can be made.

Education Specialists or Academy Teachers with supplemental duties are to submit their timesheets monthly according to the schedule above. Prompt submission will ensure correct and timely compensation.

RSCS will comply with all garnishment and levy orders instituted against an employee. Deductions will not exceed that permitted by law. School policy prohibits pay advances.

Stipends may be part of the compensation package depending on the employee's job title or may be offered for additional duties. Employees must comply with all requirements and expectations of the stipend.

Salaries and Pay

RSCS pays competitive wages to its Education Specialists (ES), Academy Teachers, and administrative staff. RSCS complies with the provisions of the Equal Pay Act of 1963 and pays all individuals a salary or wage within the salary/wage range that is assigned to the position based on the position's duties and responsibilities. All employees are on the payroll and will be paid in accordance with California and Federal laws.

The employee is responsible to notify HR immediately of any substantive change in the employee's education, certifications, or experience that could affect pay. No retroactive pay will be provided prior to notification. All pay changes due to additional degrees or certifications occur on the first day of the new fiscal year (July 1st) if proper notification is received and evidence of completion is provided.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, Human Resources will discuss the situation with the employee.

Benefits

The insurance benefits mentioned in this manual are described for informational purposes only. Sometimes circumstances require changes to these benefits, so the school reserves the right to amend or rescind benefits at its discretion. Employees will be notified as quickly as possible of any changes. All benefits and eligibility for benefits are determined by the applicable written plan documents. Present employee benefits include CalPERS/STRS retirement system membership, 403(b), 457(b), medical, dental, vision, life insurance, short and long term disability insurance, Flexible Spending Account, chiropractic, prepaid legal services, and identity theft services. For a complete description of all benefit programs, refer to individual benefit booklets. Direct additional benefit questions to HR.

Regular classified employees with a minimum of twenty-four (24) hours consistently scheduled per week, or regular certified employees with the minimum number of assigned students depending on their program or regular certified employees with .6 FTE or higher, are eligible for benefits following thirty (30) days of continuous employment. See the "Employment Status" section (Page 10) of this Handbook for more details. Benefits will begin on the first day of the month following thirty (30) days from date of hire and are paid with an allowance for full-time employees and their families. The contribution allowance for part-time employees depends on various factors, including the plan selected, student load, and number of hours worked or a combination thereof. Any employee's share of health insurance premium over and above the employer allowance is withheld equally from each paycheck. Ten (10) or eleven (11) month employees, whose premiums are above the provided allowance, will have an adjusted deduction taken over eleven (11) pay periods (ending June 30) to cover for the summer months. Summer months are covered by health insurance.

For any changes in medical or life insurance coverage, all employees are required to contact HR and submit the proper paperwork within thirty (30) days of the qualifying event. Qualifying events include, but may not be limited to, loss of outside coverage for spouse or dependents, legal divorce or separation, birth, adoption, reduction of hours to part-time status, death of covered family members, Medicare eligibility, or change in beneficiary.

COBRA Benefits

Continuation of Medical and Dental

WHEN COVERAGE UNDER THE SCHOOL'S HEALTH PLAN ENDS, YOU OR YOUR DEPENDENTS MAY CONTINUE COVERAGE IN SOME SITUATIONS.

When your coverage under the School's medical and/or dental plans ends, you or your dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, you must pay the full cost of coverage - your contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for you, your spouse, and your eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

•   Your employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or

•   Your hours of employment are reduced below the amount required to be considered a full- time employee or part-time, making you ineligible for the plan.

This eighteen (18)-month period may be extended an additional eleven (11) months if you are disabled at the time of your termination or reduction in hours if you meet certain requirements. This eighteen (18)-month period also may be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

Your spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

•   You die while covered by the plan;

•   You and your spouse become divorced or legally separated;

•   You become eligible for Medicare coverage, but your spouse has not yet reach age 65; or

•   Your dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

RSCS will notify you or your dependents if coverage ends due to termination or a reduction in your work hours. If you become eligible for Medicare, divorced or legally separated, die, or when your child no longer meets the eligibility requirements, you or a family member are responsible for notifying the School within 30 days of the event. RSCS will then notify you or your dependents of your rights.

Health coverage continuation must be elected within 60 days after receiving notice of the end of coverage, or within 60 days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

•   Premiums for continued coverage are not paid within 30 days of the due date;

•   You (or your spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition you (or your spouse or child, as applicable) may have;

•   RSCS stops providing group health benefits;

•   You (or your spouse or child) become entitled to Medicare; or

•   You extended coverage for up to 29-months due to disability and there has been a final determination that you are no longer disabled.

Disability Insurance

Employees of RSCS pay into SDI (State Disability Insurance). See HR for information to access this coverage. Notify HR immediately of any known or suspected disability leave.

PERSONNEL EVALUATION AND RECORDKEEPING

Performance Evaluation

It is the policy that all persons, including each teacher, school staff, and administrator have a performance evaluation done at least once each year. These evaluations are conducted with the Superintendent or immediate supervisor. Education Specialists and Academy Teachers are required to complete all attendance reports and monthly learning records of student progress or maintain updated Moodle courses as a condition of their continued employment.

Performance evaluations are an ongoing process and the school encourages employees and their supervisors to communicate frequently. The performance evaluation process provides an objective, consistent, and fair way to measure employee effectiveness, identify areas needing improvement, and to review goal accomplishments and progress.

90-Day Evaluation: Ninety (90) days after date of hire, employees are given an informal performance review. At that time, we encourage employees to express suggestions to improve school efficiency and operations. Completion of this period does not entitle employment for any definite period of time; this introductory period does not supersede the at-will nature of employment. No pay increase should be expected.

Annual Performance Review: Conducted in late spring each year, the annual performance review directly addresses individual performance and the employee's ability to have met his or her job requirements. It may also include future goals for increased effectiveness or improvement. A self- assessment portion is included to allow employees to express their perception of their performance during the evaluation period. This document is retained in the personnel file. The review process is unrelated to compensation and no pay adjustment should be expected at this time. Failure to evaluate shall not prevent RSCS from terminating employment.

Promotion and Transfer

If vacancies exist, first consideration is always given to current employees. These positions are generally posted on EdJoin and may be posted on site bulletin boards. Employees are encouraged to communicate transfer or promotional interest and their career objectives to supervisors and to apply for open positions for which they are qualified by submitting an updated resume and interest letter on open job postings on EdJoin. Promotions and transfers shall be based on ability, current level of performance, and potential to handle increased levels of responsibility.

Personnel Files and Record Keeping Protocols

At the time of your employment, a personnel file is established for you. Please keep Human Resources advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. You also have the right to obtain a copy of your personnel file as provided by law. You may add your comments to any disputed item in the file. RSCS will restrict disclosure of your personnel file to authorized individuals within the School. A request for information contained in the personnel file must be directed to Human Resources. Only the Superintendent or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official

investigations or as otherwise legally required. Creditable complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not creditable, unsubstantiated or a determination was made that discipline was not warranted.

HOLIDAYS, VACATIONS AND LEAVES

Holidays

Regular 12 month, full-time employees (non-teaching) are eligible to receive pay based on the Full Holiday Schedule. 225 Credentialed & leadership, full-time employees are eligible to receive pay based on the Limited Holiday Schedule.

Full Holiday Schedule:

New Year's Day	(1)	Memorial Day	(1)	Veterans' Day	(1)
Martin Luther King Jr.	(1)	July 4th week	(5)	Thanksgiving	(2)
Presidents Days	(1)	Labor Day	(1)	Winter Break	(5)

Limited Holiday Schedule:

New Year's Eve New	(1)	Memorial Day	(1)	Thanksgiving	(2)
Year's Day	(1)	July 4	(1)	Christmas Eve	(1)
Martin Luther King Jr.	(1)	Labor Day	(1)	Christmas Day	(1)
Presidents Day	(1)	Veteran's Day	(1)		

All employees are paid for holidays at their regular straight time rate providing that they have worked the regularly scheduled workday before and after the holiday, unless the absence was excused. If the holiday falls on a Saturday or Sunday, the school will designate an alternate day for observance of that holiday. If a holiday falls during an employee's vacation, the observed holiday will be paid as a "holiday" rather than a vacation day. Employees on unpaid leave of absence do not earn holiday pay.

If an eligible non-exempt employee is required to work on a school-recognized holiday (requires supervisory approval), compensation for hours worked will be at half time in addition to holiday pay, resulting in time and a half. (For the week of July 4 and winter break, the official holidays are July 4 and December 25 for the purposes of time and a half. Other days may be "swapped out" as needed to get the necessary components of the job done.) If exempt employees' work schedules require work on a holiday, supervisors will schedule an alternate paid day off.

Vacation

Employees identified as Yearly employees begin accruing vacation the first day worked in accordance with the policy described below and are eligible to use accrued vacation time when approved by their supervisor. See the "Employment Status" section of the Handbook for more details.

Vacation for employees is earned as follows:

Length of Service	Annual Accrual
180 days through 36 months	10 days
37 months through 84 months	15 days
85 months plus	20 days

Employees identified as part-time (24 to 34 hours) or full-time salaried employees (except ESs, Academy Teachers, or others designated as "225" or "185") accrue vacation time on a prorated basis. Employees shall not use any accrued vacation until they have completing 180 days of active employment in a vacation eligible position.

Employees identified as teaching staff are employed for a specific number of work days per year. Employment agreements end on June 30. Teaching staff is not entitled to paid vacation leave.

Employees hired throughout the year accrue vacation time on a pro-rata basis and do not earn vacation time while on unpaid leave of absence.

Employees are encouraged to take vacation time and to avoid accumulation of unused leave. Vacation time for full-time yearly employees may be carried over to the next fiscal year. Those accruing 2 weeks' vacation may carry over of maximum 17.5 days. Those accruing 3 weeks' vacation may carry over of maximum 26.25 days. Those accruing 4 weeks' vacation may carry over a maximum of 35 days. Once an employee reaches this cap, no further vacation time will accrue until s/he brings the account balance below the cap.

Employees who work 225 days per year or less will not be allowed to carry over any unused non-service days past July 31 of each year unless special circumstances are approved by the Superintendent.

Employees who earn vacation time should submit a Vacation Request form (printable from the HR link on the web and HR Headquarters on Moodle) to their supervisors for approval and then submit it to HR. At the start of the school year, employees submit vacation requests. These are subject to approval and will be based on seniority. Thereafter and throughout the year, vacation requests will be granted on a first-come, first-serve basis. 225 employees should submit a tentative non-service days schedule for the next year and a final non-service days schedule for the year ending by June 15 every year.

Employees at site-dependent programs should take vacations when students are not in school such as winter break, spring break, and during the summer. Vacations for the summer may not begin until the program has officially closed out the year with central administration. Also, employees need to prepare to participate in numerous trainings during the month of August. Vacation time taken in August must work around training dates.

During the summer, the month of July is the month to take vacations for non-service (225) personnel as sites are closed and no official meetings are scheduled. River Springs will be on limited staffing during that time with no required meetings the entire month.

Vacation time is paid at the pay rate in effect when time is taken. Accrued vacation time that has not been used will be paid at the time of termination within the timeframes required by law.

Exempt employees must submit a Vacation Request Form after returning from an unexpected absence. In addition, non-exempt employees must indicate absence(s) on their time record.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, RSCS offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking. Sick time may not be used for absences for which the employee is receiving compensation for lost wages under some other insurance program unless it is offsetting any payments (i.e. SDI, Workers' Comp); can be used during unpaid wait periods.

Paid sick leave is available to all employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. For employees working at least twenty-four (24) hours per week, sick leave is earned at the rate of one (1) day per month worked, with the ability to carry over unused sick leave from year to year.

For homeschool education specialists, temporary employees, substitute teachers, or any other employees working less than twenty-four (24) hours per week, sick time is earned at a rate of 1 hour for every 30 hours worked subject to the ninety (90) day waiting period below. The maximum accrual of sick time for this employee group is 48 hours, with the ability to carry over up to 48 hours of unused sick leave from year to year.

Employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date.

All employees eligible for sick leave begin accruing on their first day of employment.

"185" and "225" staff at site-dependent programs are eligible for sick pay for days of required site-dependent service on a prorated basis. See "Employment Status" section of this Handbook for more detailed information. Staff who are full-time employees of a program but who are only on site a fraction of the work week will be eligible for that proportional fraction of sick time.

Sick leave must be taken by eligible employees in increments of at least two (2) hours.

Employees hired throughout the year accrue sick time on a pro rata basis and do not earn sick time while on unpaid leaves of absence.

If absent from work due to illness or injury, an employee must notify his or her supervisor and complete an Absentee Report (printable from the HR link on the web and on HR Headquarters in Moodle). Failure to do so may result in disapproval of sick leave benefits and disciplinary action.

If an employee is absent from work longer than three (3) days due to illness, medical evidence of the illness and/or medical certification of the employee's fitness to return to work satisfactory to the School may be required before the School honors any sick pay requests. The School may withhold sick pay if it suspects that sick leave has been misused.

Exempt employees must submit an Absentee Report form after returning from an unexpected absence. In addition, non-exempt employees *must* indicate absence(s) on their time records.

Sick time cannot be advanced. Sick time is not compensable at the time of termination. The employee must keep the supervisor apprised of the situation (when possible) to insure reinstatement to the employee's position. If the employee doesn't notify his/her supervisor of an absence for two (2) days, on the third day the employee is considered as having abandoned his/her duties and is immediately terminated.

Personal Necessity Leave

An employee may elect to use up to three (3) days of accumulated sick leave in any school year for purposes of personal necessity including any of the following specific reasons:

•   Death or serious illness of a member of his/her immediate family (this is in addition to normal bereavement leave).
•   Accident involving his/her person or property or the person or property of a member of his/her immediate family.
•   Appearance in court as a litigant, or as a witness under official order.

- Adoption of a child.
- The birth of a child making it necessary for an employee who is the parent of the child to be absent from his/her position during the work hours.
- Business matters which cannot reasonably be conducted outside the workday.

Employees must request personal necessity leave at least one (1) day in advance unless an emergency situation occurs.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12)-month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

- Employee Eligibility Criteria

  To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave.

- Events That May Entitle an Employee To FMLA Leave

  The twelve (12)-week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

  1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care placement. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.

  2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).

     a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment including, but not limited to, treatment for substance abuse.

     b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

     c. "Incapacity" means the inability to work, attend school, or perform other regular

daily activities due to a serious health condition, its treatment, or the recovery that it requires.

       d.   "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

3.   To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) –month period to provide said care.

4.   For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.

- Amount of FMLA Leave Which May Be Taken

1.   FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12)month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled work weeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

2.   In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.

3.   The "twelve month period" in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.

4.   If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's FMLA entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay during FMLA Leave

1.   An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.

2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.

3. If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.

4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

RSCS may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA leave; and

2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate or clarify information in a deficient certification if the employee is unable to cure the deficiency.

3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a healthcare provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

•   Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to Human Resources. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7. The School will respond to an FMLA leave request no later than five (5) days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

  1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.

  2. When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

  3. Before an employee will be permitted to return from FMLA leave taken because of his/ her own serious health condition, the employee must obtain a certification from his/ her healthcare provider that he/ she is able to resume work.

  4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Limitations on Reinstatement

  1. RSCS may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.

  2. A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

- Employment during Leave

  No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave (PDL)

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

•   Employee Eligibility Criteria

         To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

•   Events that May Entitle an Employee to Pregnancy Disability Leave

         The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

         1.   The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

         2.   The employee needs to take time off for prenatal care.

•   Duration of Pregnancy Disability Leave

         Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks). For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

         At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

         Pregnancy disability leave does not count against the leave which may be available as Family Care and Medical Leave.

- Pay during Pregnancy Disability Leave

    1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.

    2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.

    3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

    RSCS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. RSCS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

    1. The employee fails to return from leave after the designated leave period expires.

    2. The employee's failure to return from leave is for a reason other than the following:

        ●   The employee is taking leave under the California Family Rights Act.

        ●   There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.

        ●   There is a non-pregnancy related medical condition requiring further leave.

        ●   Any other circumstance beyond the control of the employee.

- Seniority

    An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

    1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

    2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

    1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to Human Resources. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.

2.	Employee should provide not less than thirty (30) days or as soon of notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

3.	Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4.	Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

5.	If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

6.	In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

• Return to Work

1.	Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

a.	The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.

b.	There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2.	When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

3. In accordance with RSCS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

• Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Personal Leave

At the discretion of the Superintendent, regular full-time employees, employed continuously for at least six (6) months, may request up to thirty (30) days of unpaid leave. An extension beyond thirty (30) days may be considered on a case-by-case basis but shall not exceed ninety (90) days (90 total days in a twelve month period). Leaves of this type are typically granted for those who would not qualify for Family Medical Leave. Personal leaves, if granted at all, are without pay and will be considered on the basis of the employee's length of service, performance, responsibility level and the impact of the leave on the School. Employees may use sick/personal or vacation time when available. HR will contact employees taking personal leave regarding benefit continuation.

Benefits may be maintained at employee's expense during the leave period.

Employees should apply for personal leave in writing to their supervisor. The request must include the proposed date/time of the absence and the reason for the absence.

Personal leave is not considered a leave entitlement under the Family and Medical Leave Act and there is no guarantee of returning to the previous job. If the employee fails to return to work at RSCS on or before the expiration of the personal leave, the employee will be considered to have resigned from RSCS.

Bereavement Leave

Full-time classified and credentialed employees are eligible for paid time off in the event of the death of an immediate family member (employees should request bereavement leave from their supervisor immediately). An employee's immediate family includes spouse or significant other, parent, child, sibling, grandchild, or grandparent, or aunts, uncles, or as approved by the Superintendent. This includes step-parent, child or sibling, and parent or sibling in-law.

A maximum of three days is granted per occurrence within a 400 mile radius of the employee's place of work and five days in excess of 400 miles will be granted. Additional time off may be requested, using approved sick/personal leave or vacation.

Jury/Court Leave

Employees who serve on a jury or appear as a witness shall be given five (5) paid days of jury leave at their regular compensation rate, less jury pay. Additional jury leave will be unpaid unless the employee opts to use accrued personal or vacation time. Employees must provide a copy of the jury duty summons or subpoena immediately to their supervisors when requesting time off. Employees must present a weekly record of time served, certified by the Jury Commissioner or an authorized representative to their supervisors.

Employees should make arrangements and request time off in advance with their supervisors if they need to make a court appearance in their own litigation. Vacation or Personal Leave will be applied to the absence if time is available on the books. If an employee is subpoenaed to appear on behalf of another person in litigation, in which the employer is not a party, the employee should follow the procedures for requesting personal time off.

If the employee appears as a witness on behalf of RSCS, the time will be treated as working time and will be paid.

Military and Military Spousal Leave of Absence

RSCS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, RSCS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty. An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

RSCS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Voting Time Leave

Registered voters <u>who are unable outside of working hours</u> to vote in any general, direct primary or Presidential primary election, may take up to 2 paid hours to vote. Time must be taken at the beginning or end of the regular workday. Arrangements must be made at least 2 days in advance of the election. Verification of voting must be provided to HR upon return to work.

Industrial Injury Leave (Workers' Compensation)

RSCS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

•   Medical care;

•   Cash benefits, tax-free to replace lost wages; and

•   Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

•   Immediately report any work-related injury to the HR;

•   Seek medical treatment and follow-up care if required;

•   Complete a written Employee's Claim Form (DWC Form 1) and return it to Human Resources; and

•   Provide the School with an Industrial Work Status Report from your healthcare provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. RSCS, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

•   If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (EMS) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.

•   All accidents and injuries must be reported to the Superintendent and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work- related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

•   When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.

- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Study Leave

A leave of absence without pay of up to and including twelve (12) months may be granted to an employee to provide an opportunity to gain additional education and skills to better fulfill the specified responsibilities of an employee's present or future position at RSCS. An employee is eligible to apply for such leave if the employee has been employed at least seven (7) years at RSCS. Additionally, an employee may be entitled to no more than one Study Leave per seven year period. All Study Leaves require the approval of the Superintendent.

Generally, leave for study must be related to an employee's present position, related to an employee's potential development with RSCS, or part of a program leading to a degree.

School Appearance and Activities Leave

As required by law, RSCS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one parent or guardian is an employee of RSCS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused sick time to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a 12-month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use his or her earned but unused sick leave for bone marrow donation and two (2) weeks' worth of earned but unused sick leave for organ donation. If the employee has an insufficient number of sick days available, the leave will be considered unpaid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give Human Resources thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult Human Resources.

Other Leaves

Employees are entitled to other numerous leaves, such as volunteer civil service, bone marrow/organ donation, school activities leave, volunteer civil service leave, domestic violence leave. Employees should contact HR if compelled to take a leave from job duties for hours, days, weeks, or months. HR will assist in determining any rights the employee may have. RSCS complies with all Federal and State laws concerning leaves.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Discipline

RSCS reserves the right to determine when improper actions have occurred and how they will be handled. The school does not have a progressive disciplinary procedure and disciplinary action will not follow any particular order. At its discretion, the school may impose one or more of the following in any order: counseling, coaching, verbal or written warning, probation, monitored performance, job change, suspension with or without pay, demotion, change of work hours, reduction in pay, termination or other forms of management action. When action is necessary, the school reserves the right to consider each incident on a case-by-case basis. This policy does not affect the at-will employment relationship.

Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
5. Fighting or instigating a fight on School premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on School premises.
8. Gambling on School premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.

19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Dishonesty.
25. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While RSCS does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off- duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

• Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.

• Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.

• Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.

• Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and

• Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. RSCS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for you to terminate your at-will employment with the School, please notify Human Resources regarding your intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When you terminate your at-will employment, you will be entitled to all earned but unused vacation pay. If you are participating in the medical and/or dental plan, you will be provided information on your rights under COBRA.

References

Requests for references, letters of recommendation, or information about reasons for separation of school employees must be approved by the Superintendent or Chief Personnel Officer of Human Resources who will determine whether such request will be granted on a case-by-case basis.

INTERNAL COMPLAINT REVIEW

Open Door Policy

RSCS encourages open communication between staff and management, as it is important to continued success and because it helps to create a pleasant, productive work environment that is responsive to employee needs. Employees who have work-related concerns are encouraged to discuss them with their peers and then with their immediate supervisor as soon as possible if necessary. If the employee believes the supervisor is not the appropriate person with whom to raise the concern, it may be brought to the attention of HR or to a member of management. The schools will attempt to keep all such expressions of concern, investigation and/or the terms of resolution confidential. However, in the course of investigating and resolving the concerns, some dissemination of information to others may be appropriate.

If the matter is not resolved to the employee's satisfaction at the immediate supervisor level, the employee may bring the concern to the next level of management, followed by written complaint to the Superintendent and ultimately to the Board of Directors. It may not always be possible to achieve the specific result an employee is seeking, but the school will strive to explain why it has chosen a particular means of resolving the issue. The school will respond to written grievances within a reasonable time, usually within seven to ten (7-10) working days.

Problem Solving Process

In accordance with the RSCS "open door" policy, employees are encouraged to see their supervisors with questions or problems relating to job concerns. The school will make every effort to investigate and settle concerns fairly and equitably. The school encourages people to try and resolve conflicts at the lowest and most direct level.

If informal conversations with supervisors prove ineffective, employees are encouraged to use this problem solving process and the procedures listed below. Here are the steps and the order, which must be followed:

Step 1: Employees should first discuss problems or concerns verbally with the person or persons who are causing the employee concern if they feel comfortable to do so. If he or she is not comfortable speaking directly to the involved party(ies) and/or talking has failed to resolve the concern, then the employee should speak with his/her immediate supervisor. Employees are encouraged to discuss issues in person, as opposed to email, if there is difficulty resolving a problem.

Step 2: If the employee feels that the concern has not been addressed by this informal process, a written appeal should be filed with management as soon as practically possible and given to the employee's supervisor. If the concern involves the supervisor or the employee is not comfortable giving it to the supervisor, he or she should give it to the supervisor's supervisor or any senior manager. Management will investigate and meet with all parties and will usually resolve the complaint within seven to ten (7-10) working days.

Examples that must be immediately reported include, but are not limited to:

- If an employee thinks that a federal or state law or regulation is being violated;
- If a safety hazard exists that threatens the health and safety of an employee ;
- If the complaint directly involves a supervisor and the employee can demonstrate that the supervisor may not be able to deal objectively with the situation

Internal Complaint Review

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Superintendent or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School's "Policy Against Unlawful Harassment."

Internal Complaints (Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Superintendent or designee:

1.   The complainant will bring the matter to the attention of the Superintendent as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

2.   The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Superintendent or designee will then investigate the facts and provide a solution or explanation;

3.   If the complaint is about the Superintendent, the complainant may file his or her complaint in a signed writing to the President of the School's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints against Employees (Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Superintendent or Board President (if the complaint concerns the Superintendent) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.
In processing the complaint, Superintendent (or designee) shall abide by the following process:

1.   The Superintendent or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2.	In the event that the Superintendent (or designee) finds that a complaint against an employee is valid, the Superintendent (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Superintendent (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3.	The Superintendent's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1.	Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2.	Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3.	Resolution: The Board (if a complaint is about the Superintendent) or the Superintendent or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

River Springs Charter School values YOU!

APPENDIX A

HARASSMENT COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Superintendent or Board President.

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

RSCS *will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.*

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name:_____Date: _____

Date of Alleged Incident(s): _____ Name of Person(s) you believe sexually harassed you or who harassed someone else:

_____

_____

List any witnesses that were present: _____

_____

_____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____   _____

Signature of Complainant   **Date**

_____

Print Name

Received by: _____   _____

                                                                                   Date

APPENDIX B

<u>COMPLAINT FORM</u>

Your Name:_____Date: _____

Date of Alleged Incident(s): _____ Name of Person(s) you have a complaint against:

_____

_____

_____

List any witnesses that were present:

_____

_____

_____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____   _____
Signature of Complainant   **Date**

_____
Print Name

Received by: _____   _____
                                                                                          Date

Performance Reviews

Instructions and Suggestions Given to Supervisors

Teacher Evaluations

Regularly evaluating the performance of staff, especially teaching staff, constitutes a critical piece towards meeting Springs' goal of improving student achievement. Although time consuming, it is essential that every principal take the time to help ensure that we have the highest quality staff members possible teaching our students. Observation, documentation, feedback, discussion, and support are the cornerstones of developing outstanding teaching staff.

Timeline & Process for Teaching Personnel Evaluations

Day 1: From the first day of school and on-going, the principal should regularly visit, drop-in, walk-by, and observe all teachers at his or her site. Teachers should become comfortable with the presence of the principal just "walking through". At least twice during the school year, the principal should use the Teacher Walk through Observation Form as appropriate for each teacher.
Concerns or problems should be addressed on an on-going basis and not wait until the annual evaluation time. See FRISK procedure.

November 1st: All teachers are to have completed Plan for Professional Growth Forms 1 through 6, outlining the staff members' plans for professional growth for the school year relative to our mission and State standards.

December 1st: The principal has met one to one with each teacher to review, discuss, and approve the plans for professional growth. Copies are kept by the employee and the principal.

April 1st : The principal should have done 1 full class time, announced observation of each teacher – these can start as early as October or November- and completed the Formal Classroom Observation Form. Ideally, this observation should constitute a full period or hour and include time of transition as student settle in to class or get ready to exit.

The principal should complete a Supervisor Summative Evaluation in SpringsHROnline for each teacher. A number of documents, among other things, should be available to help: Teacher's professional growth goals, 2 walk through observations, 1 formal observation.

Each teacher is asked to complete a Teacher Self-Evaluation in SpringsHROnline at least one week prior to meeting with the principal to discuss the Supervisor's Summative Evaluation.

The principal should set one-to-one meetings with all teachers during the month of April to discuss the summative evaluation. At this meeting, the principal should (may) give the teacher the Survey of Individual Supervisor Performance and inform the teacher where and when s/he may deposit the completed form to protect anonymity. This is solely for the principal to use for professional growth feedback.

If necessary, a Teacher Improvement Plan Form is completed

May 1st: All teacher evaluations are completed. The principal maintains file with all other supporting documents for all current employees. Upon termination, all evaluation documents should be sent to HR.

Academic Freedom
Springs Charter Schools recognize that innovation and change are inherent in seeking improvement in the educational program. Within legal confines, individuals and individual school faculties are encouraged to undertake innovative instructional programs and to make an earnest effort to meet the demands placed on education through the development of attitudes and environments conducive to experimentation and innovation. We recognize the desirability of keeping employees aware of creative and innovative practices. All curriculum pilot programs and courses must be approved by Springs Charter Schools.

Timelines & Process for Non-Teaching Personnel Evaluation

Non-Teaching Personnel (Non-Exempt and Exempt)
May 1st to June 15th

Supervisor sets a meeting with each non-exempt and exempt employee under his/her direct supervision. (Generally plan for approximately an hour)

1. One week or more before the appointment, the employee is given instructions to log into Springs HR Online and directed to the:
    a. "Goals" from the last review
    b. Self-Review
2. The employee should be given at least 1 week to complete his/her new self evaluation.
3. Employee reviews "Goals" from the last review and completes the Self-Evaluation.
4. Includes new "Goal" suggestions in their Self-Evaluation. This should have 3 objectives for the next year from May 1st to April 30th.
5. Supervisor completes the Nonexempt or Exempt Supervisor Summative Evaluation.
6. The supervisor and the employee review the Self Evaluation and Supervisor's Summative Evaluation at the time of the meeting.
7. At the meeting, supervisor and employee review and discuss the responses on both the "Self" and "Supervisor" evaluations and review the Goals.
8. Supervisor reviews the employee's "Goals" for the year to come. Supervisor and employee discuss, review, amend, approve, and add to the goals, agreeing on 3 to 5 for the year.
9. Employee eSigns the Supervisor's Summative evaluation.
10. The employee may respond in writing within 15 days to the supervisor's evaluation if he or she chooses.

11. Supervisor will have access to the "Goals" through Springs HR Online and can track the employee's progress of their goals. Supervisors should reference this information throughout the year and offer support, guidance, etc.
12. Springs HR Online is an electronic platform and doesn't require any printing or submission outside of the program. All evaluations should be completed no later than June 15th.

The Supervisor must prepare a PAN for every employee for the next fiscal year. A PAN for every employee currently employed and evaluated, must be turned in by June 15th, with an effective date of July 1.

<u>Instructions for those not being invited back to teach or offer service for the next school year</u>
After writing the name of employee on the PAN, write "Not Invited Back" in the "change of position" section. Send copies of all documentation in terms of employee performance to HR for the file.

Guidelines on Conducting an Effective Performance Evaluation

Probably the most crucial part of the entire appraisal process is the manager's meeting with the employee in which the appraisal is discussed. If handled well, the discussion can lead to better understanding between the manager and the employee. An effective performance evaluation gives positive feedback about how well an employee is doing and identifies areas to enhance his or her performance. For the employee who has areas needing improvement, it provides the opportunity to thoroughly discuss those areas and help the employee to understand what is required of him or her to improve performance. If the meeting is not conducted properly, the employee may feel resentment rather than a desire to improve.

Preparation
- Remember that a performance appraisal must measure the progress of your employee against predetermined goals and standards.
- Be sure to tie the appraisal to the employee's job. Focus on the critical skills and essential job functions spelled out in the job description.
- Be objective and consider performance for the entire evaluation period. The more objective and quantifiable the appraisal is the less likely there will be disagreements about the employee's level of performance. Do not let fear of confrontation color your rating. It is your responsibility to the employee and the company to be honest and not inflate ratings.
- Determine beforehand what you are going to say in the meeting.
- Decide on your major goals for the meeting.
- Determine what is the most important matter to be considered and steer the discussion to revolve around that point.
- Request employee to complete performance appraisal form to self-evaluate his or her performance and major job accomplishments since last review. Weigh the employee's self-reports against other evidence.

Timing
- Give the employee advance notice of the time of the meeting.
- Schedule enough time for a meaningful exchange to take place.

Location
- Arrange for a quiet location to conduct the performance appraisal.
- Be sure that you have privacy and try to avoid interruptions (e.g., no phone calls)

Conduct of the Meeting
- Begin with a few minutes of casual conversation to help relax the employee and establish rapport with him or her.
- Proceed to discuss all aspects of the job; go over each area of accountability separately. Although you must point out both strengths and weaknesses, it will be more effective to discuss positive aspects of the employee's performance first.
- Have specific examples to support what you are going to say.
- Try to avoid appraisals that are completely negative.
- Focus on performance and the essential job functions rather than personality.
- Be constructive rather than overly critical or negative. If there are weaknesses, point them out, but emphasize what can be done to rectify the situation.
- Be willing to review alternative plans to achieving results and performance objectives.
- Discuss advancement possibilities, if any, and what the employee can do to move upward. Be careful, however, not to make promises that cannot or may not be kept.
- Welcome any comments, questions or complaints that the employee may have.

Summary
- Briefly review the important points of the appraisal.
- Carefully restate the details of any proposed courses of action that you have recommended.
- Be sure that the employee has had sufficient opportunity to say everything that he or she intended.
- At the end of the interview, allow the employee to read the written appraisal and fill out the employee comments section or provide a separate written response.
- Have the employee sign the performance evaluation form to verify that he or she has read it.

Follow-up
- Periodically check the employee's activities to determine whether or not goals discussed at the interview are being attained.
- Offer the employee assistance in achieving these objectives.

Checklist for Appraising an Employee
The checklist below can help managers to focus on the appropriate factors in preparing his/her evaluation of an employee:

- Base the appraisal on the typical performance of the employee during the entire period. Be careful not to overemphasize recent happenings or isolated dramatic incidents that are not typical of the employee's normal performance.
- Base appraisals on accurate data obtained from records whenever possible or from careful, personal observations when this is not possible. Compare the performance of the employee being appraised with the performance of all individuals who have performed the same job, keeping in mind the requirements and the essential functions of the job.
- Do not let your appraisal on one factor influence your appraisal on other factors. Many people have a tendency to give an employee who rates very high on one factor a higher rating on other factors than may be merited. In like manner, when an employee is weak in one respect, the person doing the
- appraising sometimes assumes the employee is weak in other respects, which may not be the case. Bear in mind that each factor should be considered independently of the others.
- Do not permit job classification or length of service affect the rating. Consider only the performance of the employee in relationship to the specific requirements of the job. Do not rate an employee too highly just because the employee has a number of years of service, but really performs at an average rate.
- Do not let your personal feelings bias your appraisal, nor should you rate "sympathetically." The appraiser must be constantly on guard against the normal inclination to attribute greater proficiency to employees well-liked personally or to employees because of sympathy. If there are special circumstances, appraise only on performance and explain the circumstances in the space provided under each factor.
- Do not be swayed by a previous appraisal. Each appraisal should be completed without referral to past appraisals. Substantial differences do not necessarily mean that the present or the previous appraisal is incorrect.
- Guard against letting your appraisal of factors fall into a consistent or routine pattern. There are usually wide differences in individuals with respect to the various factors considered.
- Do not make an appraisal on vague impressions. To rate accurately, you must have a very good knowledge of the employee's performance. Give specific examples of strengths and weaknesses for each performance area being evaluated. Always stick to facts and refer to records, where available.
- Do not appraise too quickly. Take enough time to appraise accurately.
- Do not hesitate to go on record with your true opinion. A good appraiser should be able to differentiate among the performances of his or her employees.

Factors That Distort Performance Evaluation

The list below can be used to help managers avoid the most common sources of rating errors in the appraisal process:

- Bias: There is a natural tendency for managers to give favorable ratings to someone like themselves.
- Rating personality rather than performance: Managers may respond quickly and strongly to personality traits, such as charm or aggressiveness, which may bias them when it comes time to assess accomplishments. The appraisal should focus only on actions and accomplishments.

- Employee's personal background: Managers may rely on assumptions that employees with more experience are performing better and may fail to test these assumptions rigorously through observation. Ratings that take background into account tend to be inaccurate and illegal.
- "Halo/Horn effect.": A halo effect occurs when a manager gives an excellent employee top ratings in all areas. A horn effect occurs when a manager gives an unsatisfactory employee low ratings in all areas. These effects result when managers let one strong value judgment in one area color their judgment of other areas. Poor employees usually have some strengths and high achievers some weaknesses.
- Lack of clear standards: Clear, measurable standards are invaluable for producing accurate appraisals. Managers usually benefit from spelling out what behavior would merit each of the ratings before assessing individual employees.
- Unrealistic objectives: Appraisals will not correct poor placement, inadequate training, low production, excessive cost or waste, or dozens of other ills that may plague an organization. Rating scores, in fact, may reveal shortcomings of company management rather than employee inadequacies. Appraisals will
- not cure a morale problem. A poorly designed or administered performance appraisal system will almost certainly create dissension and intensify any dissatisfaction that already exists.
- Leniency: Managers may be afraid to hurt employees' feelings or to hurt employees financially. Sometimes a manager may be unwilling to give a low rating to an employee who is likely to bring a grievance or lawsuit, even when the employee's performance is hurting coworkers' morale.
- Blaming employees for problems that are not their fault: If a majority of employees are rated low in a particular area such as "not following procedures," the fault probably lies with supervision. Employees should not be penalized for matters that are not their responsibility. Nor should they be downgraded for failure to live up to job requirements about which they were never informed. These difficulties arise when performance standards are established without reference to actual job conditions or requirements.
- Severity: Some managers have unrealistic expectations about employee performance. Others are simply reluctant to offer praise.
- Limited use of the rating scale: Managers may avoid giving very high or very low ratings, since these require greater justification and require the manager to take greater responsibility for the decisions.
- Inadequate observation: Managers who are not familiar with all aspects of an employee's performance may feel compelled to fill in a standardized form completely. Managers who do not work closely with subordinates may be unable or unwilling to arrange for a sufficient number of observations. In addition, managers may become set in their opinions and disregard observed behavior that differs from their conclusions.
- Discrepancies in scoring, weighting, or defining factors: Rating or scoring problems may be built into a particular rating form or system, or they may result from different interpretations or applications by various managers. These problems can be identified and checked if an administrative staff person regularly reviews ratings and is alert to possible distortion. To avoid such problems, evaluation forms may need to be revised, or managers may need further training.

- Inappropriate time span: Performance appraisals should cover the whole of an employee's behavior and the extent of the employee's progress during the time period from one appraisal date to the next. Assessments of employee potential should be offered separately from appraisals of employee behavior.
- Managers who look back to incidents that occurred before the last appraisal are being unfair to employees.
- "Contrast effect": The exceptionally good or bad performance of one or two employees may greatly distort the ratings that the others receive. While contrasting the relative contributions of a group of employees can contribute to the appraisal process and is especially relevant when a fixed amount of
- rewards must be distributed within a group, morale may fall if the rating of one employee shifts the rating scale for the others.
- Overemphasis on uncharacteristic performance: Unusual behavior is more memorable than typical behavior. Managers observing behavior that seems uncharacteristic should make an effort to find out whether it is part of a pattern. Ratings should focus on typical behavior patterns.

Establishing Performance Expectations

A critical aspect of a manager's responsibility is defining and conveying performance expectations to an employee. Without a clear understanding of expectations, it is difficult for employees to effectively perform their responsibilities and to meet established goals and objectives.

- Explain how the employee's job fits into the overall business goals and objectives.
- Help the employee to get back "on track", and identify deficiencies where immediate and sustained improvement is necessary. Specifically describe the behavior and performance results you desire.
- Establish measurable performance standards.
- Discuss necessary skills, guidelines, procedures and resources that will improve performance and accomplish expected results.
- Counsel an employee with difficult performance problems. Document or memorialize your discussions with employee on what he or she needs to do to correct his or her deficiencies.
- Determine priorities.
- Review and check for understanding and commitment
- Set a date for an early progress review.

Managing an Employee's Performance

Unfortunately, many managers and employees think of performance evaluation as a stressful exercise that happens once a year. But if expectations are clearly communicated and feedback is given throughout the year, the annual performance evaluations should become less stressful and will not come as a surprise. The following steps will help a manager to more effectively implement the company's performance appraisal policies:

1. <u>Decide on clear, objective expectations for the job.</u>
   Setting expectations for a job affects every decision the manager makes about an employee's career, from work assignments and recommendations for training opportunities to raises, promotions, transfers, and termination of employment. It also shows the employee what behaviors or outcomes the company values, thus affecting employees' decisions on where to expend their greatest efforts. The place to start when setting out objectives is the employee's job description, which will give the manager and his or her employees a general idea of what the company expects from people in any given position. Job descriptions should indicate what functions are "essential" and which are "marginal," based on the meaning given to those terms under the Americans with Disabilities Act and other disability discrimination laws. (Managers should contact Human Resources if they think the job description does not accurately portray the job.) Once a manager has examined the job description, he or she can start to break down the principal duties and accountabilities it lists into more concrete objectives and performance standards.

   To make sure that everyone concerned can tell whether expectations have been met, performance standards should:
   - i.   Be precise yet brief;
   - ii.   Be in writing;
   - iii. Be realistic;
   - iv.   Help meet company objectives;
   - v.   Be mutually agreed on; and
   - vi.   Be re-evaluated regularly.

2. <u>Communicate expectations to the employees involved.</u>
   Making expectations clear to employees is part of helping them do their jobs. Employees who know how their performance will be measured are much more likely to succeed in their jobs or to accept criticism if they fail. Making sure that everyone knows the expectations for their jobs is one way to show everyone that the manager is treating all employees equally and not making up reasons to discipline employees the manager does not like. Whenever a manager imposes discipline without first making expectations clear, there is a good chance an employee will attribute the manager's action to some illegal or improper motivation such as disparate treatment or discrimination.

3. <u>Give constant feedback on whether employees are meeting the expectations.</u>
   Nothing said in an employee's annual review should be a surprise to the employee. Feedback - both positive and negative - should be ongoing throughout the year. This approach helps employees focus their efforts on tasks and behaviors that the manager finds to be worthwhile for the company and improve in other areas.

4. <u>Stick to a fair procedure for providing constructive criticism or taking corrective action.</u>
   A manager should act promptly on unacceptable behavior or poor performance, but avoid making hasty decisions. A manager should investigate and gather all relevant facts before taking

any disciplinary or corrective action. Normally, corrective discipline will be used. This means that for most performance problems, the manager should first coach or counsel the employee verbally, but ultimately should make written documentation of any shortcomings. When a performance problem exists, written warnings, memos, and performance improvement plans carry more weight with an employee than do oral reprimands and threats. Suspensions and terminations should be undertaken only after the manager has consulted Human Resources. Applying the company's policies and work rules consistently and documenting that effort are crucial managerial functions.

5. Document employee's' performance throughout the year.
   Many a lawsuit has been lost because the only written records of an employee's performance show that the employee was performing satisfactorily or even wonderfully. But, the need for documentation begins long before any lawsuit is filed. Annual performance reviews are especially hard to undertake if a manager has not maintained regular records on an employee's performance. Spoken compliments or suggestions for improvements may come naturally to a manager and many times is the most appropriate way to work with an individual. But, when it comes time to review an employee's performance on paper, does the manager have any record of specific examples, both strengths and weaknesses, of the employee's performance during the period of review? How many times has the manager pointed out a particular type of shortfall? When has the manager offered advice or constructive criticism to improve performance? Creating some written documentation along the way helps to make sure that the manager's appraisal of the employee's performance is based on incidents that happened throughout the year and not just on the most recent or memorable events of the year. Written documentation can also decrease the chances that a manager's communications will be misunderstood. It is hard for an employee to claim that a manager never told him or her that certain behaviors mattered if there is a memo in the file explaining why the behavior is important.

6. Worksheet for the Employee
   In order for the Performance Evaluation to be most productive, the employee also should prepare for the discussion with his or her manager. The employee should go through the same process as the manager by evaluating his/her accomplishments and performance over the review period using the self-review.

Performance Reviews

The following sections provide specific instructions for performance reviews for each employment type:
- Supervisor & Leadership
- Academy Teacher
- Homeschool Education Specialist
- Keys Education Specialist
- Learning Center Teacher
- Support Staff

Supervisor & Leadership Performance Reviews

Self-Review
Completed by Employee

1. Over the past 12 months what were 4 of your most important job-related accomplishments? Why?
2. What do you think your strongest two attributes have been this year in carrying out the duties of your job and why?
3. What two aspects of your performance do you think you'd like to work on and improve?
4. Did you encounter any significant challenges or obstacles this year? Please explain.
5. In what ways could your supervisor better assist you in being more effective?
6. In what areas do you need or want more training and development?
7. How well did you achieve your work-related personal and professional goals from your last review? Explain.
8. How do you embrace the Mission of the School as part of your job?
9. Three work-related personal goals for next year that could help maximize my work performance are:
10. My suggestions for three job-related professional goals for next year are:

Summative Performance Review
Completed By Supervisor

Use 4 point rating scale:
Exceeds Expectations (4), Meets Expectations (3), Improvement Needed (2), Unsatisfactory (1)

1. Actively supports the mission of SCS
2. Exemplifies leadership by sharing vision and a sense of purpose
3. Offers a high quality of service to all stakeholders
4. Fosters teamwork and positive working relationships
5. Resolves conflicts constructively
6. Makes thoughtful, effective, and timely decisions

7. Solves problems well
8. Dependably meets deadlines and commitments
9. Completes assignments competently
10. Accepts accountability
11. Communicates clearly and tactfully
12. Listens well and considers the ideas of others
13. Proactively coordinates efforts with peers, supervisor, and other stakeholders
14. Understands the job and has the skills, knowledge and ability to do it well
15. Effectively uses technology and maintains SCS' website appropriately
16. Develops and achieves realistic short and long term goals
17. Prioritizes well
18. Manages time, and workload effectively to achieve high productivity
19. Supervisors only-
    A. Recruits, hires, trains, and develops staff well
    B. Manages performance, coaches, disciplines, and reviews assigned staff effectively
    C. Engages, motivates, and rewards staff effectively
    D. Ensures department or program is adequately staffed and assigned in line with the needs of the school

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Academy Teacher Performance Reviews

Self-Review
Completed by Employee

1. Over the past 12 months what were 4 of your most important job-related accomplishments? Why?
2. What do you think your strongest two attributes have been this year in carrying out the duties of your job and why?
3. What two aspects of your performance do you think you'd like to work on and improve?
4. Did you encounter any significant challenges or obstacles this year? Please explain.
5. In what ways could your supervisor better assist you in being more effective?
6. In what areas do you need or want more training and development?
7. Name one way in which you have improved or increased parent choice
8. Name one way you have been involved in using the community as a classroom
9. Name one way you have been involved in personalizing learning
10. Name one way you have fostered curiosity
11. Name one way you have empowered parents or students
12. How well did you achieve your work-related personal and professional goals from your last review? Explain
13. Three work-related personal goals for next year that could help maximize my work performance are:
14. My suggestions for three job-related professional goals for next year are:

Summative Performance Review
Completed By Supervisor

Use 4 point rating scale:
Exceeds Expectations (4), Meets Expectations (3), Improvement Needed (2), Unsatisfactory (1)

A. Ambassadorship and Collaboration
   1. Reflects, plans and establishes professional goals; pursues professional development
   2. Adheres to deadlines and quality control in all compliance issues,
   3. Technology - Effectively utilizes and maintains technological requirements
   4. Works effectively and is positive and professional with colleagues to improve professional practices at meetings and during PLCs.
   5. Acts as an SCS ambassador to parents, enthusiastically adhering to and supporting school policy and rules

B. Empowers Students/Parents
   1. Participates in I CAN! student-directed process of mastery learning
   2. Accelerates or remediates to meet individual needs
   3. Facilitates learning experiences that promote autonomy, interaction, and choice
   4. Teaches and reinforces the use of Power Tools and involves & guides students in assessing their own learning

C. Personalized Learning
   1. Uses multiple measures to assess learning including writing samples, textbook-based assessment and informal observation notes
   2. Uses assessment to diagnose learning gaps and prepare remediation for these gaps
   3. Requires rigor and high standards from all students
   4. Identifies and supports students with exceptional needs, including IEPs, 504s, EL, and RTI
   5. Creates weekly lesson plans that include small group lessons, intervention and student-specific ability groupings changing frequently based on assessments
   6. Actively uses direct instruction techniques- I do, we do, you do
   7. Establishes and articulates goals for individual student learning

D. Community in the Classroom
   1. Uses the community as a classroom (field trips, guest speakers, etc.)
   2. Uses instructional time effectively
   3. Plans and implements classroom procedures and routines that promote student learning.
   4. Promotes social responsibility and group responsibility
   5. Establishes a climate that promotes fairness and respect
   6. Creates a physical environment that engages all students

E. Fosters Curiosity
    1. Promotes reflective learning and self-awareness through student discussion and journaling
    2. Focuses lessons on problem solving, critical thinking, and hands-on activities to make learning more meaningful and authentic
    3. Sets goals with students based on students' interests and tracks these with student

SPRINGS CHARTER SCHOOL'S - PLAN FOR PROFESSIONAL GROWTH-1

Employee	Assignment	School
Director	Position	School Year

| Status: | ____Emergency Permit | ____Intern | ____Permanent | | |

This form should be completed annually by each teacher.

STANDARD 1 – Engages and Supports All Students in Learning

- Connects students' prior knowledge, life experiences, and interests with learning goals
- Uses a variety of instructional strategies and resources to respond to students' diverse needs.
- Facilitates learning experiences that promote autonomy, interaction, and choice.
- Engages students in problem solving, critical thinking, and other activities that made subject matter meaningful.
- Promotes self-directed, reflective learning for all students

PLANS FOR GROWTH, RESOURCES AND/OR SUPPORT NEEDED, AND TIMELINE

ADDITIONAL INPUT FROM DIRECTOR

EVIDENCED BY   Month:

_____   _____

Signature of Employee   **Date**

_____   _____

Signature of Evaluator   **Date**

SPRINGS CHARTER SCHOOLS - PLAN FOR PROFESSIONAL GROWTH-2

Employee	Assignment	School
Director	Position	School Year
Status: ____Emergency Permit ____Intern ___Permanent		

This form should be completed annually by each teacher.

STANDARD 2 – Creates and Maintains an Effective Environment for Student Learning
- Creates a physical environment that engages all students.   - Establishes a climate that promotes fairness and respect.   - Promotes social development and group responsibility.   - Establishes and maintains standards for student behavior.   - Plans and implements classroom procedures and routines that support student learning.   - Uses instructional time effectively.
PLANS FOR GROWTH, RESOURCES AND/OR SUPPORT NEEDED, AND TIMELINE
ADDITIONAL INPUT FROM DIRECTOR
EVIDENCED BY   Month:

_____   _____

Signature of Employee   **Date**

_____   _____

Signature of Evaluator   **Date**

SPRINGS CHARTER SCHOOLS - PLAN FOR PROFESSIONAL GROWTH-3

Employee	Assignment	School
Director	Position	School Year

Status: ____Emergency Permit ____Intern ____Permanent

This form should be completed annually by each teacher.

STANDARD 3 – Understands and Organizes Subject Matter for Student Learning

- Demonstrates knowledge of subject matter and content and student development.
- Organizes curriculum to support student understanding of the subject matter.
- Interrelates ideas and information within and across subject matter areas.
- Develops student understanding through instructional strategies that are appropriate to the subject matter.
- Uses materials, resources, and technologies to make subject matter accessible to students.
- Adheres to district curriculum and content standards.

PLANS FOR GROWTH, RESOURCES AND/OR SUPPORT NEEDED, AND TIMELINE

ADDITIONAL INPUT FROM DIRECTOR

EVIDENCED BY   Month:

_____   _____

Signature of Employee   **Date**

_____   _____

Signature of Evaluator   **Date**

SPRINGS CHARTER SCHOOLS - PLAN FOR PROFESSIONAL GROWTH-4

Employee	Assignment	School
Director	Position	School Year

Status: _____Emergency Permit _____Intern _____Permanent

This form should be completed annually by each teacher.

STANDARD 4 – Plans Instruction and Designs Learning Experiences for All Students

- Draws on and values students' backgrounds, interests, and developmental learning needs.
- Establishes and articulates goals for student learning.
- Develops and sequences instructional activities and materials for student learning.
- Designs short-term and long-term plans to foster student learning.
- Modifies instructional plans to adjust for student needs.

PLANS FOR GROWTH, RESOURCES AND/OR SUPPORT NEEDED, AND TIMELINE

ADDITIONAL INPUT FROM DIRECTOR

EVIDENCED BY   Month:

_____   _____

Signature of Employee   **Date**

_____   _____

Signature of Evaluator   **Date**

SPRINGS CHARTER SCHOOLS - PLAN FOR PROFESSIONAL GROWTH-5

Employee	Assignment	School
Director	Position	School Year

Status: ____Emergency Permit ____Intern ____Permanent

This form should be completed annually by each teacher.

STANDARD 5 – Assesses Student Learning
- Establishes and communicates learning goals for all students.   - Collects and uses multiple sources of information to assess student learning.   - Involves and guides all students in assessing their own learning.   - Uses the results of assessment to guide instruction.   - Communicates with students, families, and other audiences about student progress.   - Provides evidence of employee performance as it reasonably relates to the progress of students toward grade level standards.
PLANS FOR GROWTH, RESOURCES AND/OR SUPPORT NEEDED, AND TIMELINE
ADDITIONAL INPUT FROM DIRECTOR
EVIDENCED BY Month:

_____   _____

Signature of Employee   **Date**

_____   _____

Signature of Evaluator   **Date**

SPRINGS CHARTER SCHOOLS - PLAN FOR PROFESSIONAL GROWTH-6

Employee	Assignment	School
Director	Position	School Year
Status: _____Emergency Permit _____Intern _____Permanent		

This form should be completed annually by each teacher.

STANDARD 6 – Develops as a Professional Educator

- Reflects, plans, and establishes professional goals; pursues opportunities to grow professionally.
- Works with colleagues to improve professional practice.
- Conducts timely & effective conferences with students, parents & support personnel concerning individual student needs.
- Adheres to District/school policies and rules.
- Accepts and fulfills instructional duties and responsibilities in a timely and effective manner.
- Accepts and fulfills non-instructional duties and responsibilities (i.e. attendance, punctuality, supervision, meetings, committees, etc.) in a timely and effective manner.

PLANS FOR GROWTH, RESOURCES AND/OR SUPPORT NEEDED, AND TIMELINE

ADDITIONAL INPUT FROM DIRECTOR

EVIDENCED BY   Month:

_____   _____

Signature of Employee   **Date**

_____   _____

Signature of Evaluator   **Date**

Homeschool Education Specialist Performance Reviews

Self-Review
Completed by Employee

1. In what ways could your supervisor better assist you in being more effective?
2. Reflect on your practice with regard to annual planning and explain where you excelled, what your challenges were, and where you plan to focus for further growth.
3. Reflect on your practice with regard to student driven goal setting explain where you excelled, what were your challenges, and where you plan to focus for further growth.
4. Reflect on your practice with regard to parent inservices and trainings and explain where you excelled, what were your challenges, and where you plan to focus for further growth.
5. Reflect on your practice with regard to creation and implementation of annual assessment plans, and explain where you excelled, what were your challenges, and where you plan to focus for further growth.
6. Reflect on your use of the MTSS (RTI) process to identify and support students and explain where you excelled, what were your challenges, and where you plan to focus for further growth.
7. Reflect on your work with your IEP/504/EL students and explain where you excelled, what were your challenges, and where you plan to focus for further growth
8. Reflect on your practice with regard to student progress monitoring and personalizing instruction and explain where you excelled, what were your challenges, and where you plan to focus for further growth.
9. Reflect on your practices with regard to effective communication with all stakeholders and explain where you excelled, what were your challenges, and where you plan to focus for further growth.
10. Reflect on your practice with regard to promoting student and parent involvement in the school and within the community and explain where you excelled, what were your challenges, and where you plan to focus for further growth.
11. Reflect on your practice with regard to areas of compliance/paperwork (Student Records, Purchasing, Guidance) and explain where you excelled, what were your challenges, and where you plan to focus for further growth.
12. Reflect on how you promote/represent the Mission and Vision of Springs Charter Schools to your families, your co-workers, and the community. Explain where you excelled, what were your challenges, and where you plan for focus on further growth.
13. Based on your responses, please target 3 professional goals for the coming year.
14. How well did you achieve your work-related professional goals from your last review? Explain.
15. Is there any additional information you would like to share with us regarding your job performance?
16. Over the past 12 months what were 4 of your most important job related accomplishments? Why?

Summative Performance Review
Completed By Supervisor

Use 4 point rating scale:
Exceeds Expectations (4), Meets Expectations (3), Improvement Needed (2), Unsatisfactory (1)

1. Mission & Vision - ES believes in and support the mission and vision of Springs Charter Schools and shares productively with their families all the components of the program.
2. Testing - ES is a reliable and effective proctor for CAASPP/SBAC testing and other SCS and State mandated assessments following all procedures and trainings provided.
3. Homeschool events - ES is in attendance for the entire duration and participates in SCS homeschool events throughout the year.
4. Staff meetings - ES is in attendance for the entire duration of all required meetings (ES meetings, staff developments, etc.), maintains a professional demeanor, and participates fully., LP meetings - Schedules and keeps LP meetings that are a approximately of 1 hour in duration for each student.
5. Collaboration - Collaborates with parents when scheduling their LP meetings in advance to ensure the location and time is mutually agreeable.
6. Marking PO's - Mark purchase orders as received and respond to admin alerts in a timely manner.
7. Creating PO's - Creates a purchase order within 3 days of when the parent makes the request and orders chromebooks as soon as student is active.
8. Submitting PO's - Submits accurate POs in accordance with all purchasing guidelines.
9. Portfolios - Portfolios are turned in accurately twice a year by the due date.
10. Learning Plans - Learning plans are completed correctly and are in the appropriate status by specified due dates
11. Attendance - Accurate attendance is submitted by due dates to Student Records.
12. Documents - Maintains requested docs and submits forms and surveys in a timely manner, such as preference sheets, homeschool prep surveys, and withdrawal/drop forms, etc.
13. Parent opportunities - Ensures that all parents are aware of their opportunities as educators in the homeschool program, including parent cert, field trips, events, CSI, LARP, etc.,
14. Communications - Responds in a professional manner to all communication from families, co-workers, and admin within 24 business hours.
15. Office hours - Has appropriate posted office hours based on the student load.
16. In-service - Completes the in-service topics/trainings and cumulating evaluation during Homeschool Prep meetings w/new families.
17. Student progress - Monitors progress of all student assignments including vendor courses, learning center courses, and Springs created courses.
18. IEP meetings - Actively participates in all IEP /504 meetings by providing feedback, completing all requested forms, and attending in person with valuable feedback for the team.
19. Guidance counselor - Consults with guidance counselor for each high school student at least once per year.

20. RTI meetings - ES follows the school procedure for MTSS for their students.
21. Assessment plan - Implements an annual assessment plan for each student including diagnostic, summative, and iCan assessments, shares this data with parent, and uses it to drive instruction?
22. Training & In-services - Provides all families with monthly training/in-services
23. Student goals - Students sets personal short-term smart goals monthly.
24. Annual Planning - ES has a personalized annual plan for instruction in place with the parent for each student.

Keys Education Specialist Performance Reviews

Self-Review
Completed by Employee

1. Over the past 12 months what were 4 of your most important job-related accomplishments? Why?
2. What do you think your strongest two attributes have been this year in carrying out the duties of your job and why?
3. What two aspects of your performance do you think you'd like to work on and improve?
4. Did you encounter any significant challenges or obstacles this year? Please explain.
5. In what ways could your supervisor better assist you in being more effective?
6. In what areas do you need or want more training and development?
7. Name one way in which you have improved or increased parent choice
8. Name one way you have been involved in using the community as a classroom
9. Name one way you have been involved in personalizing learning
10. Name one way you have fostered curiosity
11. Name one way you have empowered parents or students
12. How well did you achieve your work-related personal and professional goals from your last review? Explain.
13. Three work-related personal goals for next year that could help maximize my work performance are:
14. My suggestions for three job-related professional goals for next year are:

Summative Performance Review
Completed By Supervisor

Use 4 point rating scale:
Exceeds Expectations (4), Meets Expectations (3), Improvement Needed (2), Unsatisfactory (1)

A. Staff Development
    1. Attends and maintains a professional demeanor and participates fully in staff meetings, staff developments and meetings with director.

B. Service to School
2. Mission & Vision - Represents the Springs mission and vision in interactions with families with the focus being on student achievement.
3. Service to school - Testing - Is a reliable and effective proctor for CAASPP/SBAC testing and other SCS and State mandated assessments.
4. Service to school - Documents - Maintains required docs and submits forms and surveys in a timely manner, such as all sections of Google Docs, KEYS surveys and withdrawal/drop forms, etc.

C. Service to Families
1. Graduation - Attends graduation when working with a graduating senior.
2. RTI - Sets up and administers RTI testing according to protocol.
3. Schedules specific times for every student for their weekly meetings.
4. Meetings - Meets personally at the Resource Center a minimum of 5 hours a day per each of the 10 students. (exceptions must be discussed with the director and have director approval.)
5. Progress - Monitors progress of all student assignments including learning center courses, and Springs created courses.
6. IEPs - Actively participates in all IEP /504 meetings by providing feedback, completing all requested forms, and attending in person with valuable feedback for the team.
7. Guidance - Schedules and attends a guidance counseling meeting for each high school student at least once per year.
8. Data - Uses the diagnostic and summative data to personalize the learning as needed.
9. Assessment - Shares assessment data for each student with student and parent, including diagnostic and summative.
10. Training - Provides all families with the initial training required to be successful in the program.
11. Assignments - Students consistently know what their assignments are each week.

D. Compliance
1. Documentation - Maintains required docs and submits forms and surveys in a timely manner, such as all sections of google docs, KEYS surveys and withdrawal/drop forms, etc.
2. Purchase Orders - Purchase Orders are marked as received and response to admin alerts are in a timely manner.
3. POs & Bookmart orders - Accurate POs and Bookmart orders are submitted in accordance with all purchasing guidelines.
4. Portfolios - Portfolios are turned in accurately twice a year by the due date.
5. Attendance - Accurate attendance is submitted by due dates to Student Records.
6. Weekly student meetings - Consistently sets up, attends, and documents weekly student meetings in Google docs.
7. Emails - Responds in a professional manner to emails from families, co-workers, admin within 24 business hours.

8. RTI - Meets with RTI coordinator at all ES meetings and updates Oasis and Google Docs with pertinent information.
9. Grades - Students' grades are kept up to date weekly by the following Monday night at midnight

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Learning Center Teacher Performance Reviews

Self-Review
Completed by Employee

1. Over the past 12 months what were 4 of your most important job-related accomplishments? Why?
2. What do you think your strongest two attributes have been this year in carrying out the duties of your job and why?
3. What two aspects of your performance do you think you'd like to work on and improve?
4. Did you encounter any significant challenges or obstacles this year? Please explain.
5. In what ways could your supervisor better assist you in being more effective?
6. In what areas do you need or want more training and development?
7. Name one way in which you have improved or increased parent choice
8. Name one way you have been involved in using the community as a classroom
9. Name one way you have been involved in personalizing learning
10. Name one way you have fostered curiosity
11. Name one way you have empowered parents or students
12. How well did you achieve your work-related personal and professional goals from your last review? Explain.
13. Three work-related personal goals for next year that could help maximize my work performance are:
14. My suggestions for three job-related professional goals for next year are:

Summative Performance Review
Completed By Supervisor

Use 4 point rating scale:
Exceeds Expectations (4), Meets Expectations (3), Improvement Needed (2), Unsatisfactory (1)

A. Ambassadorship & Collaboration
   1. Reflects, plans and establishes professional goals and pursues professional development
   2. Has regular, reliable attendance and punctuality. Follows the approval process when a substitute is needed and uses Aesop correctly and in a timely manner.
   3. Adheres to Springs' and Learning Center policies and procedures and has the ability to adjust and be flexible when needed. Represents Springs positively with professional dress and cleanliness.

4. Effectively utilizes technology, including Springs' and Google online components, and maintains technological requirements.
5. Attends and participates professionally in all LC staff developments. Attends 5 special events per year, per site, outside of normal school hours
6. Works effectively and is positive and professional with colleagues to improve professional practices, contributing to a positive work environment.
7. Initiates and participates in collaboration with fellow teachers at his or her site, as well as with same subject teachers at other learning centers.

B. Community in the Classroom
   1. Uses the community as the classroom to enrich student learning.

C. Empowers Student/Parents
   1. Facilitates timely, effective, and tactful communication with students, parents, and administrative personnel.
   2. Effectively researches materials needed for classes to be productive, and follows the procedures correctly when ordering materials and supplies.
   3. Prepares his or her classroom for Fall and Spring Open House, displays many examples of high quality student work, and effectively engages students and parents during the event.
   4. Lessons include problem solving, critical thinking, and reflective activities to make learning more meaningful and authentic, while incorporating rigor and high standards for all students
   5. Lesson plans are clear, with attention to detail, and demonstrate new grade level content taught each week. Lessons include direct instruction, hands-on activities, meaningful discussion and group work.
   6. Empowers parents, partners with them, and engages them in what the students are learning.
   7. Facilitates learning experiences that promote autonomy, voice & choice, and the assessment of their own learning. Teaches and reinforces the use of Spring's Power Tools.

D. Fosters Curiosity
   1. Fosters curiosity by using instructional time effectively, ensuring lessons are engaging and relevant to the topic being taught. Uses multiple measures to assess student progress and plans instruction accordingly.

E. Personalized Learning
   1. Creates a syllabus for each learning center class, posts it to Canvas in a timely manner and updates it throughout the year as needed. Prepares emergency sub lessons plans for each class that are accessible to the site facilitator.
   2. Can identify, gain access to each plan, and support students with exceptional needs, including IEP's, 504's, EL and RTI.

3. Personalizes learning based on individual interests. Develops sequential instructional activities and materials for student learning, using students' prior knowledge, and accelerates or remediates to meet individual student needs.

4. Establishes and maintains standards for student behavior by engaging all students, planning and implementing classroom procedures and routines that support student learning and promote mutual respect.

F. I CAN! Math & HS Teacher
1. Completes a Progress Alert if the student has missed two weeks or more of assignments or class time. Follows up as needed to ensure the student is receiving adequate support from the team (classroom teacher, parent and ES).

2. Empowers Students/Parents- Plans 90 minutes of instruction for the classroom that focuses on mastering the I Can's, diagnosing learning gaps and preparing remediation for these gaps.

3. Empowers students with a student-directed process of mastery learning. Maintains the gradebook in a timely manner and communicates regularly with the student, parent, and ES about student progress.

4. Personalized Learning- Plans and implements weekly personalized home study lessons and tasks for each student and has information current and accessible in Canvas.

5. Uses multiple measures of assessment, including OARS and i Ready data, to help create personalized learning paths and/or goals for students.

Support Staff Performance Reviews

Self-Review
Completed by Employee

1. Over the past 12 months what were 4 of your most important job-related accomplishments? Why?
2. What do you think your strongest two attributes have been this year in carrying out the duties of your job and why?
3. What two aspects of your performance do you think you'd like to work on and improve?
4. Did you encounter any significant challenges or obstacles this year? Please explain.
5. In what ways could your supervisor better assist you in being more effective?
6. In what areas do you need or want more training and development?
7. How well did you achieve your work-related personal and professional goals from your last review? Explain.
8. How do you embrace the Mission of the School as part of your job?
9. Three work-related personal goals for next year that could help maximize my work performance are:
10. My suggestions for three job-related professional goals for next year are:

Summative Performance Review
Completed By Supervisor

Use 4 point rating scale:
Exceeds Expectations (4), Meets Expectations (3), Improvement Needed (2), Unsatisfactory (1)

1. Attendance - Has regular, reliable attendance and punctuality
2. Attentiveness - Is attentive to detail, accuracy, and standards
3. Organization - Is organized with information and personal work space
4. Goals - Develops and achieves realistic short and long term goals
5. Technology - Effectively uses technology and maintains SCS' website appropriately
6. Skills - Understands the job and has the skills, knowledge and ability to do it well
7. Assumes responsibility - Willingly assumes new responsibility, is adaptable, and is open to new ideas
8. Dress and grooming - Grooming and dress is neat and appropriate for the job
9. Communication - Communicates clearly and tactfully
10. Accountability - Accepts accountability, Assignments - Completes assignments competently.
11. Dependability - Dependably meets deadlines and commitments
12. Solutions - Solves problems well
13. Decisions - Makes thoughtful, effective, and timely decisions
14. Conflict - Resolves conflicts constructively
15. Relationships - Fosters teamwork and positive working relationships
16. Service - Offers a high quality of service to all stakeholder
17. Quality improvements - Shows initiative, follow-through, and a commitment to quality improvements
18. Mission - Actively supports the mission of SCS

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Parent Handbook

Each year River Springs provides every parent with an ICAN! Magazine, which is our Parent Handbook. The magazine/handbook is available in print and can be accessed here: https://goo.gl/UX5h4Q

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Comprehensive School Safety Plan

Magnolia Student Center
River Springs Charter School

Beverly Voechting, Principal
4040 Jefferson Street
Riverside, CA
beverly.voechting@springscs.org

Plan Revised: 02/12/2018

Plan approved by River Springs Charter School Administration
03/01/2018

This document is available for public inspection during regular business hours at
Magnolia Student Center Front Office.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used to for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet. (CDE has advised us that the Public Inspection Log of this report is subject to the California Public Records Act. As such, districts should confer with legal counsel to develop procedures for complying with requests for copies of the plan)

Magnolia Student Center
Comprehensive School Safety Plan - Signature Page
2017/18

The undersigned members of the Magnolia Student Center(Safety Committee) certify that the requirements of the California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

Beverly Voechting, Principal	Date 03/01/2018
Janel Cozzitarto, Vice Principal	Date 03/01/2018
Irma Herrera, Site Facilitator	Date 03/01/2018
	Date
	Date
Jeanne Schaffner, Safety & Risk Manager	Date
	Date
Riverside Fire Department	Date 03/01/2018
Riverside Police Department	Date 03/01/2018

1

Springs Charter School Mission & Vision

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

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.

We value

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

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!

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Table of Contents

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Child Abuse Reporting Procedures

All employees complete the SafeSchools online Mandated Reporter: Child Abuse and Neglect (California full course) training within 30 days of employment and is repeated annually, meeting the AB 1432 requirements.

As child care custodians, the staff at River Springs Charter School follows child abuse reporting guidelines set forth in the Child Abuse Reporting Law, which requires a telephoned report of suspected child abuse to a child protective agency as soon as practically possible. In addition, a follow-up written report is required within 36 hours of receiving the information concerning the incident (Pen. Code 11166, sudb. (g))

River Springs Charter School is aware that is it is not our role to investigate suspected child abuse. Instead, it is our responsibility to report the abuse and set in motion the process of getting help for the child.

Child Abuse reporting is reviewed at all new hire meetings and also an annual review of child abuse reporting requirements is a requirement of River Springs Charter School.

Subject: **Child Abuse Reporting Procedure**
Effective Date: **August 10, 2006**
Approved By: **Board of Directors**
Policy: **5001.1**

The Governing Board recognizes that the school has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse and neglect. The Principal or designee shall establish regulations for use by school employees in identifying and reporting such incidents. School employees are obligated to report all known or suspected incidents of child abuse and neglect in accordance with the law, Board policy, and administrative regulation. Employees shall not investigate any suspected incidents but rather shall fully cooperate with agencies responsible for reporting, investigating, and prosecuting cases of child abuse and neglect.

Parents/guardians may file a complaint against a school employee or other person whom they suspect has engaged in abuse of a child at the school site. The Principal or designee shall provide parents/guardian information about reporting procedures in accordance with the law. The Principal or designee shall provide training regarding the reporting duties of school employees mandated by law to report suspected child abuse and neglect. In the event that training is not provided to the employees mandated to report child abuse and neglect, the Principal or designee shall report to the California Department of Education the reasons that such training is not provided (Penal Code 11165.7)

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Definitions

Child abuse or neglect includes the following:
1. A physical injury inflicted in a manner other than accidental means on a child by another person.
2. Sexual abuse of a child as defined in Penal Code 11165.1.
3. Neglect as defined in Penal Code 11165.2.
4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4.
6. Abuse or neglect of a child in out-of-home care, including school, as defined in penal Code 11165.5.

Child abuse or neglect does not include:
1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment.
3. The exercise by a teacher, Vice Principal, Principal, or other certificated or classified employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect health and safety of students, or maintain proper and appropriate conditions conducive to learning.
4. An amount of force that is reasonable and necessary for a school employee to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within control of the student.
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student.
6. Mandated reporters include but are not limited to teachers, instructional aides, teacher's aides or assistants, classified employees, certificated pupil personnel employees, administrators and employees of a licensed daycare facility, Head Start teachers, school police or security officers, administrators, presenters or counselors of a child abuse prevention program. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

Procedure

1. When any mandated reporter, in his/her professional capacity or within the scope of his/her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect, the mandated reporter shall report to any police department, sheriff's department, county probation department, if designated by the county to receive such reports, or the county welfare department.
2. The mandated reporter shall make this report by telephone immediately or as soon as practicably possible.
3. When the telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. The reporting duties are individual and cannot be delegated to another person. Reporting the information to an employer, supervisor, Principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166).
4. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement, and a single report may be made and signed by the selected member of the reporting team.

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5. No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166).
6. Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)
7. Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code 11166, 11168) Mandated reporters may obtain copies of the form from either the school or the appropriate agency or go online to http://ag.ca.gov/childabuse/forms.php#doj
8. Reports of suspected child abuse or neglect shall include, if known:
    a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
    b. The child's name and address, present location and, where applicable, school, grade, and class.
    c. The names, addresses, and telephone numbers of the child's parent/guardians.
    d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.
    e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child.
9. The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)
10. Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)
11. Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the Principal or designee as soon as possible after the initial telephone report to the appropriate agency.
12. The Principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the Principal may assist in completing and filing these forms.
13. The mandated reporter shall not be required to disclose his/her identity to the Principal. He/She may provide or mail a copy of the written report to the Principal or designee without his/her signature or name.
14. Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of any of the following offenses where the victim is a child under age 14: (Penal Code 1 52.3,288)
    a. Murder
    b. Lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury

Training

Training of mandated reporters shall include child abuse identification and reporting. All employees receiving such training shall receive written notice of state reporting requirements and employees' confidentiality rights. (Penal Code 11165.7) Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

Victim Interviews

Upon request, a representative of an agency investigating suspected child abuse or neglect may interview a suspected victim during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. A staff member or volunteer aide selected by a child may decline to be present at the interview.

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If the selected person accepts, the Principal or designee shall inform him/her, before the interview takes place, of the following requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.
5. If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school.

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Principal or designee shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.

Parent/Guardian Complaints

Upon request, the Principal or designee shall provide parents/guardians with procedures whereby they can report suspected child abuse occurring at a school site to appropriate agencies. Such procedures shall be in the primary language of the parents/guardians and, when communicating orally regarding those procedures, an interpreter shall be provided for parents/guardians whose primary language is other than English.

To file a complaint against a school employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Procedure." If a parent/guardian makes a complaint to any school employee, that employee shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency and also is obligated to file a report himself/herself using the procedures described above for mandated reporters. In addition, if the child is enrolled in Special Education, a separate complaint may be filed with the California Department of Education.

Disciplinary Action

Any school employee accused of abusing or neglecting a student may be subject to reassignment or a paid leave of absence pending the outcome of an investigation by the appropriate agency. If a determination is made that an employee has committed child abuse or neglect, the school may take disciplinary action, including suspension and dismissal, in accordance with law, Board policy, administrative regulations, and/or collective bargaining agreements. The Superintendent or designee shall seek legal counsel in connection with either the suspension or dismissal of the employee.

Notifications

The Principal or designee shall give persons hired by the school a statement informing them that they are mandated by law to report suspected child abuse and neglect, inform them of their reporting obligations under Penal Code 11166, and provide a copy of Penal Code 11165.7 and 11166. Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Principal or designee. (Penal Code 11166.5)

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Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Principal or designee shall also notify all employees that:
1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she is guilty of a misdemeanor punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the school for making a report. (Penal Code 11166)

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SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY

REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS	Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO

REPORTER'S TELEPHONE (DAYTIME) ( )	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION   AGENCY
☐ COUNTY WELFARE / CPS (Child Protective Services)

ADDRESS Street	City	Zip	DATE/TIME OF PHONE CALL

OFFICIAL CONTACTED - TITLE	TELEPHONE ( )

C. VICTIM
One report per victim

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY

ADDRESS Street	City	Zip	TELEPHONE ( )

PRESENT LOCATION OF VICTIM	SCHOOL	CLASS	GRADE

PHYSICALLY DISABLED? ☐ YES ☐ NO	DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO

IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:
☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND
☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME

TYPE OF ABUSE *(CHECK ONE OR MORE)*
☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT
☐ OTHER (SPECIFY)

RELATIONSHIP TO SUSPECT	PHOTOS TAKEN? ☐ YES ☐ NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY

ADDRESS Street	City	Zip	HOME PHONE ( )	BUSINESS PHONE ( )

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY

ADDRESS Street	City	Zip	HOME PHONE ( )	BUSINESS PHONE ( )

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY

ADDRESS Street	City	Zip	TELEPHONE ( )

OTHER RELEVANT INFORMATION

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐   *IF MULTIPLE VICTIMS, INDICATE NUMBER: _____*

DATE / TIME OF INCIDENT	PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department;   BLUE COPY-County Welfare or Probation;   GREEN COPY- District Attorney's Office;   YELLOW COPY-Reporting Party

This is only a photo of the report form. Go to http://ag.ca.gov/childabuse/pdf/ss_8572.pdf to access the editable version of this form

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DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: http://www.leginfo.ca.gov/calaw.html (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)

- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.

- **SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.

- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.

- **SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident.   Attach extra sheets if needed.

V. DISTRIBUTION

- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.

- **Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

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Disaster Response Procedures

Magnolia Student Center Disaster Management Plan meets the guidelines for Strategic Emergency Management System (SEMS). The Site Principal acts as the Incident Commander, with the Vice Principal, Designee or Site Facilitator to be appointed in the event that the Incident Commander is unable to perform his/her duties.

Magnolia Student Center Emergency Action Plans, specific to their site, that describe the duties of each position of the Emergency Response Teams and their individual assignments follow the Incident Command System. All Personnel have been assigned duties.

These plans include:

- Emergency Plan Procedures
- Emergency Teams
- Emergency Team Responsibility
- ICS (Incident Command System) Assembly Area Map
- School Site Map, to include the location of gas, water, electrical main, and fire extinguishers
- Injury Report Form
- Attendance Rosters
- Missing Person Report Form
- Site Organizational Form

These notebooks are kept in the classroom evac backpack.

To ensure accountability for Emergency Response Procedures, site staff are required to attend Staff Development at the start of each school year. Staff are issued their Evac Backpacks and First Aid PPE Kit, these items are to be returned to the Site Facilitator at the end of the school year.

In addition, it is the goal of Magnolia Student Center to have staff trained in the following Federal Emergency Management Agency (FEMA) courses: IS-00100.sca (Incident Command for Schools) IS-00700.a (NIMS) and IS-00200.B (Incident Command for Single Resources and Initial Action Incidents)

These emergency plans and procedures continue to be reviewed and improved annually as we grow in our disaster response knowledge through ongoing training.

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Magnolia Student Center
Emergency Plans and Procedures Handbook
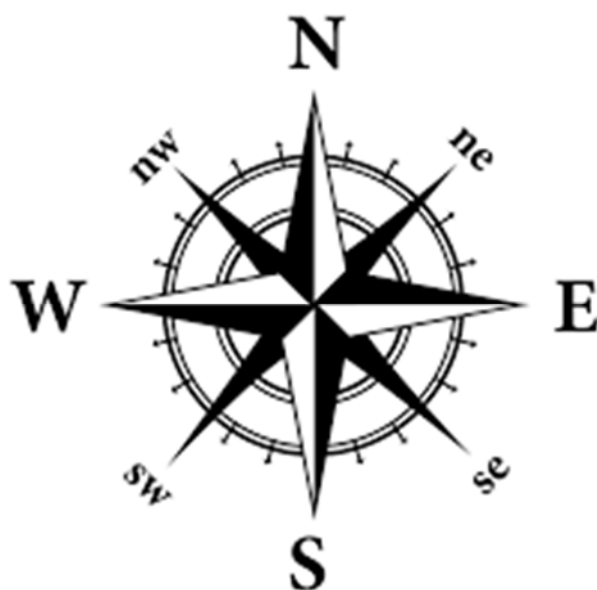
Magnolia Student Center
4020 Jefferson Street
Riverside, CA
951-225-7200

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Site Emergency Plans and Procedures

Table of Contents

- ➢ Oath/Disaster Service Workers & Public Employees
- ➢ Use of School Facilities
- ➢ Important Telephone Numbers
- ➢ Situational Communication Plans
- ➢ Plan for Loss of Technology
- ➢ Incident Command System Flow Chart
- ➢ Emergency Teams and Responsibilities
- ➢ Incident Command Locations
- ➢ Alarm Information/Utility Shut-Offs
- ➢ Teacher Buddy List
- ➢ Activity/Documentation Log
- ➢ Student Emergency Evacuation Absence List
- ➢ Emergency Evacuation Site Visitor Absence List
- ➢ Valve Shut-Off Location Map
- ➢ On-Site Evacuation Map
- ➢ On-Site Reunification Area Map
- ➢ Off-Site Evacuation Map
- ➢ Off-Site Reunification Area Map
- ➢ School Emergency Drill Report Template (K-8)
- ➢ School Emergency Drill Report Template (High School)
- ➢ Emergency Procedures for Special Needs Students

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Oath or Affirmation

River Springs Charter School

All public employees are disaster service workers. As such, before beginning employment with the Charter School, employees must take the oath of affirmation as required by law. In the event of natural, manmade, or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all Charter School employees are subject to disaster service activities as assigned to them by their supervisors.

Government Code-3100

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in the conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and its individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.

(Amended by Stats. 1971. Ch. 38)

Use of School Facility

Springs Charter Schools does not have any agreements at this time with public agencies for use of any of their school site facilities for community mass care and welfare shelters during disasters.

Key Admin Emergency Numbers

Department	Dept. Phone Number	Contact Name	Contact Number
Business and Administrative Operations	951-252-8823 951-252-8850	Tanya Rogers Amy Podratz	███████
Education-Academies	951-252-8893 951-225-7717	Katherine Pangle Debbie Thurston	███████
Education-Homeschool	951-225-7752 951-313-0595	Vivan Price Marla Martindale	███████
Executive	951-252-8800 951-252-8892	Kathleen Hermsmeyer Natali South	███████
Human Resources	951-252-8877 951-225-7750	Diane Anvari Doug House	███████
IT & Facilities	951-225-7767	Phil Hermsmeyer	███████
Facilities	951-225-7767 951-252-8864	Dave Black Corrine Gonzales	███████
IT Dept	951-225-7767 951-225-8869	Dammon Copley TJ Krause	███████
Keys College & Career Prep	951-225-5852 760-305-3213	Cathy Hansen Lynne Arnold	███████
Pupil Services	951-252-8833 951-252-8831	Robert Hennings Tasha Montes	███████
Guidance	951-252-8833 951-225-7486	Chris Lemke Kristin Berry	███████
Special Education	951-252-8886 951-225-7709	Kathy Cox Lynnette Riley	███████
Student Records	951-252-8811 951-252-8826	Joe Lawrence Shannon Gutierrez	███████
Safety & Risk Management	951-225-SAFE (7233)	Jeanne Schaffner	███████

Emergency Telephone Numbers

4020 Jefferson Street
Riverside, CA 92504

Emergency	911
Law Enforcement	**Phone**
Riverside Police Department	951-351-6099
Fire Dept	**Phone**
Riverside Fire Department	951-826-5321
Hospitals (Include Address)	**Phone**
Riverside Community Hospital	951-788-3650
4445 Magnolia Avenue, Riverside CA 92501	
Other Services (Add more if needed)	**Phone**
Water Company - City of Riverside	(951) 782-0330
Gas Company - So Cal Gas	(951) 782-0330
Electrical Company - City of Riverside	(951) 782-0330

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Sewer - City of Riverside	(951) 826-5341
Animal Control	(951) 358-7387
Poison Control	(800) 222-1222

Magnolia Student Center Titan HST List
This information will be used <u>only</u> during a school emergency
ALL current staff is registered in the system and will be notified through Titan HST in an emergency situation.

This information is redacted in the public version of this document.

First Name	Last Name	Phone	Role
Sample	Teacher	555-1212	Teacher

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Situational Communications Plans

911 Calls	● When placing a 911 call: give your name, school name, and school address ● Give specific location of incident & brief description of event ● Assess & secure the emergency scene
Site Staff Notification	● "All Call" via intercom **ext. 1110** ● Hand Held Radios ● Titan HST ● Cell Phones ● Email
Mass Notification to Parents	Onset, During & After an Emergency ● School Messenger ● Email ● Phone Call ● Social Media
Administration Notification	● Use Titan HST "Broadcast Message" or "Alert" Option ● Notify OSRM at 951-225-SAFE (7233) ● Call Appropriate Asst. Superintendent/s ● Notify Department Heads if Applicable ● Call HR Rolling Line 951-252-8877

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Contingency Plans:
Communication and Electrical

Plan for loss of communication:

If no telephone service: If no internet service:

Titan HST	Use "broadcast message" option to notify Admin of no Internet and/or phone capability
Red Phones (Landlines)	Cell phones can be used to send emails via data usage or as a "Hot Spot"
Cell Phones	Seek assistance from other site locations or Admin who do have internet at the time
Email	Visiting staff at site location might have MiFi cards the staff could use
School Messenger	Use to send communication to all parents via phone, Email, or both

Plan for Loss of Electricity:

List loss of services in the event of an electrical outage:

(Examples) No lights, VOIP phones, desktop computers, refrigeration, HVAC system, elevator service, security cameras, electronic gates, printers & copiers

List capability of backup power:

Limited Backup battery for interior lighting, alarm system, key cards & remote entry
Flashlights, cell phones, laptops, emergency lighting

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Incident Command System
This is for reference only, insert your sites ICS diagram

INCIDENT COMMAND
Incident Command System
Reference Only

Incident Commander

Command Staff

Safety Officer   **Public Info Officer**   **Liaison Officer**

Division Chiefs

Operations   **Planning**   **Logistics**   **Finance**

Security, Search and Rescue

Situation Analysis

Food Services

Costs&Time Keeping

Medical

Supplies and Facilities

Insurance Claims Legal

Student Care& Supervision

Next Steps Planning

Transportation

Student Release

Staffing

Crisis Reponse

Communications

Incident Command System
School Site Assignments
This is for reference only, insert your sites ICS diagram

Incident Commander

Alternates

Safety Officer

Public Information Officer

District Office

Liaison Officer

Alternates

Alternates

Alternates

Operations

Planning

Logistics

Finance

Alternates

Alternates

Alternates

Alternates
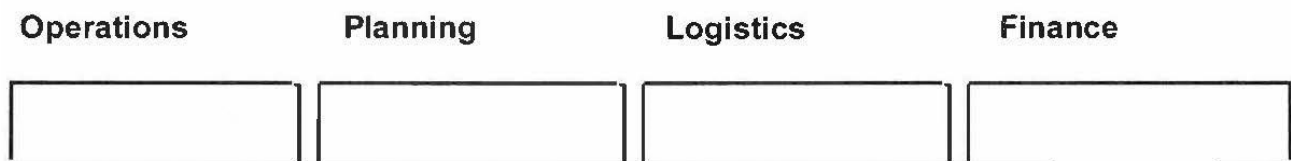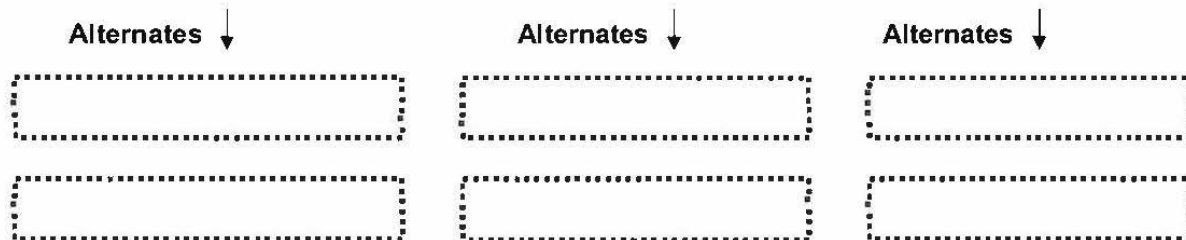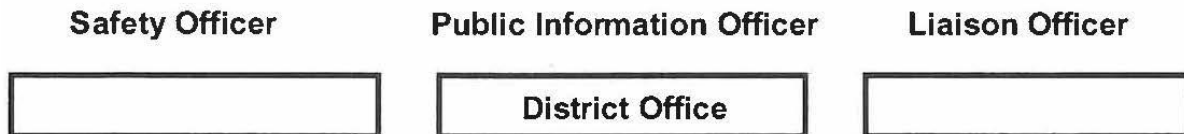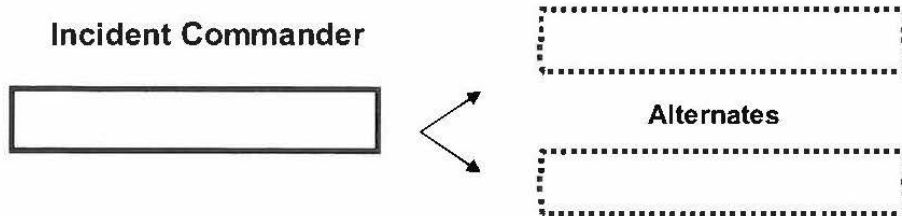
Magnolia Student Center
School Response Team

1. First Aid Team
Leader: Tina Erickson
Members: Kim Lariviere, Suzee Traylor, Kristi Vance, Emily Dobson

2. Psychological First Aid Team
Leader: Laura Warren
Members: Jennifer Vindiola, Andrew Elliott

3. Search & Rescue Team
Leader: Jeremy Deering
Members: Jeffrey Straker, Tyler Leslie, Theresa Machner, Kristin Holley, Michael Schilling

4. Security/Utilities Team
Leader: Rommel Devinagrecia
Members: Jason Blake, Jim Ardalan

5. Supply/Equipment Team
Leader: Irma Herrera
Members: Terry Shaw, Pasricha Gurprit

6. Student Care & Supervision
Leader:
Members:

7. Student Assembly Area
Leader: Beverly Voechting
Members: Janel Cozzitarto, Tina Erickson, Laura Warren, Jeremy Deering

8. Parent Request Gate
Leader: Frances Acin
Members: Tyler Leslie, Maryanne Lugo, Veronica Macias

9. Reunion Gate
Leader: Anna Munoz

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Members: Vanessa Lugo, Sandy Fuentes

10. Fire Suppression/HazMat
Leader: Albert Freeman
Members: Shane Jones, Jeffrey Straker

11. Documentation Team
Leader: Irma Herrera
Members:

12. Incident Commander
Primary: Beverly Veochting and Janel Cozzitarto
Alternate:

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Magnolia Student Center
School Response Teams Responsibility

Team #1: First Aid/Medical
- The **Team Leader** is responsible for ensuring that first aid supplies are available and properly administered during an emergency.

- The **First Aid/Medical Team Members** are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency.

Team #2: Psychological First Aid
- The **Psychological First Aid Leader** provides psychological first aid, as needed, during and immediately after an emergency in the Assembly Area.

Team #3 Search and Rescue
- The **Search and Rescue Team Leader** is responsible for preparing and performing search and rescue operations during an emergency.

- The **Search and Rescue Team Members** are asked by the Team Leader to search specific areas of the building and return with information. One member will insure all handicapped people are safely escorted out of the building.

Team #4: Security/Utilities
- The **Security/Utilities Team Leader** is responsible for securing the school site and its population during an emergency. The Security/Utilities Team Leader is also responsible for contacting local utilities (water, electricity, gas, sewer) as needed.

- The **Security/Utilities Team Members** may be responsible for initiating short-term repairs or other actions in an emergency. Other member(s) work in close coordination with the Reunion Gate Team in order to safely reunite students with their parents or lawful guardians and direct traffic through gate(s) for pick-up.

Team #5: Supply/Equipment
- The **Supply/Equipment Team Leader** is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The Supply/Equipment Team Leader is also responsible for assessing the adequacy of available water, food, radios, telephones, and sanitary supplies and organizing the distribution of resources for immediate use.

Team #6: Student Care & Supervision
- The **Student Care & Supervision Team Leader** will be responsible for the supervision of the students in the assembly area while other staff members could be tasked for other duties and have to leave the supervision of their students while in the assembly area.

- The **Student Care & Supervision Team Members** will assist the Team LEader with the supervision of students while in the assembly area. These staff members could also be tasked to assist the Incident Commander with other duties as required.

Team #7: Student Assembly Area
- The Student Assembly Area Leader is responsible for the safe evacuation and accounting for all students and staff during an emergency. Also, the Student Assembly Area Leader is responsible for reporting missing persons to the Incident Commander.

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- The **Student Assembly Are Members** are responsible for assisting in the safe evacuation and accounting of all students and staff during an emergency.

Team #8: Parent Request Gate
- The **Parent Request Gate Leader** is responsible for processing parent requests during the release of students during an emergency.

- The **Parent Request Gate Members** are responsible for greeting parents, guardians, or designees and providing them with tags or other identifications authorizing the holders to reunite with their students at the Reunion Gate.

Team #9: Reunion Gate
- The **Reunion Gate Team Leader** is responsible for reuniting parents or guardians with students. Their team will keep accurate records of students leaving the site.

- The **Reunion Gate Team Members** will keep accurate records of students leaving the site.

Team #10: Fire Suppression/HazMat
- The **Fire Suppression/HazMat Team Leader** is responsible for extinguishing fires and evaluating the potential release of chemicals during an emergency.

- The **Fire Suppression/HazMat Team Members** are responsible for logging and reporting and damage, by radio, to the Command Post during an emergency.

Team #11: Communication/Documentation
- The **Communication/Documentation person** is responsible for maintaining a log of all emergency developments and response actions, including financial expenditures, timekeeping, and other necessary documentation. The Communication/Documentation Person is also responsible for the analysis of emergency information, identifying potential changes in emergency conditions, and maintaining the "status board".

Team #12 Incident Commander
- The **Incident Commander** is responsible for calling "911", calling Temecula Admin. Office and is in ongoing communication with emergency responders. The Incident Commander communicates with Team Leaders to be fully informed on the status of all emergency areas.

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Incident Command Staging Locations

Identify locations (on or off) campus for each post listed below:

ICS Function	Primary Site -On Campus	Secondary Site-Off Campus
Command Post	Lunch area	
Media Staging (PIO)		
Security/Utilities Team	Entrance gate	
Search & Rescue	Lunch room door	
Medical	Small lunch area near pool	
Student Care	Back parking lot and grass area	Don Jones Park, Ramona HS Theater, Jefferson Elementary
Reunification Area	First bicycle gate area	Don Jones Park, Ramona HS Theater, Jefferson Elementary
Emergency Vehicles	Front gate	

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Alarm Information & Utility Shut-Offs
Magnolia Student Center
03/01/2018

Emergency Utility Shut-Offs

Refer to Campus Map for additional information
Work with Custodian or Facilities to Fill

Utility	Main Shutoff?	Location
Electrical	Yes/No	Basement
Gas	Yes/No	Basement
Water	Yes/No	Front of building

Knox Box	Yes/No	At front gate and front of building

Alarm Company Information

Type	Security Alarm	Fire Alarm
Company Name	Intercity Security System	JJ's Enterprise
Office Phone Number	1-800-519-4008	866-789-1175
24-HR Emergency Number		
Responsible Parties (Site Staff)	Beverly Voechting	Beverly Voechting
Location of Control Panel	Lobby	Downstairs living room and Upstairs living room

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Teacher "Buddy" List
Magnolia Student Center
This page is to be revised annually

Listed below are "buddy" teachers for emergency evacuation purposes. You will be responsible for assisting in the evacuation of each other's students in an emergency situation, should the need arise. Your emergency folder should contain a current class list for your class as well as your "buddy".

Buddy Assignments

Teacher	Room #	Teacher	Room #
Jerermy Deering	Bay 3	Cecelia Power	Bay 3
Ana Munoz Trejo	Bay 2	Ronda Escalera	Bay 2
Lizbeth Hernandez	⅔ Grade	Leda Tretbar	⅔ Grade
Jamie Collins	⅘ Grade	Frances Acin	⅘ Grade
Shane Jones	⅘ Grade	Gurprit Pasricha	6 Grade
Gurprit Pasricha	6 Grade	Tricia Williams	6 Grade
Michael Schilling	⅞ Grade	Kristi Vance	⅞ Grade
Theresa Maschner	⅞ Grade	Kristi Vance	⅞ Grade
Jim Ardalan	High School	Jake Blake	High School
Tamara Bos	High School	Deanna Walsh	High School
Dennise Mendez	High SChool	Geoffrey Straker	K-12

Activity/Documentation Log
Magnolia Student Center

Financial Section of ICS or Documentation Team in Emergency Teams begins documentation of an incident at the direction of the Incident Commander

Name:_____

Duty Position:_____

Date	Time	Chronological Listing of Events (Factual Information)

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Student Emergency Evacuation Absence List
Magnolia Student Center

- Please list all students absent from your class
- Check "Absent" if student was absent at roll call
- Check "no show" if the student did not show up to the evacuation area.
- List location if known.
- If all students on your class roster are present and accounted for, check the appropriate box below.
- If you are the "Buddy Teacher" and do not know who is absent or missing, please check the "Buddy Teacher" box below and indicate the total number of students present for that class at the evacuation site.

☐ All students present and accounted for
Teacher Name(Print)_____

☐ "Buddy Teacher"
Total # of students present_____

Student Name	Absent	No Show/Location?

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Emergency Evacuation Site Visitor Absence List
Magnolia Student Center
This page is to be revised annually

- This list should include all Charter School staff members AND visitors not regularly assigned to the site location.
- This would include any support staff that are not permanent staff members at your site location such as SPED, Guidance, OT, Speech, Admin, CT, ES, etc.
- List the name of any support staff member or visitor who did not report to the evacuation area. Include the possible location of the employee or visitor, if known.

Name	Present	Absent	No Show/Location

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Valve Shut-Off Location Map
Magnolia Student Center
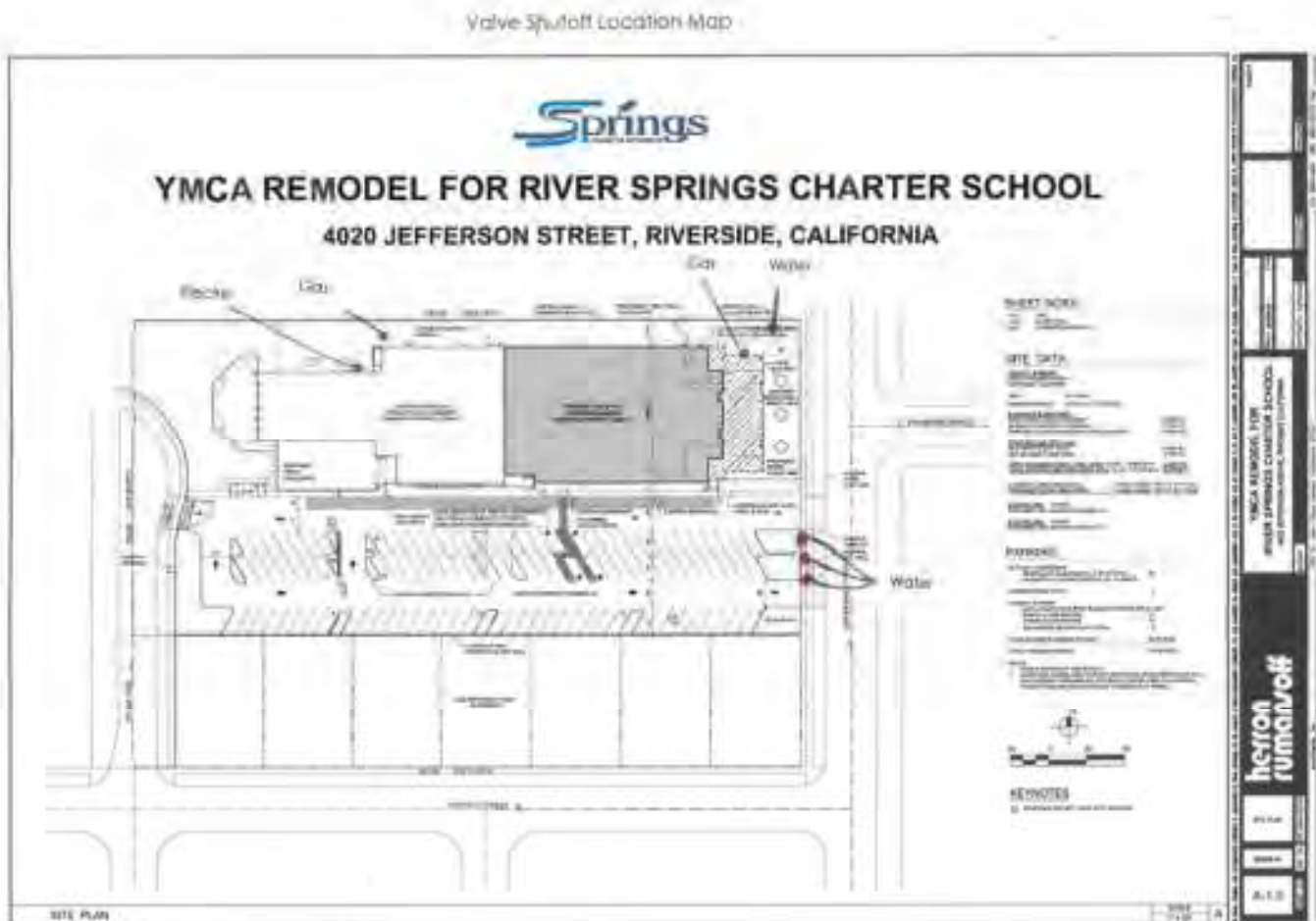
On-Site Evacuation Map
Magnolia Student Center

Magnolia Exit Plan
1st Floor.
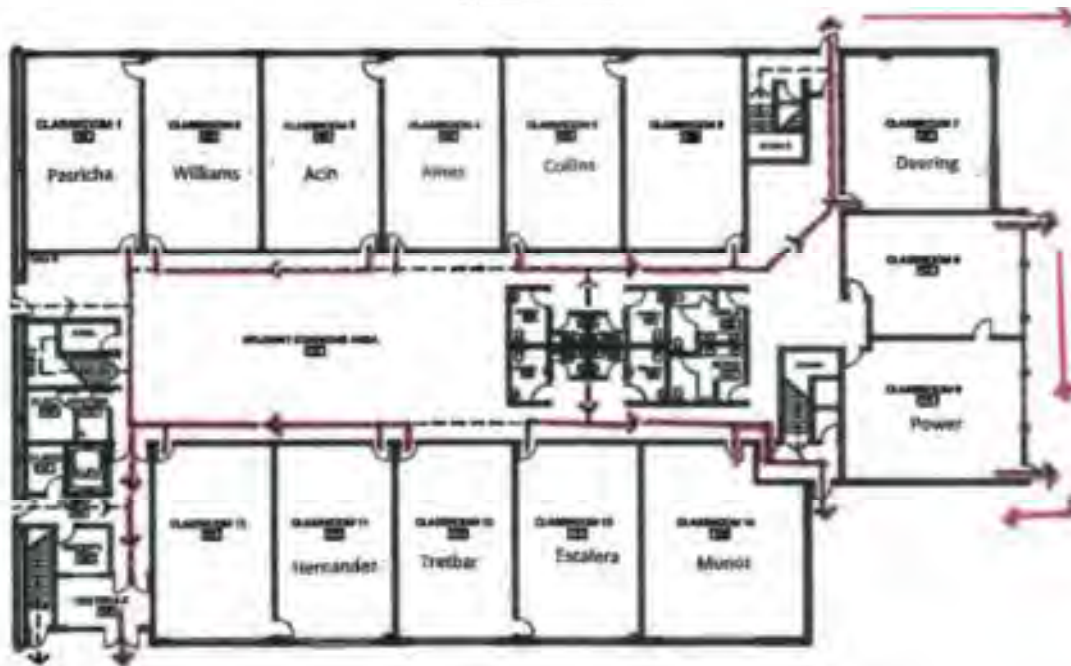
Magnolia Exit Plan
2nd Floor.

On-Site Reunification Area Map
Magnolia Student Center
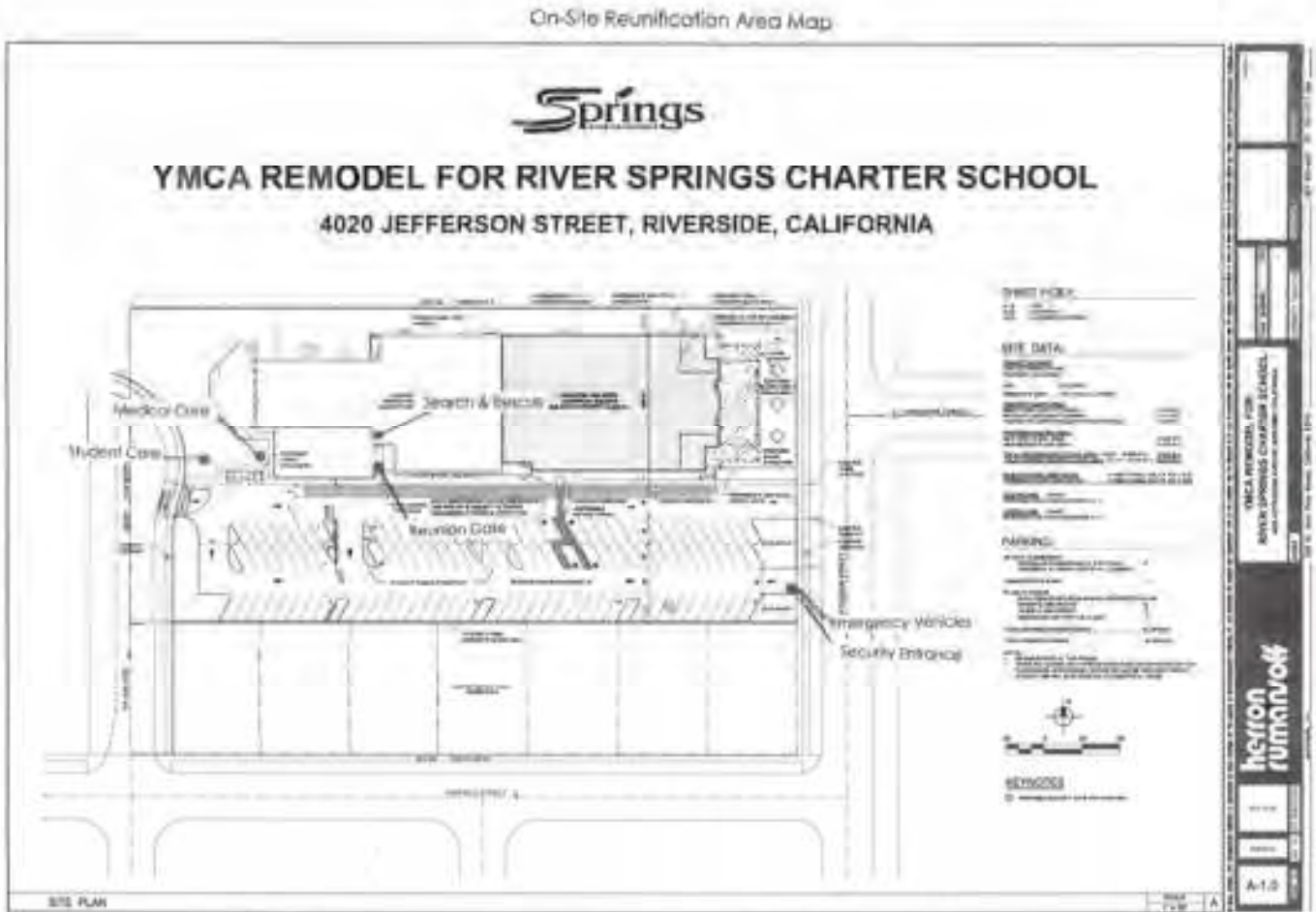
YMCA REMODEL FOR RIVER SPRINGS CHARTER SCHOOL
4020 JEFFERSON STREET, RIVERSIDE, CALIFORNIA

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Off-Site Evacuation Map
Magnolia Student Center

Off-site Evacuation Map

River Springs Charter School
Magnolia Student Center

Off-Site Reunification Area Map
Magnolia Student Center

Off-site Re-unification Area Map
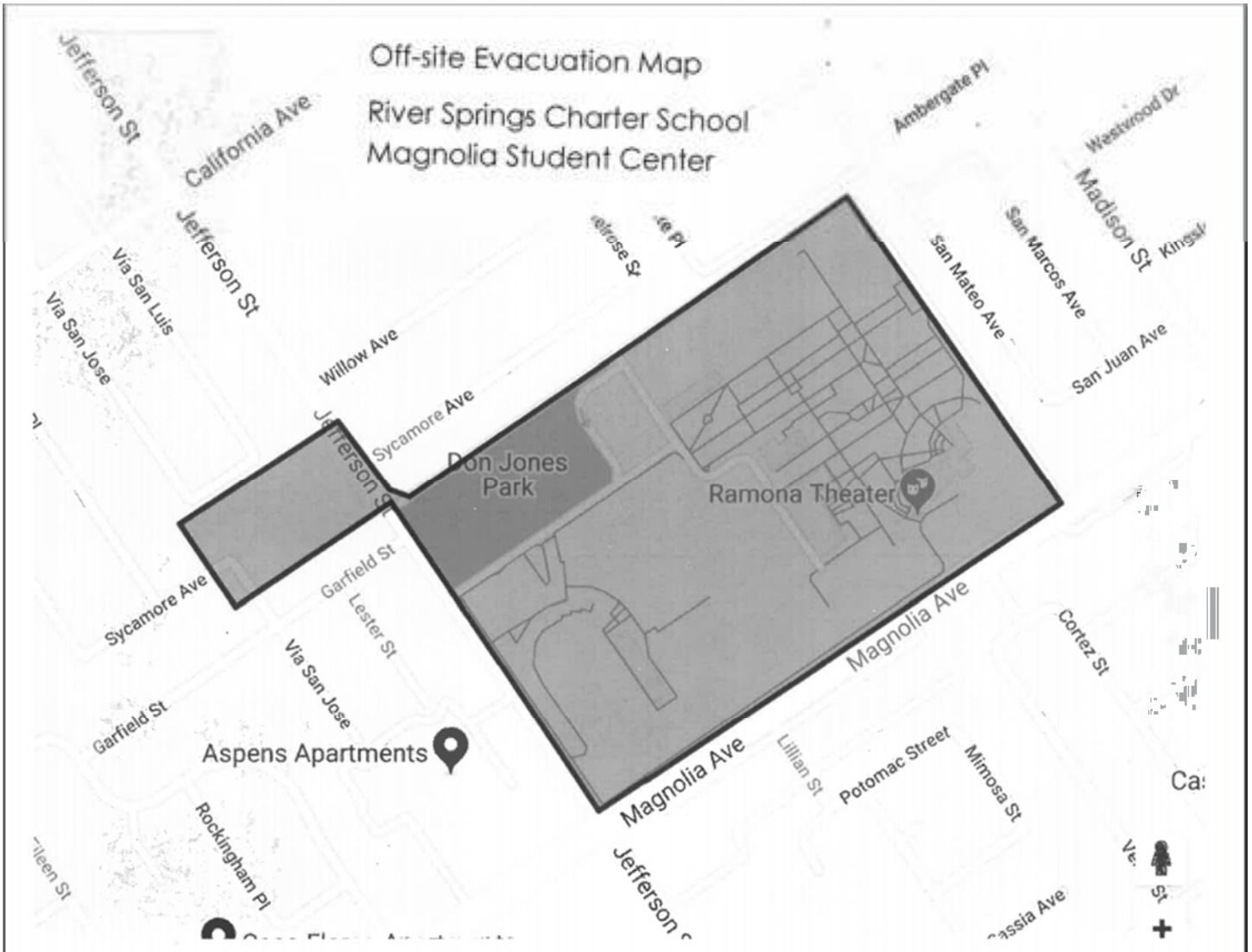
River Springs Charter School
Magnolia Student Center

School Emergency Drill Report Template (K-8)
Magnolia Student Center

Springs Charter Schools
K-8 Drill Report

Emergency drills must be reported monthly (K-8) to the Safety & Risk Management office with the original kept at each school site. This report is due to Safety & Risk Management the last day of every month.

Elementary/Middle School sites are required to have **One Fire Drill every month** they are in session, **Two Earthquake Drills every semester**, and **One Lockout/Lockdown Drill every semester.**

Any site that has a *"summer school"* session is required to have one fire, one earthquake, and one lockout lockdown drill during the *"summer school"* session.

Principals: Place the date in the box of the drill you complete during that month. Look at your yearly calendars and plan now for these drills. Also make any note of any "unplanned" drills or actual emergencies that require the use of our Standard Response Protocols you may have during the year. (Ref: Ed code 35297 & Ed Code 32001)

Circle Your Site Name

Bear River Corona FAPA Hemet Hemet Quest iShine La Fuente Magnolia

Murrieta Otay Ranch Palm Rancho Cucamonga Riverside Santa Ana Temecula

Month	Fire Drill (Monthly)	Earthquake Drill (2x Semester)	Lockout/ Lockdown Drill (1x Semester)	Start/Stop Time of Drill	Weather Conditions	Total Participants (Students/Staff)	Principal Initials/Date
August							
September							
October							
November							
December							
January							
February							
March							
April							
May							
June							
July							

Scan to safety@springscs.org

Due the last day of every month

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School Emergency Drill Report Template
(High School)
Magnolia Student Center

Springs Charter Schools
High School Drill Report

High school emergency drills must be reported **twice yearly** to the Safety & Risk Management Office with the original kept at each school site. This report is due to on **02/01** and **06/01**

High School sites are required to have **One Fire Drill** a semester, **One Earthquake Drill** every semester, and **One Lockout/Lockdown Drill** every semester.

Any site that has "**summer school**" session is required to have one fire, one earthquake, and one lockout/lockdown drill during the "*summer school*" session.

Principals: Place the date in the box of the drill you complete during that month. Look at your yearly calendars and plan now for these drills. Also make any note of any "unplanned" drills or actual emergencies that require the use of our Standard Response Protocols you may have during the year. (Ref. Ed code 35297 & Ed Code 32001)

Circle Your Site Name

Bear River Corona FAPA Hemet Hemet Quest Shine La Fuente Magnolia

Murrieta Otay Ranch Palm Rancho Cucamonga Riverside Santa Ana Temecula

Month	Fire Drill (1x Semester)	Earthquake Drill (2x Semester)	Lockout/ Lockdown Drill (1x Semester)	Start/Stop Time of Drill	Weather Conditions	Total Participants (Students/Staff)	Principal Initials/Date
August							
September							
October							
November							
December							
January							
February							
March							
April							
May							
June							
July							

Scan to safety@springscs.org

On 02/01 & 06/01

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Emergency Procedures for Special Needs Students
Magnolia Student Center

Procedures for special needs students may need to be implemented in emergency situations such as a fire, earthquake, bomb threat, etc.

At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
- A wheelchair on a daily basis
- Specialized equipment
- Physical assistance to evacuate in a timely manner

Each plan requires that support staff be designated as specialized assistants during times of emergency. In addition, a "student buddy" will assigned in each class.

The Site Facilitator is responsible for:
- Identifying all students who will require additional assistance
- Working with the designated certificated staff (classroom teachers) and the Principal to ensure that coverage and a plan is completed for each student

Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.

Use the form provided to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy in the Health Office Binder and with the individual classroom teacher's Evacuation Backpack. *Make copies of this page as needed*

Student:	**Teacher:**	**Room#:**
Designated Specialized Assistants(2 staff members):		
Required equipment or physical assistance needed:		

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Emergency Actions Overview
Magnolia Student Center

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

- All Clear
- Lockdown
- Lockout/Secure Campus
- Shelter-In-Place
- Duck, Cover, and Hold On
- Take Cover
- Evacuation
- Off-Site Evacuation
- Controlled Release
- Structured Reunification
- Emergency Damage Assessment

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Emergency Action Definitions

ALL CLEAR-communicates to students and staff that the emergency is over and normal school operations can resume.

LOCKDOWN-is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.
- Lock the doors;
- Close and lock windows, and close blinds or cover windows;
- Turn off lights;
- Silence all electronic devices;
  Remain silent;
- Use strategies to silently communicate with first responders if possible,
- Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and
- Remain in place until the release from lockdown by school administration or evacuated by law enforcement.

LOCKOUT/SECURE CAMPUS-is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.

SHELTER IN PLACE-is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

DUCK, COVER AND HOLD ON-is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.

TAKE COVER-is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados.
- Move students and staff into the school's permanent buildings, on the ground floor.
  - Group students/staff together at the furthest point away from windows on the floor.
  - Face the wall with backs to the windows
  - Crouch down on knees and elbows
  - Hands covering the back of their head/neck
  -
- If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal.
  An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.

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EVACUATION-is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

OFF-SITE EVACUATION-is implemented when it is unsafe to remain on the school campus, and evacuation to an offsite assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.

CONTROLLED RELEASE-Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. CONTROLLED RELEASE may be implemented when circumstances make keeping students at school inadvisable. This must be authorized by the district superintendent or designee. During a CONTROLLED RELEASE, students are released with direct supervision of staff to families in a controlled manner.

STRUCTURED REUNIFICATION-is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires:
- Maintaining accurate information on the location of each child.
- Preventing unauthorized individuals from having access to or removing children.
- Verifying the identity of individuals coming to take custody of children.
- Verifying each individual has the legal right to take custody the child for which they have asked.
- Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.

EMERGENCY DAMAGE ASSESSMENT-is the inspection process used immediately following an emergency to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage school facilities or equipment.

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Emergency Action - <u>All Clear</u>

ALL CLEAR is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final ACTION used to conclude the following actions:

- Lockout/ Secure Campus
- Shelter in Place
- Duck, Cover, and Hold On
- Take Cover
- Evacuation
- Lockdown (drill only)

ANNOUNCEMENT:
Make the following announcement in person directly or over the public address system:

Example: "**Your attention please**. (Pause) **ALL CLEAR**. (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause). It is now OK to resume normal school activities. Thank you all for your cooperation."

Use messengers with oral or written word as an alternate means of staff notification.

Use Mass Notification System (Titan HST and/or School Messenger), if appropriate.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- Make the **ALL CLEAR** announcement.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:
- As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.
- Use Mass Notification System, if appropriate.

Emergency Action - Lockdown 🔒

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is <u>no one in, no one out</u>. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is **LOCKS, LIGHTS, OUT OF SIGHT**. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Active Shooter/Gunfire
- Violent Intruder/Act within your site location or office space
- Rabid animal loose inside campus

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

Make an announcement in person directly or over the public address system:

<u>Example</u>:   **"Attention please. LOCKDOWN, LOCKDOWN, Locks, Lights out of Sight. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."**

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- Call 911. Provide location, status of campus, all available details of situation.
- When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:
- If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- Immediately lock doors and instruct students to lie down on the floor.
- Barricade doors if possible.
- Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:
- Move quickly and quietly to the closest safe classroom.
- If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.

NOTE: Always remember that **EVACUATION** needs to always be an option if at all possible. **BUT** do not put yourself or students in immediate danger.

Emergency Action - Lockout/Secure Campus

LOCKOUT/SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **LOCKOUT/SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of that event**. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:
- Potential threat of violence in the surrounding community
- Police activity in the surrounding community
- Any type of situation on-campus (such as a medical emergency) where students should be kept in their classrooms in order to reduce traffic to common areas such as hallways or the front office.

A **LOCKOUT/SECURE CAMPUS** response may be elevated to **LOCKDOWN** in which case, instruction immediately ceases and students and staff follow **LOCKDOWN** procedures.

LOCKOUT/SECURE CAMPUS:
- Is intended to prevent a potential community threat from entering campus
- Heightens school safety while honoring instructional time
- Requires that all exterior classroom / office doors are locked
- Requires that no one goes in or out for **any** reason unless designated by Principal or Designee.
- Requires that students and staff remain in Secure Campus status until **ALL CLEAR** is issued by administration

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- Assume Incident Command role
- Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided

Example:
"LOCKOUT! SECURE THE PERIMETER."
-REPEAT-

- Instruct Site Facilitator/Secretary to call law enforcement non emergency number, inform them of Secure Campus status, and gather more specific information regarding the potential threat. If information is difficult to obtain, put site administrator on the call and ask to speak with Dispatch/Communications Supervisor
- Designate assigned individual to lock all doors leading into administration building
- Designate assigned individual to close (**NOT LOCK**) all entrance and exit points on the campus perimeter
- Contact Safety & Risk Management office to notify of situation.
- When able, alert Administration offices
- Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to **LOCKDOWN**

- If students are out at break , recess, or lunch and situation is deemed imminent, announce **LOCKOUT/SECURE CAMPUS** status and ask that all students return to assigned classrooms or Multi-Purpose Room immediately
- If students are out at break, recess, or lunch and situation is **NOT** deemed imminent, initiate **LOCKOUT/SECURE CAMPUS** immediately upon conclusion of break
- If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation
- After the emergency has been neutralized, initiate **ALL CLEAR**
- Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath

STAFF ACTIONS:

- Move to the door and instruct any passing students to return to assigned classroom immediately
- Close and lock the door
- Continue class instruction or activity as normal
- Enforce the no entrance; no exit protocol. Remain in classroom or secured area and wait for further instructions
- Be alert to the possibility that response may elevate to **LOCKDOWN**
- Do **NOT** call office to ask questions; Incident Command will send out periodic updates
- Wait for another action or, if **ALL CLEAR** is issued, return to normal class routine

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OF OTHER ACTIVITY):

- Gather students together and organize into an orderly formation
- Inform students that as part of **LOCKOUT/SECURE CAMPUS** procedures, the class will move immediately to a predetermined classroom location or Multi-Purpose Room
- Proceed to on-campus shelter location as quickly as possible
- Once inside, take attendance to ensure all present students are accounted for
- By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact Front Office to report class location and any absent or missing students
- Implement all classroom policies and procedures for **LOCKOUT/SECURE CAMPUS** status
- Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Principal or Designee
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine

Emergency Action - <u>Shelter In Place</u>

SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

   Example: "**Attention please. We are instituting SHELTER IN PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions**."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.
- Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
- Take attendance and call report into Front Office. Wait for further instructions.

STUDENT ACTIONS:

- Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

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Emergency Action - <u>Duck, Cover, and Hold On</u>

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

ANNOUNCEMENT:

The following announcement will be made over the public address system and by teachers in classrooms:

<u>Example</u>: "**Attention please. We are experiencing seismic activity. For your protection, follow DUCK, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions**."

STAFF AND STUDENT ACTIONS:

<u>Inside</u>

- Arrange desks so that they do not face windows.
- Instruct students to move away from windows.
- Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by Principal or Designee.

<u>Outside</u>

- Instruct students to move away from buildings, trees, overhanging wires and **DUCK, COVER and HOLD ON.**
- Upon the command **DUCK, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- Remain in place until shaking stops or for at least 20 seconds.

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Emergency Action - <u>Take Cover</u>

TAKE COVER is implemented when it is necessary to move to and take refuge in the best- shielded areas within the school buildings. It is appropriate for, but not limited to, the following:

- Severe windstorm with little or no warning
- Other natural disasters not prepared for

<u>Natural Disasters</u>

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the school public address system:

   <u>Example:</u>   **"Attention please.** (Pause) **TAKE COVER (**Pause**) TAKE COVER.** (Pause) **TAKE COVER** (Pause) **Severe windstorm imminent**."

2. Sound continuing short buzzer or bell signals.

3. Use messengers with oral or written word as an alternate means of faculty notification with All Call, 2-way radios or megaphone if possible.

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Emergency Action - Evacuation

EVACUATION is implemented when conditions make it unsafe to remain in the building. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb Threat
- Chemical Accident (On-Site)
- Explosion or Threat of Explosion
- Post Earthquake
- Active Shooter/Violent Intruder (Drill)

See next page for how to assist those with disabilities during an evacuation. See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal) or All Call.

2. Provided time is available, make an announcement over the public address system:

   Example: "**Attention please. We need to institute an EVACUATION of all buildings. Teachers are to grab their evacuation backpacks and take their students to their designated Assembly Area. Students please remain with your teacher**."

3. Implement Special Needs Evacuation Plan (see **Section II – Preparedness**).

4. Use messengers with oral or written word to deliver additional instructions to teachers in holding areas or the use of megaphone, 2-way radios or Mass Notification System.

PRINCIPAL/SITE ADMINISTRATOR:

- The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school.   If unsafe for the current emergency, designate an alternate Assembly Area or move to Off-Site Evacuation Location.
- When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- Take the evacuation backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- Remain in the Assembly Area until further instructions are given.
- Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

Emergency Action - Evacuation (Cont)

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION
The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals
- Announce the type of emergency.
- Offer your arm for guidance.
- Tell person where you are going, obstacles you encounter.
- When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations
- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures   –OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers
- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible   -OR-
- Use a sturdy chair (or one with wheels) to move person   -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs
- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

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Emergency Action - <u>Off-Site Evacuation</u>

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an offsite assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. **OFF-SITE EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb Threat
- Chemical Accident (On-Site)
- Explosion or Threat of Explosion
- Post Earthquake
- Active Shooter/Violent Intruder

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public address system:

   <u>Example:</u> "**Attention please. We need to institute an OFF-SITE EVACUATION Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher**."

   PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine the safest method for evacuating the campus. This may include simply walking to the designated off-site location.
- Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
- If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee.
- Remain in place until further instructions are given.
- If students are outside during this time, proceed to the Off-Site Evacuation Area. Do not attempt to go inside the location for any reason.

Emergency Action - <u>Controlled Release</u>

CONTROLLED RELEASE is implemented when it is unsafe to release students during a normal dismissal procedures or at other times during a normal school day that are not the normal dismissal time.This ACTION provides the orderly release of students to their families from the site location while being directly supervised by site staff and delivered to the student's family directly from a staff member. This could include having families/guardians come to the front office and receive their child in person. **CONTROLLED RELEASE** is considered appropriate for, but is not limited to, the following types of emergencies:

- Lockout/Secure Campus during normal dismissal time
- Any situation requiring the early release of students to families

ANNOUNCEMENT:

1. Make an announcement over the public address system:

   <u>Example:</u> **"Attention please. We need to institute a CONTROLLED RELEASE. Teachers will release their student with a staff member to the front office when called**."

   PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine the safest method for evacuating the campus. This may include releasing students from a different location on campus that is the normal dismissal location.
- Ensure that you have the proper staff to supervise/escort students from either the classroom to the parents or from the office/MPR to the parents.
- Admin staff might have to notify parents via mass communication system if dismissal location or time has changed.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath. If not possible at dismissal, prepare notification via email or mass communication that day.

STAFF ACTIONS:

- Listen to all announcements and take positions assigned to you to ensure the safe delivery of students back to their families.
- Some classes might have to combine so staff members can assist with the supervision/escort of students back to their families.
- Ensure that approved family members or friends are the only ones picking up the student and have proper identification if need be.

Emergency Action - <u>Structured Reunification</u>

STRUCTURED REUNIFICATION is implemented when the site location has been compromised and students and staff can not resume back to normal duties. This ACTION provides the safe and orderly reunification of students back to their families, either on-site or offsite, depending on the situation.

STRUCTURED REUNIFICATION is considered appropriate for, but not limited to, the following types of emergencies:

- Damage to building that causes staff and students to not be able to return to site building
- Active Shooter/Violent Intruder

ANNOUNCEMENT:

1. Make an announcement over the public address system or megaphone:

   <u>Example:</u>　**"Attention please. STRUCTURED REUNIFICATION will take place at its designated location (or explain the exact location of the reunification are)"**

   PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine the exact location of the Reunification area, based on current situation and also the site's Written Emergency Plan.
- Ensure staff are in their assigned positions to ensure the safe and secure operation of the Reunification Area.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath. If not possible at dismissal, prepare notification via email or mass communication that day.

STAFF ACTIONS:

- Listen to all announcements and take positions assigned to you to ensure the safe delivery of students back to their families.
- Refer to Teams and Responsibilities section located within the site's Written Emergency Plan to ensure all position requirements are met.
- Ensure that all Reunification Procedures are followed.

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Emergency Action - <u>Emergency Damage Assessment</u>

School/Site:		What event has happened?:

Date:	Time:	Person in Charge:

Contact Information (How can we call you back for additional information?):

Has anyone died from this incident?	⁀ YES / NO	# of Students		# of Staff	
Are there any injuries?	⁀ YES / NO	# of Students		# of Staff	

How many buildings at your site are visibly damaged?		Explain the type of damage you observe?

Summarize your actions thus far:	Do you have the following?		
	Power	⁀ Yes	⁀ No
	Water	⁀ Yes	⁀ No
	Phone	⁀ Yes	⁀ No
	Radio	⁀ Yes	⁀ No

Where is your current evacuation assembly area?	
What are your most critical issues?	
What assistance do you need?	
What are your other problems?	

SUBMIT INFORMATION TO SAFETY & RISK MANAGEMENT- <u>SAFETY@SPRINGSCS.ORG</u>

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Emergency Responses

This section establishes procedures to be followed that will minimize or nullify the effects of the 42 emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

- Accident at School
- Active Shooter/Violent Intruder
- Aircraft Crash
- Air Pollution Alert
- Allergic Reaction
- Animal Disturbance
- Biological Agent Release
- Bomb Threat - Checklist
- Chartered School Transportation Accident
- Chemical Accident (offsite)
- Chemical Accident (onsite)
- Civil Disturbance
- Death of a Student
- Death of a Staff Member
- Dirty Bomb
- Earthquake
- Explosion
- Fire (offsite)
- Fire (onsite)
- Flood
- Gas Odor/Leak
- Hazardous Materials
- Hostage Situation
- Intruder
- Irrational Behavior
- Kidnapping
- Medical Emergency
- Missing Student
- Motor Vehicle Crash
- Pandemic Influenza
- Poisoning/Contamination
- Public Demonstration
- Sexual Assault
- Severe Weather
- Student Riot
- Suicide Attempt
- Suspicious Package
- Terrorist Attack/War
- Threat Level Red/NTAS (National Terrorism Advisory System)
- Threats/Assaults
- Tsunami

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- Utility Failure

Emergency Response - <u>Accident At School</u>

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Incident Report Forms via Google Docs will be completed for accidents outside of normal minor injuries. All other injuries will be documented in Health Office Log and CharterSafe if required.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- Provide appropriate medical attention. Call 911, if needed.
- Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

STAFF ACTIONS:
- Report accident to principal and school office.
- Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- For relatively minor events, attend to students medical needs and document via Health Office Log.
- For ANY head or eye injury, <u>OR </u>any injury that requires more than basic first aid that could result in the student going to see a doctor, is to be documented with Charter Safe and Additional Student Accident Insurance paperwork provided to parents of student.
- All staff injuries are to be documented and staff are to notify the Safety & Risk Management office.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:
- Post general procedures in the clinic explaining when parents are to be notified of minor mishaps.
- Staff are provided First Aid Guidelines Binder and CPR/AED/First aid training. These binders should be located in every classroom and office space.
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

ADDITIONAL STEPS FOR THE SCHOOL:
- **Principal goes with ambulance when parent not present.**
- **Charter Safe School Student Benefits Accident Claim Form**
- **Head injuries receive a symptoms checklist and parent home instructions**
- **Student health and special risk form given to emergency personnel**
- **K-12 Accident Insurance Program FAQ's**
- **Contact info for insurance company**
- **Oasis parent contact information and health info form sent with emergency personnel**

Emergency Response <u>Active Shooter/Violent Intruder</u>

ACTIVE SHOOTER / VIOLENT INTRUDER SITUATIONS
"*Active shooter situations*" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." *Active shooters / Violent Intruders frequently use firearms but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / violent intruder situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / violent intruder*; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

- All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / violent intruder situation is occurring or is to about to occur.

- **Act immediately** if you or your students:
    - hear a sound that <u>might be</u> gunfire.
    - see something that <u>looks like</u> a weapon being carried or used on or near the campus.
    - sense any other indication of active shooter / violent intruder threat.
- **Quickly evaluate** which option (**Evacuate, Lockdown/Barricade, or Counter**) will best protect you and your students.
- **Be decisive.** Communicate your plan to your students and act quickly.
- **Call 911 and the School Office** as soon as it is safe to do so.

- **Options:** *Evacuate, Lockdown/Barricade, or Counter*

- **Evacuate:** If you can get yourself and your students safely away from danger, do so immediately.
- Do <u>not</u> evacuate unless you…
- know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
- **and** can visualize a route that will get your students and yourself safely off campus.
- Don't carry anything with you.
- Police may mistake an item in your hands as a weapon.
- Leave everything behind.
- If you encounter people along the way…
    - <u>Adults</u>: Warn them and take them with if you can but don't stop if they refuse to come.
    - <u>Students</u>: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care*.
    - Place terrain and buildings between you and the assailant to cover your escape.
    - Keep going until you are certain you are out of danger.
    - Call 911 as soon as it is safe to do so.
    - Keep your students with you. Call <u>Admin offices</u> to report your location and obtain instructions.

- **LOCKDOWN/BARRICADE:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN/BARRICADE.
- Lock the doors

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- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of site from room entrance.
- Prepare to Counter if the assailant attempts to get in the room;
- Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
- Call 911 as soon as it is safe to do so.
- Remain in place until evacuated by identifiable law enforcement officers or you are able to safely evacuate to a safe location off-site.

- **COUNTER: Never seek out confrontation with an active shooter / violent intruder.** If you are confronted by an active shooter / violent intruder and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the COUNTER option, commit to your actions.**

- If you are in **LOCKDOWN**, prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
    - Construct a strong barricade.
    - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
    - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant <u>and</u> running for the exit as soon as the assailant enters the room.
        - Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

- **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

- Provide as much information as possible (slow down – be calm):
    - State the emergency: "I hear gunfire." "I saw..."
    - Give information on people who are wounded.
    - Location of the assailant (if known):
    - Description of the assailant (if known):
    - Your precise location: "room __"
    - The number of children with you:
- Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

- **Special Topics**

- <u>Injuries</u>: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Evacuate, Lockdown, or Counter) you are engaged in.

- *Evacuate* – If you encounter injured persons while you are trying to get out of danger…
    - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

- *Lockdown/Barricade* – If someone is injured where you are hiding, secure the room before tending to the wounded.

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- As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.

- *Counter* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
    - If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
    - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

- Law Enforcement: If you encounter law enforcement officers…
- Immediately raise your hands in the air and display your open palms.
- Don't run up to officers or attempt to hug or talk to them.
- Don't talk unless they ask you a question.
- Do exactly what they tell you to do.

- Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
    - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
    - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it. If you evacuate, put the weapon in a trash can or box and take it out with you and hand the trash can or box to law enforcement.

- Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

- Extended Day Programs / After School Activities: (School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs.)

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
- Include as much actionable information on the announcement as possible.
- *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*
- If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.
- *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*
- Notify the Administration Offices after you call 911.
- If possible assist emergency personnel.
- Assist police in entering the school;
- Provide officers with keys, maps and any other information requested.

ADMINISTRATION STAFF ACTIONS
- **Emergency Operations Center (EOC)**
- Activate the district's Emergency Operations Center

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- Dispatch a backup ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency.

Offsite Reunification
- The Operations Section should prepare an off-site evacuation site for reunification.
- This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
- Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
- School staff and students will remain in lockdown until evacuated on a room by room basis.
- Buses should be placed on standby for evacuation.
- Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

Crisis Intervention
- A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
- This team will also provide ongoing support throughout the recovery phase of the emergency response.
- Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
- Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

ADDITIONAL STEPS FOR THE SCHOOL:
- All-Call communication is used
- Titan HST communication is sent to all staff

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Emergency Response - <u>Aircraft Crash</u>

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

<u>Aircraft crashes into the school</u>

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include **EVACUATION, or OFF-SITE EVACUATION** that may include the use of busses or alternate transportation.
- Notify District Superintendent, who will contact the Office of Emergency Services.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Do not re-enter building until the authorities provide clearance to do so.

STAFF ACTIONS:
- Notify Principal.
- Move students away from immediate vicinity of the crash.
- **EVACUATE** students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the Principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

<u>Aircraft crashes near school</u>

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- Notify police and fire department (call 911).
- Initiate **SHELTER IN PLACE**, if warranted.
- Initiate **Take Cover** for students and staff outside or direct them to designated area until further instructions are received.
- Ensure that students and staff remain at a safe distance from the crash.
- Notify District Superintendent, who will contact the Office of Emergency Services.
- Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do

STAFF ACTIONS:
- Notify Principal.
- Move students away from immediate vicinity of the crash.
- Remain inside with students unless subsequent explosions or fire endanger the building.

Emergency Response - <u>Air Pollution Alert</u>

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Severe air pollution may affect students and staff who are susceptible to respiratory problems.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
- When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
- Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.
- Instruct employees to minimize strenuous physical activity.
- Cancel any events that require the use of vehicles.
- Urge staff and high school students to minimize use of vehicles.

STAFF ACTIONS:
- Remain indoors with students.
- Minimize physical activity.
- Keep windows and doors closed.
- Resume normal activities after the All Clear signal is given.

ADDITIONAL STEPS FOR THE SCHOOL:
- All Principals, Vice Principals, and Site Facilitators signup and receive email notifications from SCAQMD (South Coast Air Quality Management District)

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Emergency Response - <u>Allergic Reaction</u>

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- If imminent risk, call 911 (always call 911 if using "Epi"pen).
- Notify parent or guardian.
- Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- Observe for respiratory difficulty.
- Record: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

STAFF ACTIONS:
- If imminent risk, call 911.
- Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- Notify principal.
- Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- If an insect sting, remove stinger immediately.
- Assess situation and help student/staff member to be comfortable.
- Move student or adult only for safety reasons.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:
- Keep an "Epi"pen in the school office and **notify staff as to location**.
- Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.

ADDITIONAL STEPS FOR THE SCHOOL:
- Allergy action plan completed

Emergency Action - <u>Animal Disturbance</u>

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
- If the animal is outside, keep students inside and institute **Lockout/Secure Campus**.
- If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal
- Contact the local Animal Control for assistance in removing the animal.
- If the animal injures anyone, seek medical assistance from the school nurse.
- Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:
- If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- If the animal is inside**, EVACUATE** students to a sheltered area away from the animal.
- Notify the principal if there are any injuries.

ADDITIONAL STEPS FOR THE SCHOOL:
- Campus Supervisor waits near animal in a safe location
- Alert sent through Titan HST

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Emergency Response - <u>Biological Agent Release</u>

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials.   A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

<u>Outside the building</u>

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- Initiate **SHELTER IN PLACE**.
- Shut off HVAC units.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Notify District Superintendent of the situation.
- Turn on a battery-powered commercial radio and listen for instructions.
- Complete the Biological and Chemical Release Response Checklist
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.
STAFF ACTIONS:
- Notify principal.
- Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- Follow standard student assembly, accounting and reporting procedures.

<u>Inside the building</u>

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.
- Move up-wind from the potential danger.
- Call 911. Provide exact location and nature of emergency.
- Designate security team to isolate and restrict access to potentially contaminated areas.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Notify District Superintendent of the situation.
- Arrange for immediate psychological counseling for students and staff.
- Complete the Biological and Chemical Release Response Checklist
- Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

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STAFF ACTIONS:
- Notify principal or site administrator.
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- Follow standard student assembly, accounting and reporting procedures.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:
- Wash affected areas with soap and water.
- Immediately remove and contain contaminated clothing
- Do not use bleach on potentially exposed skins.
- Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

ADDITIONAL STEPS FOR THE SCHOOL:
- Alert sent through Titan HST

Emergency Response - <u>Bomb Threat</u>

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat.   Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- Listen. Do not interrupt caller.
- Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify site administrator immediately after completing the call.
- Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify principal or site administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct staff and students to turn off any cell phones or two-way radios.   Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms or Mass Notification System.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Notify the Admin of the situation.
- Direct a search team to look for suspicious packages, boxes or foreign objects.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- Evacuate students as quickly as possible, using primary or alternate routes.
- Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- Do not return to the building until emergency response officials determine it is safe.

ADDITIONAL STEPS FOR THE SCHOOL:

- Notify staff through Titan HST

Emergency Response - Bomb Threat Checklist

The following checklist can be obtained in PDF form from FEMA at: *http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf*

Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the call.

Emergency Response - <u>Chartered School Transportation Accident</u>

A folder should be issued to staff supervising transportation contain rosters, including an emergency telephone number for each student assigned to ride the bus. The staff member in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances. Every chartered vehicle will provide a COI (Certificate Of Insurance) with a minimum of $5 million dollar liability coverage adding the school site as additionally insured.

SUPERVISING STAFF:
- Turn off power, ignition and headlights. Use safety lights, as appropriate.
- Evaluate the need for evacuation.
- Remain with the vehicle. Call 911.

STAFF ACTIONS AT THE SCENE:
- Call 911, if warranted.
- Notify principal.
- Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- Move all uninjured students to a safe distance from the accident.
- Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- Notify law enforcement.
- Notify parents/guardians of all students in the vehicle as soon as accurate information is available.
- Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- Notify Administration Offices about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

<u>Earthquake during bus trip</u>

SUPERVISING STAFF ACTIONS:
- Issue DUCK, COVER and HOLD ON instruction.
- Stop vehicle away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- Set brake, turn off ignition and wait for shaking to stop.
- Check for injuries and provide first aid, as appropriate.
- Contact the school administrators to report location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- If instructed to continue route.
- If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- Remain with students until further instructions are received from site administrator.
- Account for all students and staff throughout the emergency

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Flood during bus trip

BUS DRIVER ACTIONS:
- Do not drive through flooded streets and/or roads.
- Take an alternate route or wait for public safety personnel to determine safe route.
- If the bus is disabled, stay in place until help arrives
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- Account for all students and staff throughout the emergency.

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Emergency Response - <u>Chemical Accident (off-site)</u>

Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

PERSON DISCOVERING SPILL:
- Alert others in immediate area to leave the area.
- Close doors and restrict access to affected area.
- Notify principal/site administrator.
- DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- Notify Fire Department and the Department of Public Health. Provide the following information:
    - School name and address, including nearest cross street(s)
    - Location of the spill and/or materials released
    - Characteristics of spill (color, smell, visible gases)
    - Name of substance, if known
    - Injuries, if any
- Notify Maintenance/Building and Grounds Manager.
- Determine whether to implement **SHELTER IN PLACE, EVACUATION** and/or student release.
- Post a notice on the school office door stating location of alternate school site.
- Notify District Superintendent of school status and location of alternate school site.

STAFF ACTIONS:
- If **SHELTER-IN-PLACE,** close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
- If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area.
- Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify principal/site administrator of any missing students.

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Emergency Response - Chemical Accident (onsite)

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

PERSON DISCOVERING SPILL:
- Alert others in immediate area to leave the area.
- Close windows and doors and restrict access to affected area.
- Notify principal/site administrator.
- DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- Notify Fire Department and the Department of Public Health. Provide the following information:
  - School name and address, including nearest cross street(s)
  - Location of the spill and/or materials released; name of substance, if known
  - Characteristics of spill (color, smell, visible gases)
  - Injuries, if any
  - Your name and telephone number

- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
- Post a notice on the school office door stating location of alternate school site.
- Notify Administration Offices of school status and location of alternate site.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

ADDITIONAL STEPS FOR THE SCHOOL:
- Notify staff through Titan HST

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Emergency Response - <u>Civil Disturbance</u>

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to:
- ▪ disrupt school activities;
- ▪ cause injury to staff and students; and/or
- ▪ damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

<u>Inside School</u>

STAFF ACTIONS:
- ● Report disruptive circumstances to principal/site administrator.
- ● Avoid arguing with participant(s).
- ● Have all students and employees leave the immediate area of disturbance.
- ● Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.
- ● Stay away from windows and exterior doors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- ● If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- ● Set up a communication exchange with the students, staff and principal. Try to restore order.
- ● If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
- ● Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

<u>Outside of School</u>

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- ● Call 911.
- ● Initiate **LOCKOUT/SECURE CAMPUS** Move any students who are outside into the school building.
- ● Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- ● Cancel all outside activities.
- ● Maintain an accurate record of events, conversations and actions.

STAFF ACTIONS:
- ● Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- ● Instruct students to **DUCK AND COVER**, lie on the floor and keep students calm.
- ● Care for the injured, if any.
- ● Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

Emergency Response - <u>Death of a Student</u>

A student's death may be the result of a suicide, homicide, car accident, illness or other causes.   It may have a profound effect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- Call Admin Offices. Assemble crisis response team as soon as possible.
- Verify the death and obtain as much information about it as possible. Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent. Work with Sr leadership who will prepare a press release if needed.
- If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Meet with front line staff as soon as possible so that everyone understands the response plan.
- Determine whether additional resources are needed and make appropriate requests.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- Develop a plan for notifying other students and/or families and sharing information about availability of support services. Do not use the public address system.
- Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
- Make arrangements with the family to remove the student's personal belongings from the school.
- Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

STAFF ACTIONS:
- Allow students who wish to meet in counseling office or other appropriate place to do so. Encourage students to report any other students who might need assistance. Arrange with facilitator/counselor to individually escort each student to the counseling support site.

  ADDITIONAL STEPS FOR THE SCHOOL:
- Identify staff and students who may be at a higher risk of experiencing personal crisis due to the death and reach out to those individuals to ensure supports are in place.

Emergency Procedure - <u>Death of a Staff Member</u>

A reported death or serious illness among the school community may have a profound effect on students and staff alike.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- Protect the privacy of the family; the school neither gives nor confirms   information to the media or others without consent.
- If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Determine whether additional resources are needed and make appropriate requests.
- Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
- Determine who from the decedent's family will secure the personal belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
- Thank all those who assisted.
- Continue to monitor staff and students for additional supportive needs.

   ADDITIONAL STEPS FOR THE SCHOOL:
- Contact HR

Emergency Response - <u>Dirty Bomb</u>

A dirty bomb is a mix of explosives, such as dynamite with radioactive powder or pellets, set off to scatter dust and smoke in order to produce radioactive contamination. The main danger from a dirty bomb is from the explosion, which can cause serious injuries and property damage. While the radioactive materials used in a dirty bomb are probably insufficient to create immediate serious illness, they can be dangerous to health if inhaled. Low levels of radiation exposure do not cause noticeable symptoms. Higher levels of radiation exposure may produce nausea, vomiting, diarrhea and swelling and redness of the skin.

<u>**Outside, close to the incident**</u>.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- DO NOT MIX POPULATIONS. For those outside at the time of the explosion, initiate **REVERSE EVACUATION** to a separate building or location. Isolate them from those already inside. Do not risk contamination of those inside at the time of the explosion.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Set up decontamination station where students and staff may shower or wash with soap and water.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.
- Turn on a battery-powered commercial radio and listen for instructions.
- Notify District Superintendent of the situation.
- Arrange for medical attention for those injured by the explosion.
- Arrange for psychological counseling for students and staff.
   STAFF ACTIONS:
- Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.
- Move students quickly to the closest suitable shelter to shield them from radiation. Keep them isolated from individuals inside at the time of the explosion. Do not risk contamination of those who were not outside.
- Avoid touching any objects thrown off by the explosion—they might be radioactive.
- Follow standard student assembly, accounting and reporting procedures.
- Immediately remove outer layer of clothing and mouth cover and seal in a plastic bag, if available. Removing outer clothes may get rid of up to 90% of radioactive dust. Put plastic bag away from the population where others will not touch it until authorities provide further instructions.
- Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.
- Do not return outside after decontamination. Remain in safe area, isolated from those who are unaffected, until emergency response personnel arrive

<u>**Inside, close to the incident**</u>

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- DO NOT MIX POPULATIONS. For those inside at the time of the explosion, initiate **SHELTER IN PLACE** procedures. Turn off HVAC system.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Turn on a battery-powered commercial radio and listen for instructions.
- Notify District Superintendent of the situation.
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

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STAFF ACTIONS:

● Keep students calm. Instruct students to **DUCK and COVER**.
● Turn off fans and air conditioning systems. Seal windows and air vents with duct tape. Close all
   curtains and blinds.
● Do not consume water or unpackaged food that was out in the open. Wash the outside of any container
   before opening it.

ADDITIONAL STEPS FOR THE SCHOOL:
●   Notify staff through Titan HR

Emergency Response - <u>Earthquake</u>

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- Send search and rescue team to look for trapped students and staff.
- Post guards a safe distance away from building entrances to assure no one re-enters.
- Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.
- Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
- Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

- Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
- Check for injuries, and render First Aid.
- After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- Check attendance at the assembly area. Report any missing students to principal/site administrator.
- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- Stay alert for aftershocks
- Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

- Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- After shaking stops, check for injuries, and render first aid.
- Check attendance. Report any missing students to principal/site administrator.
- Stay alert for aftershocks.
- Keep a safe distance from any downed power lines

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- Do NOT re-enter building until it is determined to be safe.
- Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- Confer with Administration offices if damage is apparent to determine the advisability of closing the school.
- Notify fire department and utility company of suspected breaks in utility lines or pipes.
- If school must be closed, notify staff members, students and parents. Arrange for alternative
- learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
- Notify Administration Office, who will inform public information media as appropriate.

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Emergency Response - <u>Explosion</u>

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL/SITE ADMINISTRATOR:

- Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings but others may be used for **SHELTER IN PLACE**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the District Superintendent of school status.
- Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- Initiate **DROP, COVER AND HOLD ON**.
- If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- Render first aid as necessary.
- Do not return to the building until the emergency response personnel determine it is safe to do so.
- If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

   ADDITIONAL STEPS FOR THE SCHOOL:
- Notify staff through TITAN HST

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Emergency Response - <u>Fire (off site)</u>

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine if **EVACUATION** of school site is necessary.
- Contact local fire department (call 911) to determine the correct action for your school site.
- If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan.
- Direct inspection of premises to assure that all students and personnel have left the building.
- Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- Monitor radio station for information.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:
- Notify staff through TITAN HST

Emergency Response - <u>Fire (on site)</u>

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire.   All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

<u>Within School Building</u>

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

● Sound the fire alarm to implement **EVACUATION** of the building.
● Immediately **EVACUATE** the school using the primary or alternate fire routes.
● Notify the Fire Department (call 911).
● Direct search and rescue team to be sure all students and personnel have left the building.
● Ensure that access roads are kept open for emergency vehicles.
● Notify District Office of situation.
● Notify appropriate utility company of suspected breaks in utility lines or pipes.
● Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

● **EVACUATE** students from the building using primary or alternate fire routes Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
● Take attendance. Report missing students to the Principal/designee and emergency response personnel.
● Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

<u>Near the School</u>

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
● Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
● Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

ADDITIONAL STEPS FOR THE SCHOOL:
● Notify staff through TITAN HST
● Notify parents through school messenger email and phone

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Emergency Response - <u>Flood</u>

Flooding could threaten the safety of students and staff whenever stormwater or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise.   Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Issue **STAND BY** instruction. Determine if evacuation is required.
- Notify local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- Delegate a search team to assure that all students have been evacuated.
- Issue **Off Site Evacuation** instruction if students will be evacuated to a safer location by means of buses and cars.
- Post a notice on the office door stating where the school has relocated and inform the District Office.
- Monitor AM radio weather station for flood information.
- Notify Administration Offices of school status and action taken.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits.   Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.
- Do not return to school building until it has been inspected and determined safe by property authorities.

ADDITIONAL STEPS FOR THE SCHOOL:
- Notify staff through TITAN HST
- Notify parents through school messenger

Emergency Response - Gas Odor/Leak

All school personnel shall immediately report any gas odor or suspected gas leak to the principal. If an odor is detected outside the building, it may not be necessary to evacuate.

STAFF ACTIONS:

- Notify principal.
- Move students from immediate vicinity of danger.
- Do not turn on any electrical devices such as lights, computers, fans, etc.
- If odor is severe, leave the area immediately.
- If the building is evacuated, take student attendance and report any missing students to Principal/Site Administrator.
-

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If gas leak is internal, evacuate the building immediately.
- Call 911.
- Notify utility company.
- Determine whether to move to alternate building location.
- If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

ADDITIONAL STEPS FOR THE SCHOOL:

- Notify staff through TITAN HST

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Emergency Response - <u>Hazardous Materials</u>

The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented.   Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- Call 911, if necessary.
- If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- Initiate **EVACUATION.**   Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- If time is available, initiate **Off Site Evacuation,** which may include the use of busses. Move students and staff away from the path of the hazardous materials.
- Notify Administration Offices.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- Upon return to school, ensure that all classrooms are adequately aired.
-

STAFF ACTIONS:
- Follow standard student assembly, accounting and reporting procedures.
- Report names of missing students to office.
- Do not take unsafe actions such as returning to the building before it has been declared safe.

ADDITIONAL STEPS FOR THE SCHOOL:
- Notify staff through TITAN HST

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Emergency Response - <u>Hostage Situation</u>

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- Call 911. Provide all known essential details of the situation:
    - Number of hostage takers and description
    - Type of weapons being used
    - Number and names of hostages
    - Any demands or instructions the hostage taker has given
    - Description of the area
- Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building.
- Secure exterior doors from outside access.
- When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- Identify media staging area, if appropriate. Implement a hotline for parents.
- Account for students as they are evacuated.
- Provide recovery counseling for students and staff.

STAFF ACTIONS:

- If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- Alert the principal.

Emergency Response - <u>Intruder</u>

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

627.2. No outsider shall enter or remain on school grounds during school hours without having registered with the principal or designee, except to proceed expeditiously to the office of the principal or designee for the purpose of registering.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate **LOCKDOWN**.
- Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
    - *"What can we do to make this better?'*
    - *"I understand the problem, and I am concerned."*
    - *"We need to work together on this problem."*
- As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- Keep subject in view until police or law enforcement arrives.
- Take measures to keep subject away from students and building.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- Be available to deal with the media and bystanders and keep site clear of visitors.

STAFF ACTIONS:

- Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

ADDITIONAL STEPS FOR THE SCHOOL:
- Notify staff through TITAN HST
- Initiate All-Call

Emergency Response - <u>Irrational Behavior</u>

A risk to the life and safety of students and staff may exist if there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self.   Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and when applicable, to implement behavior plans, crisis plans or strategies in IEP, if in place.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Keep the individual under continuous adult supervision.
- Keep the individual on campus until transportation is arranged.
- Arrange appropriate support services for necessary care of individual.
- School professional (psychologist, counselor, social worker, nurse) should collaborate next steps to the principal. The next steps may include:
    - Contact law enforcement
    - Contact Child Protective Services
    - Contact & provide parents/guardian with the names and phone numbers of mental health resources.
    - Recommend that the parents make an immediate contact with a therapist.
- If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., Child Protective Services, law enforcement).
- Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- Provide follow-up collaborative support for the student and parents, obtain appropriate documentation to assist in the development of a student re-entry plan to school.
- Develop a safety plan prior to the student's return to school.
- Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- Notify principal/site administrator.
- Notify school nurse, school psychologist, counselor or social worker.
- Protect individual from injury.

Emergency Response - <u>Kidnapping</u>

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Verify information with the source of the abduction report.
- Contact law enforcement (call 911) for assistance.
- Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order).
- Provide suspect information to the police, if known.
- Contact the parents/guardian of the student involved and establish a communication plan with them.
- Obtain the best possible witness information.
- Conduct a thorough search of the school/campus/bus.
- Relay current information to police, parents and essential school staff.
- Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- Advise the law enforcement dispatcher of the staff member key contact's name and number.
- Provide the key contact with access to school records.
- Ask key contact to be available at school by phone beyond the close of the school day, if needed, until dismissed by the principal or law enforcement.
- When the child is found, contact all appropriate parties as soon as possible.

STAFF ACTIONS:
- Notify principal, providing essential details:
    - Name and description of the student
    - Description of the suspect
    - Vehicle information
- Move students away from the area of abduction.

Emergency Response - <u>Medical Emergency</u>

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. **<u>This is not a First Aid manual</u>**. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate. Provide:
    - School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
    - Exact location within the building
    - Nature of the emergency and how it occurred
    - Approximate age of injured person
    - Caller's name and phone number
    - Do not hang up until advised to do so by dispatcher.
- Assign staff member to meet rescue service and show medical responder where the injured person is.
- Assemble emergency care and contact information of victim
- Monitor medical status of victim, even if he or she is transported to the hospital.
- Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- Advise staff of situation (when appropriate). Follow-up with parents.

STAFF ACTIONS:

- Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- Notify Principal/Site Administrator.
- Stay calm. Keep individual warm with a coat or blanket.
- Begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- Do not give the individual anything to eat or drink.

ADDITIONAL STEPS FOR THE SCHOOL:
- Contact Parent

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Emergency Response - <u>Missing Student</u>

If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911 and explain the situation.
- Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.
- Conduct an immediate search of the school campus/bus, as appropriate.
- Gather information about student to provide to law enforcement authorities:
    - photo
    - home address
    - parent contact numbers
    - class schedule
    - special activities
    - bus route /walking information
- Notify parents/guardians if the student is not found promptly.
- If case involves abduction, begin gathering witness information for the police. Interview friends, last person to see student.
- Double-check circumstances:
    - Did someone pick up the student?
    - Could the student have walked home?
    - Is he or she at a medical appointment or another activity?
- Assist police with investigation. Provide a photo and complete information on the missing child: name. Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.
- Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- Advise law enforcement dispatcher of the staff member key contact's name and number.
- If missing during bus transportation, provide law enforcement with child's bus stop location and nearest other bus stops.
- Have driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher
- Exchange phone numbers (household, cell phone, school key contact) with parents/guardian.
- When the child is found, contact all appropriate parties as soon as possible.
- Arrange for counseling of students, as needed.

STAFF ACTIONS:
- Confirm that student attended school that day. Notify Principal.
- Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

Emergency Response - <u>Motor Vehicle Crash</u>

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include **EVACUATION,** or **OFF-SITE EVACUATION** which may include the use of busses or alternate transportation.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Notify District Superintendent.

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- **EVACUATE** students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

Emergency Response - <u>Pandemic Influenza</u>

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:
- ▪ It is a rare global outbreak which can affect populations around the world.
- ▪ It is caused by a new influenza virus to which people do not have immunity.
- ▪ Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- Activate heightened surveillance of illness within school site.   Gather data on symptoms of students and staff who are sick at home.
- Insure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- Monitor bulletins and alerts from the Department of Health and Human Services.
- Keep staff informed of developing issues.
- Assist the Department of Health and Human Services in monitoring outbreaks.
- Respond to media inquiries regarding school attendance status.
- Implement online education, if necessary, so that students can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:
- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- Practice "respiratory hygiene etiquette".
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- Implement online homework assignments so that students can stay home.

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Emergency Responses - Poisoning/Contamination

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
- Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
- Provide list of potentially affected students and staff to responding authorities.
- Provide staff with information on possible poisonous materials in the building.
- Notify Administration Offices of situation and number of students and staff affected.
- Confer with Department of Health and Human Services before the resumption of normal school activities.
- Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- Notify principal/site administrator.
- Call the Poison Center Hotline 1-800-222-1222.
- Administer first aid as directed by poison information center.
- Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- Keep poisonous materials in a locked and secure location.
- Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

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Emergency Response - <u>Public Demonstration</u>

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Obtain information on when, why and how many people are expected. Identify the spokesperson for the group
- Contact local police department for the school's jurisdiction and advise them of the situation.
- Notify staff of the planned demonstration.
- Develop an information letter to parents.
- Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
- Designate a staff member to handle incoming calls during the demonstration.
- Establish areas where demonstrators can set up without affecting the operation of the school

STAFF ACTIONS:

- Do not allow students to be interviewed by the media or join in the demonstration

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Emergency Response - <u>Sexual Assault</u>

Sexual assault and abuse is any type of sexual activity that a person does not agree to, including:

• inappropriate touching	• rape
• vaginal, anal, or oral penetration	• attempted rape
• sexual intercourse that is not wanted	• child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911 if the assault is physical.
- Close off the area to everyone.
- Assign a counselor/staff member to remain with the victim.
- Review possible need for a **Lockdown** or **Lockout/Secure Campus** until circumstances surrounding the incident are known.
- Notify victim's family.
- Notify Administration Offices.
- If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.
- The police will coordinate collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
- Discuss with counselors how to handle emotional effects of the incident on student and staff population. Plan appropriate school events for next day.
- Coordinate statements to media, families and community. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

STAFF ACTIONS:
- Determine if immediate medical attention is needed. If so, call 911.
- Isolate the victim from activity related to the incident.
- Avoid asking any questions except to obtain a description of the perpetrator

Emergency Response - <u>Severe Weather</u>

Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

<u>Severe Storm</u>

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- Report to site by 6 a.m. to check for power outages, flooding, etc.
- Determine whether school will be closed or remain open.
- Notify superintendent of school status.
- Assign staff to activate staff and parent phone trees
- Post school status on school website.
- Notify utility companies of any break or suspected break in utility lines.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

<u>Windstorm</u>

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Monitor weather forecasts to determine onset of storm conditions that may affect school operations
- Notify utility companies of any break or suspected break in utility lines.
- Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

STAFF ACTIONS:

- Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
- Initiate **TAKE COVER** with students in the shielded areas within the building.   Stay away from windows.
- Take attendance. Report any missing students to principal/site administrator.
- Close all blinds and curtains.
- Avoid auditoriums, gymnasiums and other structures with large roof spans.
- Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks and quiet recreational activities.

ADDITIONAL STEPS FOR THE SCHOOL:
- Notify staff through TITAN HST

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Emergency Response - <u>Student Riot</u>

A student riot is an assemblage of students whose purpose and conduct threatens the safety and security of the school community and school property. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions. Providing a timely opportunity for students to vent, in a safe and constructive atmosphere, should prevent the escalation of violence.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate **LOCKDOWN**, if warranted. Alert other administrators about the incident.
- Control student ingress and egress from campus.
- Identify why the disruption is occurring. If necessary, notify police to request assistance.
- If disruption is non-violent, notify school resource officer or school education officer.
- Clearly communicate to all students (via announcement or bullhorn), in the presence of staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.
- Assign staff member to be responsible for media relations and for setting up a staging area for the media.
- If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Responsibilities and Rights Handbook.
- Notify parents about the incident, as appropriate.
- After ensuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

STUDENT ACTIONS:

- In a violent situation, immediately notify the first available adult.
- Do not retaliate or take unnecessary chances.
- Move away from the area of agitation.
- Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so.
- Stay calm and reassure fellow students.
- Assist teachers and staff in accounting for students.
- Share all relevant information with law enforcement, teachers, and school staff.
- Follow directions from school administrator or law enforcement directions about where to go.
- Do not speculate to others or perpetuate rumors.

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Emergency Response - <u>Suicide Attempt</u>

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911 in event of overdose or injury requiring medical attention.
- Call 911 if immediate threat exists to the safety of the student or others.
- Calm student by talking and reassuring. Try to have the student relinquish any devices for and means of harming self. If individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Call 911.
- Contact school professional (counselor, psychologist, social worker, nurse) to collaborate next steps. Follow suicide protocol to assess the risk of suicide and determine risk level.
- Determine if the student's distress appears to be the result of parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians.
- If allegations warrant, contact law enforcement and Child Protective Services will determine with law enforcement who will contact parents/guardian.
- Arrange for medical or counseling resources that may provide assistance.
- Complete Suicide Assessment Risk Form (SARF) and file in a confidential place.
- Obtain appropriate documentation to assist in the development of a student re-entry plan to school.
- Develop a safety plan prior to the students return to school.

STAFF ACTIONS:
- Inform the Principal of what was written, drawn, spoken and/or threatened.
- Remain with the troubled student until assistance arrives.
- Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do <u>NOT</u> struggle if you meet resistance.
- Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

Emergency Response - <u>Suspicious Package</u>

The following list shows some types of parcels that should draw immediate concern:

- Foreign mail, airmail and special delivery
- Restrictive markings, e.g., "Personal"
- Handwritten or poorly-typed addresses
- Titles but no names
- Misspelling of common names
- Excessive weight, unevenly distributed
- No return address
- Excessive postage
- Excessive masking tape, string
- Oily stains or discoloration
- Protruding wires or tinfoil
- Rigid envelope

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.
- Prevent others from coming into the area.
- Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.
- If powder spills out, shut the ventilation system, heating system, or air
- Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
- Advise staff when the emergency is over. Go home, take a shower and wash clothes. Do not use bleach on your skin.

STAFF ACTIONS if package is unopened and not leaking:

- Do not open package. Do not pass it around to show it to other people.
- Do not bend, squeeze, shake or drop package.
- Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.
- Leave the room promptly and prevent anyone from entering.
- Notify principal or Site Administrator.

STAFF ACTIONS if package is leaking:

- Do not sniff, touch, taste, or look closely at the spilled contents.
- Do *not* clean up the powder.
- Put the package on a stable surface.
- Leave the room promptly and prevent anyone from entering.
- Wash hands thoroughly with soap and water.
- Notify principal or Site Administrator.

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Emergency Responses - <u>Terrorist Attack/War</u>

Thorough crisis planning will carry the school and district a long way in responding to a terrorist incident during school hours.   A terrorist attack may result in the following:
- ▪ Damage beyond school boundaries;
- ▪ Victims who are contaminated or seriously injured;
- ▪ Widespread fear and panic;
- ▪ A crime scene to protect.

<u>Civil Defense Warning of Possible Enemy Attack</u>

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- Move students to closest suitable shelter.
- If the above is not advisable, remain in school building and initiate **Duck, Cover and Hold On**.

STAFF ACTIONS:
- Keep students calm.
- Close all curtains and blinds.

<u>Enemy Attack Without Warning</u>

STAFF ACTIONS:
- Keep students calm.
- Close all curtains and blinds.
- Instruct students to DUCK AND COVER.

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Emergency Responses - <u>Threat Level Red/NTAS</u>

These are actions to take when the Homeland Security Advisory System risk is set at "Threat Level Red", specific to the community.

<u>During school hours</u>

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Listen to radio and TV for current information and instructions.
- Initiate **ACTION** appropriate for the situation. Action may likely involve **DUCK, COVER and HOLD, EVACUATION, SHELTER IN PLACE** or **TAKE COVER.**
- Continue to monitor media for specific situation.
- Be alert and immediately report suspicious activity to proper authorities.
- If circumstances and time allow, move students to closest suitable shelter.
- Location: Don Jones Park
- Procedure for movement to shelter: Out front gate and to the right and cross at light
- If moving students is not advisable, remain in building as place of shelter.
- Close school if recommended to do so by appropriate authorities.

OFFICE STAFF ACTIONS:

- Require identification check for anyone entering school other than students, staff and faculty.
- Escort visitors to location in school building.

ADDITIONAL STEPS FOR THE SCHOOL:
- Notify staff through TITAN HST

Emergency Response - <u>Threats/Assaults</u>

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
  1) Is the individual moving towards violent action?
  2) Is there evidence to suggest movement from thought to action?
- High violence potential qualifies for arrest or hospitalization.
- Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- Notify police (dial 911), if the safety of students or staff is endangered.   Provide exact location and nature of incident and school response actions.
- Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.
- Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner.   If an immediate threat is not clearly evident, attempt to diffuse the situation.
- If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Facilitate a meeting with student(s) and family to review expectations.
- Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:
- If any students are outside, move them inside the building or away from the site of the threat/assault.   If unable to do so, have students lie down and cover their heads. Keep students calm.
- Inside the classroom, institute **LOCKDOWN**. Close all curtains and blinds.
- Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
- Remain with students until **ALL CLEAR** is given.

Emergency Response - <u>Tsunami</u>

Generated by earthquakes, underwater disturbance or volcanic eruption, a tsunami is a series of waves that come ashore as a rapidly rising surge of water. Tsunami waves can travel at speeds up to 600 miles per hour in the open ocean. Areas at greatest risk of inundation are less than 25 feet above sea level and within one mile of the coastline.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

<u>**Before**</u>
- Know the height of the school above sea level and its distance from the shoreline. Evacuation orders may be based on these numbers.
- Be familiar with tsunami warning signs. An earthquake or a sizable ground rumbling is a warning signal to people living near the coast. A noticeable rapid rise or fall in coastal waters may indicate an approaching tsunami.
- Make plans for evacuation by vehicle and/or by foot. Pick an inland location that is elevated. Identify an alternative evacuation site in case roads are blocked.

<u>**During**</u>
- Heed natural warnings. An earthquake or rapid fall in coastal waters may serve as a warning that a tsunami is coming
- Monitor the NOAA Weather Radio Service for tsunami warnings: http://wcatwc.arh.noaa.gov/. Authorities will issue a warning and tone alert only if they believe there is a potential threat of a tsunami.
- Quickly move students and staff to higher ground as far inland as possible. Follow instructions issued by local authorities. Planned evacuation routes may be blocked; bridges may be damaged. Every foot inland or upwards may make a difference.
- Notify superintendent of school status.
- Remain on safe ground until local authorities advise it is safe to return.

<u>**After**</u>
- Stay tuned to the National Weather Service for the latest emergency information. The tsunami may have damaged roads, bridges, and other structures that may be unsafe.
- Expect debris.
- Stay out of damaged buildings and those surrounded by water. Tsunami water can undermine foundations and cause walls and floors to collapse.
- Determine whether school will be closed or remain open.
- Notify superintendent of school status.
- Assign staff to activate staff and parent phone trees.
- Post school status on school website.
- Arrange with authorities to check for broken or leaking gas lines, flooded electrical circuits, furnaces or electrical appliances. Flammable or explosive materials may come from upstream.
- Check food supplies and test drinking water. Discard food that has come in contact with flood waters. It may be contaminated and should be thrown out. Use tap water only if local health officials advise it is safe.
- Photograph the damage, both of the building and its contents, for insurance claims.

STAFF ACTIONS:

- If there is a coastal earthquake, initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- When the shaking stops, quickly move students and staff to higher ground, at least 100 feet above sea level and two miles inland. Buildings located in low-lying coastal areas are not safe. Do NOT stay in such buildings if there is a tsunami warning. Be careful to avoid downed power lines.

- Take attendance. Report any missing students to principal/site administrator.
- Keep students and staff away from the beach. Watching a tsunami from the beach or cliffs could put them in grave danger. A second wave may be more destructive than the initial one. A tsunami can move faster than a person can escape it.
- Return to school only if authorities advise it is safe to do so.

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Emergency Responses - <u>Utility Failure</u>

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

PRINCIPAL/SITE ADMINISTRATOR:
- Notify utility company. Provide the following information:
    - Affected areas of the school site
    - Type of problem or outage
    - Expected duration of the outage, if known
- Determine length of time service will be interrupted.
- Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- Use messengers with oral or written word as an alternate means of faculty notification.
- Notify District Office of loss of service.
- Implement plan to provide services without utilities or with alternate utilities.

ADDITIONAL STEPS FOR THE SCHOOL:
- Notify staff through TITAN HST
- Notify Springs Charter Schools Facilities Dept.

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C. Suspension & Expulsion Policies

Subject: Suspension and Expulsion

Effective Date: May 15, 2014

Approved By: Board of Directors (Springs Charter School)

Policy: 5015.1

Governing Law: The procedures by which pupils can be suspended or expelled—California Education Code Section 47605(b)(5)(J)

See Governing Board Approved Suspension and Expulsion Policy at www.springscs.org.

D. Procedures for Notifying Teachers of Dangerous Pupils

Ed Code 49079 requires teacher notification of students committing or reasonably suspected of committing a "dangerous act" within the last 3 years (Ed Code 48900 except for tobacco and nicotine). A student who has, or is reasonably suspected of having violated Section 48900 [except (h)], 48900.2, 48900.3, and 48900.4 falls into this category. The information has to be shared in a confidential manner with the teachers as appropriate.

Staff Training
Staff attend trainings on the student information system, OASIS, which houses confidential student disciplinary information including previous suspension or expulsion notification.

Notification
Staff is notified by student records and/or guidance department when an alert is warranted.

CA Codes (edc:48900-48926) EDUCATION CODE
SECTION 48900-48926

48900. A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or (2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise
furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

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

(g) Stolen or attempted to steal school property or private property.

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

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

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a Firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school

disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school sponsored activity.

(q) It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

48900.7. (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.

(b) For the purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the Circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

E. Discrimination & Harassment Policy

Subject: Bullying, Harassment, Intimidation and Discrimination (students)
Approved By: Board of Directors
Policy: 5012.1

See Governing Board Approved Bullying, Harassment, Intimidation and Discrimination Policy at www.springscs.org.

8001.2 – Nondiscrimination in Employment
Subject: Hiring
Approved By: Board of Directors (Springs Charter School) Policy: 8001.1 – 8001.3

See Governing Board Approved Nondiscrimination in Employment Policy at www.springscs.org.

Director, Human Resources
27740 Jefferson Ave Temecula, CA 92590
(951) 252-8877-HR Rolling Line

Subject: Harassment-Free Workplace
Approved By: Board of Directors
Policy: 8004.1

See Governing Board Approved Harassment-Free Workplace Policy at www.springscs.org.

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F. School-Wide Dress Code Prohibiting Gang Attire

<u>Note on Education Code Requirements for this section</u>

This requirement comes from **32282(a)(2)(F). It reads:**

The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. Any schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.

Subject: School Uniforms
Effective Date: December 9, 2009
Approved By: Board of Directors
Policy: 5010.1

See Governing Board Approved School Uniforms Policy at www.springscs.org.

Student/Parent Handbook

Dress Code Guidelines
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:

Condition and Wear of Clothing
- 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 the 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 necklines, exposed cleavage or spaghetti straps

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- Pajamas, loungewear or bathrobes
- 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
- Cut-offs
- Shorts that are not hemmed or at least mid-thigh in length
- 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
- Distracting makeup

Footwear
- Going barefoot
- House slippers

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. These may include but are not limited to:
- Dangling belts or chains
- Unfastened overalls
- Sagging pants/shorts
- Single rolled up pant legs
- Hairnets, bandanas or do-rags (all colors)
- Blue and/or red shoelaces on footwear at any time (other colors may be deemed inappropriate as necessary to protect student safety on campus)
- Altered insignias or graffiti in or on personal belongings symbolizing any identified gang
- Jewelry or belt buckles symbolizing any gangs

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

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G. Safe Ingress and Egress
This may not be made available to the public

Description of procedures for safe entry and exit of staff and students. Includes maps.

The following maps and materials outline the procedures for safe ingress and egress from Magnolia Student Center. Items marked with an * are considered to be "tactical information" that will be withheld from the public view version of this plan.

1. A map indicating student drop off and pick-up locations and the traffic flow patterns during arrival and dismissal from school.
2. *A map indicating the supervision postings during arrival and dismissal from school.
3. *Morning supervision begins at 7:45 am - 8:30 am and afternoon supervision begins at 2:30 pm - 3:30 pm.
4. *Visitor guidelines include - Magnolia Student Center has a gate that is activated by key card permissions. Visitors must be buzzed into front office and are greeted to determine purpose. Once approved, they sign into binder and are given a red badge or green badge according to their clearance level. Red Badges are escorted on campus at all times

MAP REDACTED FOR SAFETY REASONS

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H. Safe and Orderly Environment

<u>Assessment of the Current Status</u>

Data sources the committee reviewed are:
a) Staff climate survey
b) Student referrals, discipline, suspensions, and expulsions
c) Student Information Systems
d) Student and Parent Surveys and/or focus group
e) Threat and Risk Assessment
f) Hazard and Vulnerability Assessment

<u>School Mission Statement:</u>

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

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.

We value

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

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Policies and Procedures on Positive School Climate:

Component 1 - People and Programs
Goal 1: Provide additional staff development that lends to the overall health and emotional safety of our students.

	Strategies to be Used	**Person Responsible**
Objective 1:	CPI Training for all staff	Beverly Voechting
Objective 2:	Youth Mental Health First Aid Provider	Janel Cozzitarto
Objective 3:	National School Lunch Program	Holly Hungerford Cocking
Objective 4:		
Goal 2: (if necessary)		
Goal 2 Objectives		

Component 2 - Place
Goal 1: Provide a safe and secure environment for students and staff.

	Strategies to be Used	**Person Responsible**
Objective 1:	Site walk throughs organized in conjunction with local police department	Irma Hererra
Objective 2:	Monthly Fire, Earthquake, and Lockdown Drills conducted	Irma Hererra
Objective 3:	Staff development to increase awareness of possible exit routes and safe havens	Beverly Voechting
Objective 4:		
Goal 2: (if necessary)		
Goal 2 Objectives		

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I. Rules and Procedures on School Discipline

Note on Education Code: This requirement refers to EC 35291.5. This section reads:

35291.5. (a) On or before December 1, 1987, and at least every four years thereafter, each public school may, at its discretion, adopt rules and procedures on school discipline applicable to the school. For schools that choose to adopt rules pursuant to this article, the school discipline rules and procedures shall be consistent with any applicable policies adopted by the governing board and state statutes governing school discipline. In developing these rules and procedures, each school shall solicit the participation, views, and advice of one representative selected by each of the following groups: (1) Parents. (2) Teachers. (3) School administrators. (4) School security personnel, if any. (5) For junior high schools and high schools, pupils enrolled in the school... (b) The governing board of each school district may prescribe procedures to provide written notice to continuing pupils at the beginning of each school year and to transfer pupils at the time of their enrollment in the school and to their parents or guardians regarding the school discipline rules and procedures adopted pursuant to subdivision (a)…(d) The governing board may review, at an open meeting, the approved school discipline rules and procedures for consistency with governing board policy and state statutes.

Springs Charter Schools includes rules and guidelines in the: **ICAN! Student/Parent Handbook. Given to all families upon enrollment.**

Board Policy for Suspensions and Expulsions: <u>5015.1 – Suspension and Expulsion</u>

Philosophy of Student Discipline

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

At Springs Charter Schools, we believe that students have unique needs and that positive behavioral expectations must be taught. Just as academic skills are taught on an individual basis, we believe that behavioral expectations must be presented as learning opportunities, too. As the behavioral expectations for our community are presented, all community members are expected to model and display mastery of the Three Behavior I CAN!S.

Process and Procedures

Common Area Expectations - We have developed positive behavioral expectations for several on-campus areas.

These expectations are in force at all times of the school day and for all students. We expect all adults to monitor and model appropriate student behaviors in these areas. Expectations will be taught, reviewed and reinforced by supervising adults. Failure to meet expectations will result in immediate redirection.

Student Discipline Matrix - We have developed a matrix to assist staff, students and parents with consistent and logical consequences for student misbehaviors. The matrix outlines inappropriate school behaviors with a definition and potential consequences.

The Matrix is just a guide, however, and all incidents will receive individual attention, consideration, and an appropriate response. Refer to the I CAN!s Handbook for the Student Discipline Matrix.

"Levels" - The Student Discipline Matrix identifies three different levels of student behavior. The intention is to maintain consistency and fairness in consequences, communication, and seeking of additional resources.

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Level I - Immediate Redirection and Verbal Reprimand
Minor issues that are resolved by the supervising adult; behavior is seen as a learning opportunity and is expected to be corrected with no additional interventions; office referral is only needed if the student fails to correct behavior (mostly classroom managed behavior)

Level II - Learning Opportunity~Office Referral, Parent contact, Counselor
Common school misbehaviors needing redirection; again seen as a learning opportunity to be handled between the student and supervising adult; in some cases office referral and parent notification is required (mostly managed with teacher)

Level III - Immediate office referral; Parent Contact/Written Documentation, suspensions, Law Enforcement
Severe misbehaviors with potentially strong consequences including school suspensions and legal involvement; supervising adult is not expected to engage in any learning, but rather immediately refer student to the office and insure the safety of staff and students (managed by director)

Office Referral

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.

The following process will be used for all office referrals:

- Student is referred to the office by supervising adult
- Student completes reflection questions related to incident
- Referral form is returned to the teacher for comments
- Parental contact is made by the student or staff member to explain incident and schedule detention
- Referral form is returned to the Principal or Site Facilitator
- Student conference with the Principal is scheduled
- Follow-up phone call from the office is made when necessary

- Harassment Complaints- Students are occasionally the victim of bullying or 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.

The following process is designed to assist students who believe they are the victim of such behaviors:
- Student informs teacher or staff person of situation
- Student reports to the office to complete a confidential "Harassment Complaint Form"
- Administrator investigates allegations

Typical consequences for a bully/harasser are as follows:

Warning- conference with Assistant Principal and/or Counselor discussing allegations, perceived intentions and future consequences; student is informed that such behavior, as well as any retaliation, will not be tolerated.

Parental Conference- Sharing the dangers of bully/harassing behaviors for both parties.

Suspension- To insure the safety of staff and students, various forms of suspension may be used in efforts to correct student behavior.

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Expulsion- If bullying/harassment continues or if any given incident is so severe that a safe learning environment cannot exist, the Principal and the Springs Charter Schools' Assistant Superintendent of Education/Academies will recommend the expulsion of the offending student.

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J. Bullying Prevention Policies & Procedures

Subject: Bullying, Harassment, Intimidation and Discrimination (students)
Approved By: Board of Directors
Policy: 5012.1

See Governing Board Approved Bullying, Harassment, Intimidation, and Discrimination Policy at
www.springscs.org.

Springs Charter School believes all students have the right to a safe and civil learning environment. Bullying, harassment, intimidation, and discrimination are all disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Springs Charter School prohibits any acts of discrimination, harassment, intimidation and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy. Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying or harassment.

As used in this policy, "discrimination, harassment, intimidation, and bullying" describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. Charter School staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

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L. Mental Health Guidelines

Magnolia Student Center's School Counselor follows the guidelines set forth by the Pupil Services Guidance Department.

Suicide Prevention Board Policy
Subject: Suicide Prevention
Effective Date: August 14, 2017
Approved By: Board of Directors
Policy: 5024.1

See Governing Board Approved Nondiscrimination in Employment Policy at www.springscs.org.

Suicide Prevention, Intervention and Postvention Protocol

The Governing Board of Springs Charter Schools recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. SCS acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which works to create a safe and nurturing culture that minimizes suicidal ideation in students.

Recognizing that it is the duty of the Springs charter schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the physical, behavioral and emotional health of students greatly impacts school attendance and educational success, this policy shall be paired with other practices that support the emotional and behavioral wellness of students.

In an attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or Designee shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff and any other individuals in regular contact with students.

The Superintendent or Designee shall develop and implement preventive strategies and intervention procedures that include the following:

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Prevention

Policy Implementation:

A district level suicide prevention coordinator shall be designated by the Superintendent. This may be an existing staff person. The district suicide prevention coordinator will be responsible for planning and coordinating implementation of these regulations for the Charter Schools.

The district suicide prevention coordinator shall designate a school site/program suicide prevention coordinator to act as a point of contact in each school/program for issues relating to suicide prevention and policy implementation. This may be an existing staff person. All staff members shall report students they believe to be at elevated risk for suicide to the school suicide prevention coordinator.

Staff Professional Development:

All staff will receive annual professional development to include, but not limited to: risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention.

The professional development will include additional information regarding groups of students at elevated risk for suicide. These groups include, but are not limited to the following: those living with mental and/ or substance use disorders, those who have suffered traumatic experiences, those who engage in self harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (lesbian, gay, bisexual, transgender, and questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention will be provided to school employed mental health professionals and school nurses.

Youth Suicide Prevention Programming:

Developmentally-appropriate, student-centered suicide prevention education may be incorporated into classroom curricula. The content of these age-appropriate materials may include, but is not limited to: the district's suicide prevention, intervention, and referral procedures, the importance of safe and healthy choices and coping strategies, how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students.

Publication and Distribution:

The administrative regulations will be distributed annually and included in all student and teacher handbooks and on the school website.

Employee Qualifications and Scope of Services

Employees of Springs Charter Schools must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often

associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals including, but not limited to the following: school counselors, school psychologists, social workers and nurses employed by SCS.

Parents, Guardians, and Caregivers Participation and Education

To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, the suicide prevention policy shall be prominently displayed on the Springs Charter Schools Web page and included in the parent handbook.

All parents/guardians/caregivers should have access to suicide prevention training that includes, but is not limited to the following: suicide risk factors, warning signs, and protective factors, How to talk with a student about thoughts of suicide, how to respond appropriately to the student who has suicidal thoughts.

Intervention, Assessment, Referral

Staff

When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the school suicide prevention coordinator will be notified immediately. The student will be seen by the school suicide prevention coordinator as soon as possible. If the school suicide prevention coordinator is not available, the district suicide prevention coordinator will be contacted. If there is no mental health professional available, a school administrator will fill this role until a mental health professional can be brought in. The student will be seen by a school employed mental health professional (school counselors, psychologists, social workers, or nurses) within the same school day to assess risk levels and facilitate referral if needed.

Risk Level I (Low):
Definition: Does not pose imminent danger to self; insufficient evidence for suicide potential.
Indicators: Passing thoughts of suicide; no plan;no previous attempts;no access to weapons or means;no recent losses;support system is in place;no alcohol/substance abuse;some depressed mood/affect;evidence of thoughts found in notebook,internet postings,drawings;sudden changes in personality/behavior (e.g., distracted, hopeless,academically disengaged)

Risk Level II (Moderate)
Definition: May pose imminent danger to self, but there is insufficient evidence to demonstrate a viable plan of action to do harm.
Indicators: Thoughts of suicide; plan with some specifics; unsure of intent; previous attempts and/or hospitalization; difficulty naming future plans; past history of substance use, with possible current intoxication; self injurious behavior; recent trauma (e.g., loss, victimization)

<u>Risk Level III (High):</u>

<u>Definition:</u> Poses imminent danger to self with a viable plan to do harm; exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.

<u>Indicators:</u> Current thoughts of suicide; plan with specifics, indicating when, where and how; access to weapons or means in hand; finalizing arrangements (e.g., giving away prized possessions, good bye messages in writing, text, on social networking sites); isolated and withdrawn; current sense of hopelessness; previous attempts; no support system; currently abusing alcohol/substances; mental health history; precipitating events, such as loss of loved one,traumatic event or bullying.

Risk Level Interventions and Follow-Up

DO NOT LEAVE THE STUDENT UNSUPERVISED

<u>RL I Action (Low):</u>
1. CONSULT WITH A MENTAL HEALTH PROFESSIONAL.
2. Contact parent/guardian/caregiver and give resources when appropriate.
3. Implement Interventions I.E., Student no harm promise and Plan, identify support   systems on and off campus.
4. Document student and parent contact and place in confidential file.
5. Contact CPS if suspected abuse.
6. Complete confidential Suicide assessment risk form.
7. Consider whether student may have a disability and/or may need referral for additional services.

<u>RL II Action (Moderate):</u>
1. CONSULT WITH A MENTAL HEALTH PROFESSIONAL.
2. Notify and/or hand off student ONLY to parent/guardian/caregiver who commits to seek an immediate mental health assessment or to law enforcement if parent is unavailable or uncooperative. Consider any suspected child abuse or neglect prior to contacting parent/guardian.
3. If parent transports students to mental health facility have parent sign Parent   Notification Form.
4. Document student and parent contact and place in confidential file.
5. Complete follow-up with student and parent when student returns.
6. Contact CPS if suspected abuse.
7. Complete confidential Suicide assessment risk form.
8. Consider whether student may have a disability and/or may need referral for additional services.

<u>RL III Action (High):</u>
1. CONSULT WITH A MENTAL HEALTH PROFESSIONAL.
2. Notify and/or hand off student ONLY to parent/guardian/caregiver who commits to seek an immediate mental health assessment or to law enforcement if parent is unavailable or uncooperative. Consider any suspected child abuse or neglect prior to contacting parent/guardian.
3. Contact law enforcement. Law enforcement will determine if the parent will transport student to mental health evaluation center or police may arrange for transportation to the mental health evaluation center.
3. Complete mental health evaluator form.
4. If parent transports students to mental health facility have parent sign Parent   Notification Form.
5. Complete confidential Suicide assessment risk form.
6. If police arranges for transport, notify site administrator.
7. Document student and parent contact.
8. Consider whether student may have a disability and/or may need referral for additional services.

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9. Contact CPS if suspect abuse.
10. Follow procedures for re-entry to School After a Suicide Attempt.

As appropriate, consider an assessment for special education or a 504 Accommodation plan for a student whose behavioral and emotional needs aeffect their ability to benefit from their educational program.

Document all actions

The suicide prevention coordinator shall maintain records and documentation of actions taken at the school for each case.

Notes, documents and records related to the incident are considered confidential information and remain privileged to authorized personnel. These documents should be kept in a confidential file separate and apart from the students cumulative records.

If the student transfers to a school within or outside SCS, the sending school may contact the receiving school to share information and concerns, as appropriate, to facilitate a successful supportive transition.

Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis:

Treat every threat with seriousness and approach with a calm manner; make the student a priority.

Listen actively and non-judgmental to the student. Let the student express his or her feelings.

Acknowledge the feelings and do not argue with the student.

Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress.

Explain calmly and get the student to a trained professional, school psychologist, school counselor, or designated staff to further support the student.

Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

Students

Each school site and program within SCS shall identify, disseminate and prominently display a process for students to safely notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

Parental Notification and Involvement

Each school within SCS shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

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After a referral is made for a student, school staff shall verify with the Parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student prior to returning to school.

If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide prevention coordinator, administrator or other mental health professional will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

A written authorization to exchange/release information should be completed by the parents/guardians/caregivers and appropriate school staff (e.g., school psychologist, school counselor and/or nurse) should consult with outside mental health or medical treatment team.

Action Plan for In-School Suicide Attempts

Each school site and program within SCS shall follow the following action plan to immediately address in school suicide attempts. If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The urgency of the situation will dictate the order and applicability in which the subsequent steps are followed:

Remain calm, remember the student is overwhelmed, confused, and emotionally distressed.

Move all other students out of the immediate area.

Immediately contact the administrator and suicide prevention coordinator.

Call 911 and give them as much information about the situation as possible.

If needed, provide medical first aid until a medical professional is available.

Parents/guardians/caregivers should be contacted as soon as possible.

Do not send the student away or leave them alone, even if they need to go to the restroom.

Listen and prompt the student to talk.

Review options and resources of people who can help.

Be comfortable with moments of silence as you and the student will need time to process the situation.

Provide comfort to the student.

Promise privacy and help, and be respectful, but do not promise confidentiality.

Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

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Follow procedures for re-entry to School After a Suicide Attempt.

Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of SCS property, it is crucial to protect the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

Contact the parents/guardians/caregivers and offer support to the family.

Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.

Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct.

Designate a staff member to handle media requests.

Provide care and determine appropriate support to affected students.

Follow procedures for re-entry to School After a Suicide Attempt.

Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

A student returning to school following hospitalization, including psychiatric and drug or alcohol inpatient treatment, must have written permission by the health care provider in order to attend school.

A written authorization to exchange/release information should be completed by the parents/guardians/caregivers and appropriate school staff (e.g., school psychologist, school counselor and/or nurse) should consult with the outside mental health or medical treatment team.

If the student has been out of school for any length of time, including mental health hospitalization, the school site administrator or designee should hold a re-entry meeting with key support staff, parent/guardian/caregiver and student to facilitate a successful transition back into school.

The re-entry meeting should include a review of the authorization for return and documentation provided by the outside mental health or medical treatment team.

The documentation provided should be considered in the development of a student safety plan for re-entry.

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The school team should confer with student and parents/guardians/caregivers about any specific requests on how to handle the re-entry.

Inform the student's teachers about possible days of absences.

Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student).

Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood as part of the student safety plan.

Work with parents/guardians/caregivers to involve the student in an aftercare plan.

POSTVENTION

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital to be prepared ahead of time in the event of such a tragedy. The following are general procedures for the school administrator/director in the event of a completed suicide:

Gather pertinent information

Confirm cause of death is the result of suicide, if this information is available.

Identify staff member to be the point of contact with the family of the deceased.
Information about the cause of death should not be disclosed to the school community until the family has been consulted and has consented to disclosure.

Assemble district crisis response team

District crisis response team to determine initial response procedures and obtain consultation regarding number of personnel needed for initial response. It is helpful to have the following information available for consultation:
    -Demographic information
    -Siblings (If any within SCS)
    -School Profile
    -Known friends/groups
    -Identification of additional high risk students

Staff notification

Concerns and wishes of family members regarding disclosure of the death and cause of death should always be taken into consideration when providing facts to students, staff and parents. Some actions to consider:

Assess the extent and degree of psychological trauma and impact to the school community

Establish a plan to notify staff of death, once consent is obtained by the family of the deceased.

Notification of staff is recommended as soon as possible (In person if possible).

To dispel rumors, share accurate information and all known facts about the death.

Emphasize that no one event is to blame for suicide. Suicide is complex and cannot be simplified by blaming individuals, drugs, music and/or school.

Allow staff to express their own reactions and grief; identify anyone who may need additional support and provide resources.

Student notification and support

Concerns and wishes of family members regarding disclosure of the death and cause of death should always be taken into consideration when providing facts to students, staff and parents. Some actions to consider:

Notification of students should be done in small group settings, such as in the classroom. Do not notify students using a public announcement system.

To the extent possible, students should be notified in the same time period to minimize rumors.

When possible, the news should be delivered by staff with whom the students are most familiar and comfortable.

Provide staff with a scripted notification of death for students and

Prepare staff for potential reactions and questions. Review student support plan making sure to clarify procedures and locations for crisis counseling.

Define triage procedures for students and staff who may need additional support in coping with the death.

Identify a lead crisis response staff member to assist with coordination of crisis counseling and support services.

Identify locations on campus to provide crisis counseling to students, staff and parents, as needed.

Identify a mental health professional (School psychologist or school counselor) to check in with students previously identified to be at risk for suicide.

Request substitute teachers, as needed.

Maintain sign-in sheets and documentation on individuals services for follow up, as needed.

Provide students, staff or parents/guardians/caretakers with after hours resource numbers such as the 24/7 Suicide Prevention Crisis Line.

Refer students or staff who require a higher level of care for additional services such as a community mental health provider, or their health care provider. Indicators of students and staff in need of additional support and/or referral may include the following:

Persons with close connections to the deceased.

Persons who have experienced a loss over the past six months to a year, a traumatic event, have witnessed acts of violence, or have a history of suicide (Self or family member).

Persons who appear emotionally over-controlled (e.g., a student who was very close to the deceased but who is exhibiting no emotional reaction to the loss) or those who are angry when majority are expressing sadness.

Persons unable to control crying

Persons with multiple traumatic experiences may have strong reactions that require additional assistance.

Document

School administration shall maintain records and documentation of actions taken at the school site.

Monitor and manage

School administration with support from the district crisis team should monitor and manage the situation as it develops to determine follow up actions and continued support plans.

Communicate with the larger school community about the suicide death;

Consider funeral arrangements for family and school community;

Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered. Memorials or dedications to a student who has died by suicide should not glamorize or romanticize either the student or the death.

Identify and monitor social media platforms students are using to respond to the suicide. Encourage parents to monitor internet postings regarding the death, including the deceased personal profile pages.

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Comprehensive School Safety Plan (CSSP) Template
 Self-Monitoring Tool
 California *Education Code* Sections 32280–32289

Adapted from San Diego County Office of
Education and the CDE *Comprehensive School
Safety Plan
Self-Monitoring Tool*

CSSP Requirements	Education Code	Located in Section	Comments
Plan is written and developed by a school site council (SSC) or a safety planning committee. The School Safety Planning Committee is comprised of: principal/designee, teacher, parent of child who attends the school, classified employee, and others. The SSC may delegate this responsibility to a school safety planning committee.	32281.(b)		
SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan. ✓ Identify tactical info.	32281. (b)(3)		
The Comprehensive School Safety Plan includes, but is not limited to:			
a. **An assessment of the current status of school crime committed on the school campus and at school-related functions.** **You may accomplish this by reviewing the following types of information:** ● Local law enforcement crime data ● Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System ● Behavior Referrals ● Attendance rates/School Attendance Review Board data ● California Healthy Kids Survey data ● School Improvement Plan ● Property Damage data	32282. (a)(1)		
b. **An identification of appropriate strategies and programs that provide/maintain a high level of school safety.**	32282. (a)(2)		
The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.	32282. (a)(2)		
The Comprehensive School Safety Plan must include all of the following:	32282. (a)(2)		

A. Child Abuse Reporting procedures	32282. (a)(2)(A)		
B. Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.	32282. (a)(2)(B)		

i.   Earthquake emergency procedures that include:
      ● A school building disaster plan
      ● A drop procedure
      ● Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools
      ● Protective measures to be taken before, during, and after an earthquake
      ● A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system
	32282. (a)(2)(B)(i) (I-IV)		

ii. Procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare.	32282. (a)(2)(B)(ii)		
C. Policies and procedures which lead to suspension and/or expulsion.	32282. (a)(2)(C)		
D. Procedures to notify teachers of dangerous pupils.	32282. (a)(2)(D)		
E. Policy prohibiting discrimination, harassment, intimidation, and bullying.	32282. (a)(2)(E)		
F. Provisions of any school site dress code, including prohibition of "gang-related" apparel.	32282. (a)(2)(F)		
G. Procedures for safe ingress and egress of pupils, parents, and employees from school site; including procedures for visitor access to the school campus.	32282. (a)(2)(G)		
H. Goals and plans that create a safe and orderly environment conducive to learning at the school.	32282. (a)(2)(H)		
I. The rules and procedures on school discipline.	32282. (a)(2)(I)		
J. Mental Health Guidelines			
The plan **may** include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on campus.	32282.1		
The plan **may** include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school.	32284.		
The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.	32286		

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The plan should include documentation that school safety plan was submitted for approval to either the district office or county office of education. Evidence of approval at the district or county level should be included.	32288		
The plan should include verification that the SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site.	32288. (b)		

Public View version available for review during business hours.
NOTES:
• Remove Tactical Information from Public View copy.
• Recommended review procedures:
   i. ID check
   ii. Staff present during review.
   iii. No copies.
• Do need to comply with a CA Public Information Act request.
	32288. (b)(2)		

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Springs Charter Schools

Title IX Notification

(Education Code section 221.61)

1. **The School's Lead Title IX Coordinator**

   Debbie Thurston, Director of Academy Support
    Springs Charter Schools
   27740 Jefferson Avenue
   Temecula, CA 92590
    (951) 225 - 7717
   Debbie.thurston@springscs.org

2. **Summary of Student Rights (Education Code section 221.8)**

   (a) You have the right to fair and equitable treatment and to be free from discrimination based on your sex.

   (b) You have the right to an equitable opportunity to participate in all academic extracurricular activities, including athletics.

   (c) You have the right to ask the athletic director of your school about the athletic opportunities offered by the school.

   (d) You have the right to apply for athletic scholarships.

   (e) You have the right to equitable treatment and benefits in:

   (1) Equipment and supplies
   (2) Scheduling of games and practices
   (3) Transportation and daily allowances
   (4) Access to tutoring
   (5) Coaching
   (6) Locker rooms
   (7) Practice and competitive facilities
   (8) Medical and training facilities and services
   (9) Publicity

   (f) You have access to a gender equity coordinator to answer questions about gender equity laws.

(g) You have the right to contact the California Department of Education (CDE) for information on gender equity laws.

(h) You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights (OCR) or CDE if you believe you have been discriminated against or received unequal treatment on the basis of your sex.

 (i) You have the right to pursue civil remedies if you have been discriminated against.

(j) You have the right to be protected from retaliation if you file a discrimination complaint.

For more information regarding student rights under Title IX, please visit:

The California Office of Equal Opportunity at

http://www.cde.ca.gov/re/di/eo/genequitytitleix.asp.

The United States Department of Education Office for Civil Rights at

https://www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.html.

3.   The School's Responsibilities

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in programs and activities of federally funded institutions. School district programs and activities must be operated free from discrimination. Key areas addressed by Title IX include: athletics; sexual misconduct, including sexual harassment and sexual violence; pregnant and parenting students; off-campus activities; recruitment and admission; and employment. Schools must protect against discrimination in these areas. Schools must also prohibit retaliation against any person for opposing an unlawful practice or policy, or filing, testifying about, or participating in any complaint under Title IX.

For more information about schools' responsibilities under Title IX, please visit:

The California Office of Equal Opportunity at
http://www.cde.ca.gov/re/di/eo/titleixnotification.asp.

The United States Department of Education Office of Civil Rights at
https://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html.

4.   How to File a Title IX Complaint

Individuals who believe they have been discriminated against in violation of Title IX may file a complaint with the District or the Office for Civil Rights (OCR). If a crime is involved, such as

sexual assault, individuals may also file a report with the local police department. A person may pursue one or all of these avenues at the same time. Below is a summary of each process.

A. District Complaint

Title IX complaints may be filed using the District's uniform complaint procedure.

Time Requirement:

A complaint with the District must be filed within six months of the discrimination occurring or your awareness of the discrimination (5 CCR 4630(b)).

If you have any questions about this time limit, or if you believe your complaint may be outside this time requirement but want to explore other options, please contact the Title IX Coordinator.

Investigation Procedure:

Upon receipt of any complaint related to a potential Title IX violation, the District will ensure every allegation is investigated promptly, adequately and impartially. The District will also take steps to protect all complainants from retaliation and ensure all parties are treated fairly throughout the District's investigation process. As part of its Title IX obligations, the District also takes steps to prevent recurrence of any sexual violence and remedy discriminatory effects on the complainant and others, as appropriate. The District's procedure for investigating a Title IX complaint can be found at Board Policy 1312.3.

Please contact the Title IX Coordinator if you have any questions.

B. OCR Complaint

For information regarding filing a complaint with OCR, please see https://www2.ed.gov/about/offices/list/ocr/complaintintro.html.

OCR provides an online complaint filing system at https://ocrcas.ed.gov/.

OCR can also be contacted through the California regional office at:

Office for Civil Rights U.S. Department of Education
50 United Nations Plaza Mail Box 1200, Room 1545
San Francisco, CA 94102
Telephone: 415-486-5555
Email: ocr.sanfrancisco@ed.gov

Time Requirement:

OCR requires that the complaint be filed within 180 calendar days of the discrimination. Please contact OCR, or visit the websites above, if you have any questions or concerns about this time requirement.
 Investigation Procedure:

For information regarding OCR's investigation process, please see
https://www2.ed.gov/about/offices/list/ocr/complaints-how.html.

River Springs Charter School

School Wellness Policy

Updated 05/19/17

Table of Contents

Preamble

River Springs Charter School (hereto referred to as the School) is an independent study charter school operating as an LEA. Students enrolled in the School receive educational instruction in a variety of settings including but not limited to the home and student centers. Due to facility restrictions at some locations, not all student centers currently participate in the School's food service program.

The School is committed to the optimal development of every student. The School believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.[1,2,3,4,5,6,7] Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.[8,9,10] In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.[11,12,13,14]. Finally, there is evidence that adequate hydration is associated with better cognitive performance. [15,16,17]

This policy outlines the School's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students at the School's student centers participating in NSLP have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the student center – in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Programs engage in nutrition and physical activity promotion and other activities that encourage student wellness;
- All staff are urged to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the School in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and programs in the School. Specific measureable goals and outcomes are identified within each section below.

I. School Wellness Committee

Committee Role and Membership

The School will convene a representative district wellness committee (hereto referred to as the SWC) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as "wellness policy").

The SWC membership will represent all school levels (K-12) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g.., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the SWC will include representatives that reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the SWC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

The designated official for oversight is the Director of Nutrition Services, Holly Hungerford Cocking. See table below. All members can be reached through the administrative office main phone line at 951-252-8800.

Name	Title / Relationship to the School or District	Email Address
Holly Hungerford Cocking	Director of Nutrition Services	Holly.HungerfordCocking@springscs.org
Katherine Pangle	Director of Education	Katherine.Pangle@springscs.org
Krista Loy	School Health Tech	Krista.Loy@springscs.org
Chosen Annually	Parent	

Each student center will designate a school wellness policy coordinator, who will ensure compliance with the policy.

II. <u>Wellness Policy Implementation, Monitoring, Accountability and Community Engagement</u>

Implementation Plan

The School will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy Schools Program online tools](#) to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at: *www.springscs.org*.

Recordkeeping

The School will retain records to document compliance with the requirements of the wellness policy at the School's Administrative Offices. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the School uses to make stakeholders aware of their ability to participate on the SWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The School will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The School will make this information available via the school website and/or school-wide communications. The School will provide as much information as possible about the school nutrition environment. This will include a summary of the School's and student centers' events or activities related to wellness policy implementation. Annually, the School will also publicize the name and contact information of the School officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the School will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which student centers under the jurisdiction of the School are in compliance with the wellness policy;
- The extent to which the School's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the School's wellness policy.

The SWC, in collaboration with individual student centers will monitor compliance with this wellness policy.

The School will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The SWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

The School is committed to being responsive to community input, which begins with awareness of the wellness policy. The School will actively communicate ways in which representatives of SWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The School will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The School will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The School will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. <u>Nutrition</u>

School Meals

Our school is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

Select student centers within the School participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). Participating student centers within the School are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:
- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
    - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
    - Sliced or cut fruit is available daily.
    - Daily fruit options are displayed in a location in the line of sight and reach of students.
    - All available vegetable options have been given creative or descriptive names.
    - Daily vegetable options are bundled into all grab-and-go meals available to students.
    - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
    - White milk is placed in front of other beverages in all coolers.
    - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
    - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
    - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
    - Student artwork is displayed in the service and/or dining areas.
    - Daily announcements are used to promote and market menu options.
- Menus will be posted on the School website or individual school websites, and will include nutrient content and ingredients.
- Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.
- School meals are administered by a team of child nutrition professionals.
- The School child nutrition program will accommodate students with special dietary needs as required by law.

- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's student center

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every student center* ("student center" and "school day" are defined in the glossary). The School will make drinking water available where school meals are served during mealtimes. Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The School is committed to ensuring that all foods and beverages available to at student centers during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well a Guide to Smart Snacks in Schools are available at: http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students at the students centers during the school day will meet or exceed the USDA Smart Snacks nutrition standards These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered at student centers will meet or exceed the USDA Smart Snacks in School nutrition standards including through:

1. Celebrations and parties. The School will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the Alliance for a Healthier Generation and from the USDA.
2. Classroom snacks brought by parents. The School will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.

3. Rewards and incentives. The School will provide teachers and other relevant school staff a [list of alternative ways to reward children](). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers at the student centers* during the school day* in accordance with school policy for fundraising. The School will make available to parents and teachers a list of healthy fundraising ideas.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The School will promote healthy food and beverage choices for all students throughout the student centers, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least six or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the School and individual student centers may use are available at http://www.foodplanner.healthiergeneration.org/.

Nutrition Education

The School will teach, model, encourage and support healthy eating by all students. Programs will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Includes nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The School will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The School is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The School strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on School property that contains messages inconsistent with the health information the School is imparting through nutrition education and health promotion efforts. It is the intent of the School to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold at student centers, consistent with the School's wellness policy.

Any foods and beverages marketed or promoted to students at the student centers *during the school day* will meet or exceed the USDA Smart Snacks in School nutrition.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.[15] This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, schools will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy).
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the School.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the School Administration reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the School wellness policy.

IV. <u>Physical Activity</u>

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All student centers in the School will be encouraged to participate in *Let's Move!* Active Schools (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason. This does not include participation on sports teams that have specific academic requirements. The district will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

To the extent practicable, the School will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The School will conduct necessary inspections and repairs.

Physical Education

The School will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection). The curriculum will support the essential components of physical education.

- All students will be provided equal opportunity to participate in physical education classes. The School will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.
- All School's **elementary students** in each grade will receive physical education for at least 60-89 minutes per week throughout the school year.
- All School's **secondary students** (middle and high school) are required to take at least the equivalent of one academic year of physical education.

Essential Physical Activity Topics in Health Education

Health education will be required in all grades (elementary) and the School will require middle and high school students to take and pass at least one health education course. The School will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease

- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Classroom Physical Activity Breaks (Elementary and Secondary)

The School recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The School recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods at student centers.

The School will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The School will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers and staff will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The School offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The School will encourage students to be physically active before and after school by encouraging participation in intramural sports or Centurian Club.

Active Transport

The School will encourage active transport to and from school, such as walking or biking. The School will support this behavior by engaging in the activities below; including but not limited to:

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crosswalks on streets leading to schools
- Document the number of children walking and or biking to and from school

V. Other Activities that Promote Student Wellness

The School will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The School will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Student centers within the School are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the student center or the school's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the SWC.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The School will develop and continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

The School will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the School will use electronic mechanisms (e.g., email or displaying notices on the school's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The SWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff.

Student centers in the School will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take, include distribution of health-related newsletters, having

health lunches available for staff to purchase at participating students center, and promoting physical activity among staff such as coaching sports. The School promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, the School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and student centers (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing school reform or academic improvement plans/efforts.

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at the Filing a Program Discrimination Complaint as a USDA Customer page and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

(1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

(2) Fax: 202-690-7442; or

(3) E-mail: program.intake@usda.gov

This institution is an equal opportunity provider.

Glossary

Extended School Day – the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

Student Center - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

Endnotes

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COMMUNITY OUTREACH PLAN

At Springs Charter Schools, we are committed to maintaining diverse student population reflective of the community within Riverside County and surrounding contiguous counties eligible for enrollment under state law. The Charter School is nonsectarian in its programs, admission policies, and all other operations, does not charge tuition, and does not discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

Springs maintains an outreach program designed to educate and inform potential students and their families about our various instructional programs and to ensure that all Riverside County residents are given an equal opportunity to enroll their children. Springs maintains an open enrollment policy and active recruitment strategies to target the underrepresented student populations generally reflective of the County's population.

The outreach program will include, but not be limited to:

- Attendance and participation at local events and activities to promote the school and to meet prospective students and their families

- The development of promotional materials, such as brochures, flyers, advertisements and media press kits that appeal to the racial and ethnic groups represented in Riverside County

- Visits to local preschools, community centers, religious organizations, Chambers of Commerce and community organizations to publicize the school

- Distribution of promotional material to local businesses, libraries, and community organizations

- Cultivation of a media presence by inviting local television and print media to visit our locations and learn about the instructional programs

- Open house and school tour visits on a regular, on-going basis to offer opportunities for prospective students and their families to learn more about the location, programs, culture, curriculum, mission and vision of Springs

- Social media presence on all relevant sites, including not only outreach, but educational information

- Full website with information and videos about River Springs overall, programs offered, and activities for students/parents

- Open Board meetings which are publicized to welcome community input

- Advertising and Public Service Announcements in local communities which include shopping cart ads, movie theater ads, television and radio commercials, and the like

Springs will document its outreach efforts and results and utilize this information to refine its outreach efforts to achieve racial, socio-economic and ethnic balance of its student population.

Subject: Uniform Complaint Policy and Procedures

Effective Date: August 10, 2006

Revised Date: September 14, 2006

June 19, 2013

June 12, 2014

Approved By: Board of Directors

Policy: 2001.1

The River Springs Charter School Board of Directors recognizes that the school is responsible for ensuring that it complies with state and federal laws and regulations governing educational programs. The school shall follow uniform complaint procedures when addressing the following types of complaints:

1- Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.

2- Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, Consolidated Categorical Aid Programs, Migrant Education, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, and Special Education Programs.

3- A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

   a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in Hartzell v. Connell (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

    i.   A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

    ii.   A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

    iii.   A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

4- Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

The Board acknowledges and respects an individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The school cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

The Board prohibits retaliation in any form against the complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officers to receive and investigate complaints and ensure school compliance with law:

Kathleen Hermsmeyer, Ed.D., Superintendent

River Springs Charter School

43466 Business Park Drive / Temecula, CA 92590

(951) 252-8800

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such designated employees may have access to legal counsel as determined by the Superintendent or designee.

If the complaint is regarding the Superintendent, the complaint should be directed to the Governing Board Chair via email: governing.board@riverspringscharter.org.

Notifications

The Superintendent or designee shall annually provide written notification of the school's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The Superintendent or designee shall make available copies of the school's uniform complaint procedures free of charge.

The annual notice shall include the following:

1. A statement that the school is primarily responsible for compliance with federal and state laws and regulations.

2. A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

3. A statement identifying the responsible staff member, position, or unit designated to receive complaints.

4. A statement that the complainant has a right to appeal the school's decision to the CDE by filing a written appeal within 15 days of receiving the school's decision.

5. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.

6. A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the school has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged non-compliance by the school. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation, or bullying. The complaint must be initiated no later than six months from the date when the alleged unlawful discrimination, harassment, intimidation, or bullying occurred or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp. If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or disability, school staff shall help him/her to file the complaint.

Step 2: Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation, or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the school's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer shall hold an investigative meeting within five days of

receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall also have an opportunity to present the complaint and evidence of information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the school's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The school's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Response

Unless extended by written agreement with the complainant, within 60 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the school's investigation and decision, as described in Step 5 below.

Step 5: Final Written Decision

The report of the school's decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the school shall arrange a meeting at which a community member will interpret it for the complainant.

The final written decision shall include:

1. The findings of fact based on evidence gathered.

2. The conclusion(s) of law.

3. Disposition of the complaint.

4. Rationale for such disposition.

5. Corrective actions, if any are warranted.

6. Notice of the complainant's right to appeal the school's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.

7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the school's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the school's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the school's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the school's decision.

Upon notification by the CDE that the complainant has appealed the school's decision, the Superintendent or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.

2. A copy of the decision.

3. A summary of the nature and extent of the investigation conducted by the school, if not covered by the decision.

4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.

5. A report of any action taken to resolve the complaint.

6. A copy of the school's complaint procedures.

7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the school when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the school has not taken action within sixty (60) days of the date the complaint was filed with the school.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the school's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the school has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Uniform Complaint Procedure Form

Last Name: _____

First Name: _____ MI: _____

Student Name (if applicable): _____Grade: _____

Date of Birth: _____

Street Address/Apt. #_____

City: _____State:_____ZipCode:_____

Home Phone: _____Cell Phone: _____

Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career/Technical Education
- ☐ Child Development Programs
- ☐ Consolidated Categorical Programs
- ☐ Migrant and Indian Education
- ☐ Pupil Fees
- ☐ Nutrition Services
- ☐ Special Education
- ☐ Local Control Funding Formula

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- Age
- Ancestry
- Color
- Disability (Mental or Physical)
- Ethnic Group Identification
- Gender / Gender Expression / Gender Identity
- National Origin
- Race
- Religion

- Sex (Actual or Perceived)
- Sexual Orientation (Actual or Perceived)
- Based on association with a person or group with one or more of these actual or perceived characteristics

Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

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_____

Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

_____

_____

_____

_____

Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. ☐ Yes   ☐ No

Signature: _____

Date: _____

Mail complaint and any relevant documents to:

Kathleen Hermsmeyer, Ed.D., Superintendent

River Springs Charter School

43466 Business Park Drive/Temecula, CA 92590

(951) 252-8800

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Facilities Documentation

Due to the large number of facilities that RSCS occupies, an agreement has been made to maintain updated facility information in a Google Folder shared with RCOE. The folder can be accessed by authorized individuals here: https://goo.gl/xCfRsR

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River Springs Charter School
Renewal Petition
MULTI-YEAR PROJECTION (INCLUDING PERRIS)

	2019-20	2020-21	2021-22
Description	**YEAR 1**	**YEAR 2**	**YEAR 3**
P-2 ADA:	6,550.55	6,613.73	6,677.54
REVENUES			
General Purpose Block Grant	$ 60,977,614	$ 63,329,271	$ 65,807,405
Federal Revenue	3,891,564	4,046,415	4,125,904
Other State Revenue	2,969,693	3,062,623	3,122,787
Other Local Revenue	3,655,876	3,729,043	3,803,676
TTL REVENUES	$ 71,494,747	$ 74,167,352	$ 76,859,772
EXPENDITURES			
TTL Certificated Salaries	$ 26,051,573	$ 26,633,120	$ 27,432,113
TTL Classified Salaries	9,941,560	9,989,807	10,289,501
TTL Benefits	11,901,214	12,877,009	13,263,319
TTL Supplies & Materials	4,686,041	4,768,082	4,915,749
TTL Services & Operations	9,620,308	9,750,261	10,072,894
TTL Capital Outlay	2,000,000	2,200,000	2,200,000
TTL Other Outgo	2,720,281	2,623,741	2,702,453
TTL EXPENDITURES	$ 66,920,976	$ 68,842,019	$ 70,876,030
NET REVENUES	$ 4,573,770	$ 5,325,333	$ 5,983,742
BEGINNING BALANCE JULY 1	$ 13,479,197	$ 18,052,967	$ 23,378,300
PLUS/MINUS NET REVENUES	$ 4,573,770	$ 5,325,333	$ 5,983,742
ENDING BALANCE JUNE 30	$ 18,052,967	$ 23,378,300	$ 29,362,042
ENDING BALANCE AS % OF OUTGO	26.98%	33.96%	41.43%
Components of Ending Balance:			
Legally Restricted Balance (Estimated)	$ 250,000	$ 250,000	$ 250,000
Net Investment in Capital Assets (Est.)	4,665,911	4,665,911	4,665,911
Designated for Economic Uncertainties	17,802,967	23,128,300	29,112,042
Total Ending Balance	$ 22,718,878	$ 28,044,211	$ 34,027,953

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