PACIFIC Springs
CHARTER SCHOOL

Renewal Charter Petition submitted to:
San Diego Board of Education
October 14, 2020

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A P P E N D I X

Pacific Springs Meets Five Year Renewal Criteria

The mission of Pacific Springs Charter School is to empower students by fostering their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student.

We offer a high-quality, unique program that the district does not provide to its community.

Homeschool (TK-12)

- California Credentialed Homeschool Specialists
- Rigorous personalized learning & student goal-setting
- Support, training, and encouragement for parents
- All curriculum, educational materials, and services provided
- Regular field trips & parent and student events
- Homeschool enrichment workshops offered on-site

Otay Ranch Academy of the Arts (TK-8)

- Four days in class with one "studio day" at home
- Arts-integrated learning community
- Whole child focus = academic, social-emotional, and artistic growth
- Rigorous personalized learning & student goal-setting
- Critical, analytic, and creative thinking environment

Facility

The Otay Ranch Student Center is located at 1615 Mater Dei Drive, Seton Hall, Chula Vista, CA. The facility is fully gated and offers 15 classrooms, office/meeting spaces, and a dedicated green field. In addition, the program has shared access to a lecture hall, 500 seat theater, nutrition program, and covered lunch area.

COVID Response Highlights

- Continuous instruction offered for all students
- 1:1 Student Chromebooks
- 90%+ student engagement during distance learning
- Campus safety protocols in place and reopening training complete.

Received the "Above and Beyond Award" from the National Alliance for Public Charter Schools in recognition of our response to COVID-19 and our Online Public Education Now (OPEN) Classroom program.

2020 Verified Student Achievement Data

Due to the charter term and available school data, the Charter meets 5 year renewal criteria per Ed Code Section 47607.2(b)(1). Based on the Charter's CA School Dashboard results, the Charter outperforms the State overall and in nearly every subgroup in both ELA and Math.

2019 CA Dashboard - ELA

	Charter	State	Difference
All Students	22.6	-2.5	25.1
EL	-20	-45.1	25.1
SED	6.9	-30.1	37.0
SWD	-77.8	-88.1	10.3
Homeless	-5.3	-46.7	41.4
Hispanic	10.4	-26.6	37.0
White	46.1	30.7	15.4
Filipino	32.8	46.7	-13.9
2+ Races	35.2	30.3	4.9

2019 CA Dashboard - Math

	Charter	State	Difference
All Students	-13.5	-33.5	20.0
EL	-48.7	-68.6	19.9
SED	-33.2	-63.7	30.5
SWD	-106.3	-119.4	13.1
Homeless	-50.9	-77.7	26.8
Hispanic	-24.3	-62.2	37.9
White	2.1	1.4	0.7
Filipino	20.2	18	2.2
2+ Races	-7.7	2.5	-10.2

All local indicators met.

Over 100% Annual Academic Progress

An analysis of Pacific Springs' iReady growth shows that, on average, students make more than one year of academic growth in a school year.

These numbers are based on growth from the 2018-19 D1 to 2019-20 D1.

161%

115%

100% target

Reading
All Students

Math
All Students

Schoolwide iReady Growth Progress Median

Serving All Students Who Wish to Attend

19% English Learners

14% Students with Disabilities

41% Socioeconomically Disadvantaged

| 61% Hispanic | 17% White | 11% 2+ Races | 6% Filipino | 4% Afr. Am. | 1% All others combined |
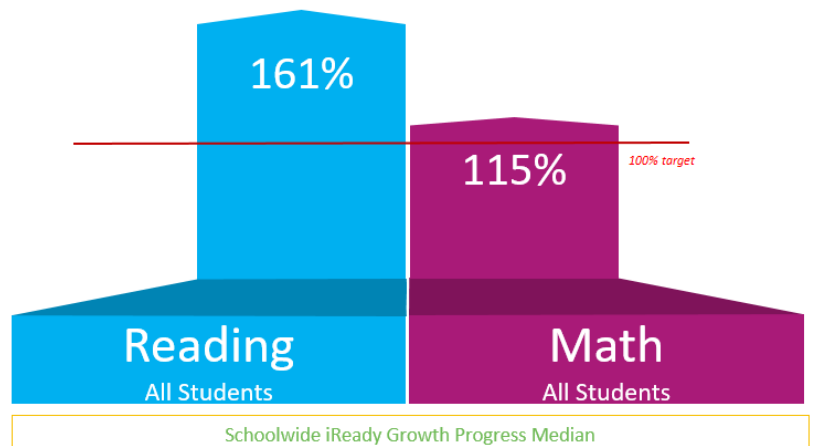
Pacific Springs has been successfully implementing the program and plans to continually improve over the next charter term. The school is fiscally secure and has an involved and professional Governing Board.

CCSA's 2019-20 Academic Accountability Report:

Above

Above

N/A

| State Rank | Similar Students Rank | 3 Year Growth |

State Rank:
2019 — 7
2018
2017
Target: 4 out of 10

This school was at/above the target
1 out of 1 year(s),
meeting the standard for this metric for 2019.

Similar Students Rank:
2019 — 9
2018
2017
Target: 4 out of 10

This school was at/above the target
1 out of 1 year(s),
meeting the standard for this metric for 2019.

3 Year Growth:
2019

This school's DFS changed by

Springs
PACIFIC
CHARTER SCHOOL

SCHOOLWIDE ACCOMPLISHMENTS

WASC Accreditation

1:1 Technology (Chromebooks) schoolwide

FNS USDA
Food & Nutrition Service

Meal program available for students

EMPOWERING STUDENTS & ENGAGING PARENTS

Mastery of I CAN! standards has increased across all grade levels

Spelling Bee, History Day, and Science Fairs

Parent training and engagement including Parent Certification, CSI Academy, and DELAC.

DATA-DRIVEN

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

Focus on data-driven decision-making and data-driven instruction

High-level data warehousing and learning management systems

PERSONALIZED LEARNING

LEARNING CENTERS
SPRINGS CHARTER SCHOOLS

On-site Learning Center class options for Homeschool students

Fully-stocked curriculum warehouse and Lending Center for Homeschool students

Nearly 80 annual field trips for families to choose from

PACIFIC Springs CHARTER SCHOOL

HUMAN RESOURCES

Named a Top Workplace for similar sized organizations, three years in a row

Robust benefits package for all employees 0.6 FTE or higher

Highly-trained Assistant Classroom Educators (ACEs) in every academy classroom

Employs over 60 staff while fostering a community of engagement and respect.
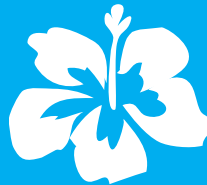
ALOHA Welcome Week staff development for all new employees

Induction program for all first and second year teachers

BUSINESS AND OPERATIONS

Highly-qualified, professional Governing Board with student and parent involvement

High-quality infrastructure

Proven financial stability and exceeding reserve requirements annually

STAFF DEVELOPMENT

Annual IGNITE! Back to School Conference for all staff plus a full parent day available

Fully implimented PLC program with focus on data, MTSS, and ELD

Crisis Prevention Institute training for all student center staff

cpi

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Affirmations and Declaration

As the authorized lead petitioner, I, Dr. Kathleen Hermsmeyer, hereby certify that the information submitted in this petition for renewal of the California public charter school named Pacific Springs Charter School (hereafter "PSCS" or the "Charter School") and authorized by the San Diego County Board of Education ("SDCBE") with oversight by the San Diego County Office of Education ("SDCOE") (collectively referred to herein as the "County"), is true to the best of my knowledge and belief. I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school and I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School. Further, I affirm that if awarded a charter, PSCS:

1. Shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code Section 47605(d)(1)].

2. Shall be deemed the exclusive public school employer of the employees of PSCS for purposes of the Educational Employment Relations Act [Ref. California Education Code Section 47605 (c)(6) and Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code].

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

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

5. Shall admit all students who wish to attend PSCS, unless PSCS receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to PSCS shall not be determined according to the place of residence of the student or the student's parents or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of PSCS in accordance with Education Code Section 47605(e)(2)(C). [Ref. California Education Code Section 47605(e)(2)(A)-(C)].

6. Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or immigration

status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

7. Shall adhere to all applicable provisions of federal law related to students with disabilities including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").

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

9. Shall ensure that teachers in PSCS hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2020-21 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment [Ref. California Education Code Sections 47605(l) and 47605.4(a)]

10. Shall at all times maintain all necessary and appropriate insurance coverage.

11. Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D), unless exempted by applicable law.

12. Shall notify the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves PSCS without graduating or completing the school year for any reason and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including 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 [Ref. California Education Code Section 47605(e)(3)].

13. The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School [Ref. Education Code Section 47605(n)].

14. Shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]

15. Shall on a regular basis consult with its parents and teachers on a regular basis regarding PSCS's education programs. [Ref. California Education Code Section 47605 (d)]

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

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

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

19. Shall comply with the Public Records Act.

20. Shall comply with the Family Educational Rights and Privacy Act.

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

22. The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1

23. The Charter School shall comply with the Political Reform Act.

24. Shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

25. Shall meet the requirements of Education Code Section 47612.5 and Education Code Section 51745 et seq. as relates to independent study.

_____   October 14, 2020

  Authorized Representative's Signature   _____

                                                        Date

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Introduction

A. Founding Group

Dr. Kathleen Hermsmeyer has been serving as superintendent of California's largest charter school, River Springs Charter School, since 2005. In 2013, two new schools were added under her direction, Empire Springs and Harbor Springs Charter Schools. She has worked in education for the past 33 years. Prior to her leadership with charter schools, she served as a language arts specialist with the Stockton Unified School District and education specialist at Horizon Instructional Systems Charter School. She has also served as an adjunct faculty at Chapman, St Mary's College and the University of the Pacific.

Dr. Hermsmeyer earned her bachelor's degree in Liberal Studies and a master's degree in computer based education from California Polytechnic State University at San Luis Obispo. She earned her doctorate degree in curriculum and instruction with a minor in educational administration from the University of the Pacific. She holds a clear administrative credential, as well as a clear multiple subject and cross-cultural language and academic development credential.

Dr. Hermsmeyer is passionate about preparing students to enter the changing global community through personalized learning, real-world applications and rigorous master-based instruction (for full résumé, see Appendix A).

Amy Podratz has more than 20 years of experience with charter schools. She presently serves as the assistant superintendent of Administrative Operations, and is responsible for all business operations including accountability plans, purchasing, vendor relations, student records/attendance, book warehousing, and student enrollment. Ms. Podratz has been in this position since the inception of River Springs. She is a native of California, having grown up in Imperial County.

Ms. Podratz holds a bachelor's degree in Political Science and a pre-law certificate from California State University, Long Beach. Additionally, Ms. Podratz holds a single-subject credential in social science, a master's degree in Leadership, and has Chief Business Official certification coursework.

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

Dr. Kathy Cox has over 20 years of experience in the field of Special Education. She presently serves as the director of Special Education for Springs Charter schools. She is responsible for overseeing the entire special education operation and services to students with special needs. She began her career as an elementary school teacher in the Palm Springs and Beaumont areas of California. Dr. Cox moved into educational administration as an assistant principal, and quickly assumed the role of administrator overseeing a very large Special Education program. Dr. Cox led and supported district programs for students identified with moderate

and severe disabilities and the development of an alternative program for students with emotional disturbance.

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

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

Dr. Vivian Price has over 25 years as an educator. She presently serves as the assistant superintendent, Education-Personalized Learning. She began her career with Springs Charter Schools in 2003 having served as a middle and high school English teacher. She is responsible for the Homeschool program, Homeschool Transitions program, KEYS high school program, and oversees the Instructional Support department and data analysis.

Dr. Price earned her bachelor's degree in New Hampshire at Plymouth State University. She completed her master's degree in Education with a literacy focus from California State University, San Marcos, and recently completed her doctorate program in Educational Leadership. She holds multiple credentials in administration, English single-subject, and Reading Specialist. Dr. Price is recognized as a National Board Certified Teacher (ELA) and is a National Writing Project Fellow.

Dr. 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 reporting, 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 auditing school districts with a local auditing firm. Ms. Rogers joined a local community college district and eventually was selected to lead the multi-college district's personnel division as the Vice Chancellor of Human Relations. Returning to the field of auditing, Ms. Rogers joined a local 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 concentration in accounting. She also earned a master's degree in business administration. Ms. Rogers is a Certified Public Accountant (CPA) in the State of California. She also holds the designation as a Certified Fraud Examiner (CFE) and is currently enrolled in a doctoral program.

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

Debbie Daniel is a current assistant superintendent and has over 25 years of experience in the field of school counseling and administration. She holds a bachelor's degree in developmental psychology, a master's degree in educational counseling, and a master's degree in spiritual formation.

Prior to joining the Springs family, Debbie worked for 12 years in a comprehensive high school setting. Debbie has served in the charter school environment for 14 years, including administrative oversight for school counseling and special education programs. Debbie has served in her current position for the past 10 years.

Debbie enjoys reading, hiking, and spending time with her family.

Douglas House has worked in the education field for nearly 10 years and worked with youth for over 28 years. Additionally, Mr. House has worked in the field of Human Resources for over 13 years. He currently serves as the assistant superintendent of Human Resources. Mr. House is responsible for recruitment, employment testing, hiring, on-boarding, annual mandatory training, performance evaluation, employee benefits, employee compensation, employee relations, teaching credentials, leaves of absence, and Human Resources compliance. Mr. House began his professional career working with youth in a juvenile detention facility followed by working with probation youth as a mental health clinician/therapist in group homes. He continued to develop as a leader and later served as Executive Director for two non-profit organizations and Chief Operating Officer (COO) for a social service non-profit before coming to Springs to work in the Human Resources Department.

Mr. House earned his Bachelor of Arts in Criminal Justice at Anderson University, his Master of Science in Counseling Psychology at Cal Baptist University, and continues to maintain four HR certifications (two - HRCI, one - SHRM and one - SHRM Foundation) and a School Risk Management certification. Mr. House previously served as the Treasurer for Inland Empire Society for Human Resources Management (IE SHRM) and has volunteered over the last four years helping to develop the SHRM-CP national Human Resources certification exams. Additionally, Mr. House served 8 years as a Combat Engineer for the US Army Reserves.

Mr. House's passion for education, serving youth, and empowering employees coupled with his human resources, legal, counseling, and military experience work together harmoniously as he leads the Human Resources function at Springs.

Alyssa Branchaud-Warren has been at the Otay Ranch Academy for the Arts for the past five years; she began as vice principal in July 2016. She moved into the position of Principal in July 2019 when the school's founding principal retired. She is a native of Corona and a 2003 graduate of Springs Charter School, later obtaining her bachelor's and master's degrees as well as a multiple subject teaching credential at Biola University.

Ms. Branchaud-Warren taught middle school at a traditional public school in Los Angeles County and taught first-grade at the River Springs Temecula Student Center for three years. She left California for a three year-stint in New York City to teach in the South Bronx, at Brilla College Prep Charter School. She also became the school's Dean of Curriculum and an Instructional Coach before moving back to California in 2016.

During her free time, Mrs. Warren loves to travel, go on camping trips, and hiking excursions with her husband, 3 children, and dog. She also loves developing curriculum and is working on writing a few children's books.

B. Who We Are

Springs Charter Schools (SCS) is a successful network of non-classroom based, rigorous, personalized-learning charter schools serving students in California. As the flagship school, River Springs Charter School (RSCS) sponsored by the Riverside County Office of Education, is the largest individual charter school in California, due to tremendous parent support, excellent programs and best business practices. Since River Springs' initial charter approval in 2005, we have gone on to obtain three five-year charter renewal terms, opened fourteen resource center locations, and have expanded our movement outside of Riverside County. Empire Springs and Harbor Springs Charter Schools began operations in 2013 after gaining authorization from Helendale Elementary School District and Julian Elementary School District, respectively. Citrus Springs Charter was authorized on appeal by Orange County Department of Education in 2016, followed by Vista Springs and Pacific Springs Charters authorized in 2018 by the State Board of Education and the San Diego County Office of Education, respectively. All charter schools in the Springs network are WASC accredited, financially stable, have healthy governance procedures, and have positive relationships with authorizers.

We continue to take pride in helping each student through his or her own personalized educational journey. We believe that our unique program will continue to fill a special niche in the Chula Vista community.

C. Program Offerings & Grade Levels

Pacific Springs operates two unique independent study programs available for residents of San Diego County and its adjacent counties.   Both programs are research-based, innovative, need-driven models. These include:

- **Otay Ranch Academy for the Arts TK-8** is a non-classroom based model, geared toward arts education (for further description, see page 34).
- **Homeschool TK-12** has resource center support available as needed, based on enrollment (for further description, see page 45).

Otay Ranch Student Center is located at 1615 Mater Dei Drive (Seton Hall), Chula Vista, California and provides 15 classroom spaces. These 15 classrooms are available four days per week for use by Otay Ranch Academy for the Arts. One day per week, 3 classrooms are available to Pacific Springs Homeschool Learning Center for TK-8 homeschool enrichment workshops. The facility is fully gated and has a dedicated green field as well as space for Special Education services, meetings, student events, activities, and assessment as needed. In addition, the program has shared access to a lecture hall, 500 seat theater, meal program, and covered lunch area. A track and pool are available upon request. The building has 19,474 square feet of space for educational use with all educational occupancy approvals. The facility exceeds all state safety requirements.

D. Enrollment Projections (Approximate)

Approximate Enrollment Projections	
Year 6 (2021-22)	528
Year 7 (2022-23)	535
Year 8 (2023-24)	540
Year 9 (2024-25)	540
Year 10 (2025-26)	540

E. Signature Components of Pacific Springs' Education
● Parent as Co-Teacher, with Support through Parent Education, Online Guides and Mentoring
● Fully-Supported Choice Curriculum On-Demand
● Unique Personalized Learning Path for Resource Center Classroom Instruction
● Power Tools for Independent Learning
● Math Path, and Other Structured Support for Struggling Students
● Field Trips and Parent/Student Events
● CTE (Appendix W) and Internships available for High School Coursework
● Structured Support for Struggling Students/MTSS

F. Benefits to the Authorizer

We believe Pacific Springs provides a number of benefits to the San Diego community as a high quality educational option. Specific benefits to the San Diego County Office of Education include:
● High-quality educational options for the community of Chula Vista and San Diego County
● Oversight fee of 1%
● Customized access to all our online resources for use with your independent study or "virtual" students
● Best Practice Sharing and Collaboration

G. Evidence of Meeting Charter Renewal Criteria
Pursuant to: Education Code Section 47607.2(b) (middle tier)

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The California Department of Education has deemed Pacific Springs Charter School a middle-tier charter school. (link to CDE chart). PSCS does, in fact, fit into the middle tier, and is eligible for charter renewal, as demonstrated below.

Education Code Section 47607.2(b) states:

(1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].
(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

"Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator." (Education Code Section 47607(c)(3).

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
    (A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
    (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data
….

"Verified data" is defined in statute as "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced." (Education Code Section 47607.2(c)(1).)

Based on available school data, the Charter should be granted a 5 year renewal term. Supporting data is provided below to show overall performance and performance of all subgroups of pupils served by the charter school on the state and local indicators as well as other verified data.

2019 CA School Dashboard - Academic Performance vs. State

Pacific Springs Charter was given a three year charter term in 2018, so only one year of testing data is currently available. This means that the Charter's CA School Dashboard has status data posted but no change rate to assign color performance levels. The charts below show Charter vs. State ELA and Math Indicator performance based on the group's average distance from standard on 2019 CAASPP testing. In both ELA and Math, the Charter outperformed the State overall and in all disadvantaged subgroups. It should also be noted that the Two or More Races and Filipino subgroups meet the requirement to be considered statistically significant (15 students or more) yet both are the smallest subgroups for Pacific (Filipino has 20 students while Two or More Races has 28).

2019 CA Dashboard Status - ELA			
	Charter	**State**	**Charter vs. State Difference**
All Students *# Charter students = 270*	22.6	-2.5	25.1
English Learners *# Charter students = 74*	-20	-45.1	25.1
Socio-econ.Disadvantaged *# Charter students = 132*	6.9	-30.1	37.0
Students with Disabilities *# Charter students = 43*	-77.8	-88.1	10.3
Homeless *# Charter students = 21*	-5.3	-46.7	41.4
Hispanic *# Charter students = 165*	10.4	-26.6	37.0
White *# Charter students = 51*	46.1	30.7	15.4
Filipino *# Charter students = 20*	32.8	46.7	-13.9
2+ Races *# Charter students = 28*	35.2	30.3	4.9

2019 CA Dashboard Status - Math			
	Charter	**State**	**Charter vs. State Difference**
All Students *# Charter students = 269*	-13.5	-33.5	20.0
English Learners *# Charter students = 73*	-48.7	-68.6	19.9
Socio-econ.Disadvantaged *# Charter students = 131*	-33.2	-63.7	30.5
Students with Disabilities *# Charter students = 43*	-106.3	-119.4	13.1
Homeless *# Charter students = 21*	-50.9	-77.7	26.8
Hispanic *# Charter students = 164*	-24.3	-62.2	37.9
White *# Charter students = 51*	2.1	1.4	0.7
Filipino *# Charter students = 20*	20.2	18	2.2
2+ Races *# Charter students = 28*	-7.7	2.5	-10.2

2019 SBAC Met/Exceeded Rates vs. State
A comparison of the 2019 state testing shows that the Charter outperformed the State for overall students as well as in nearly every **under-performing/disadvantaged*** student subgroup, when looking at met or exceeded standard rates for performance.
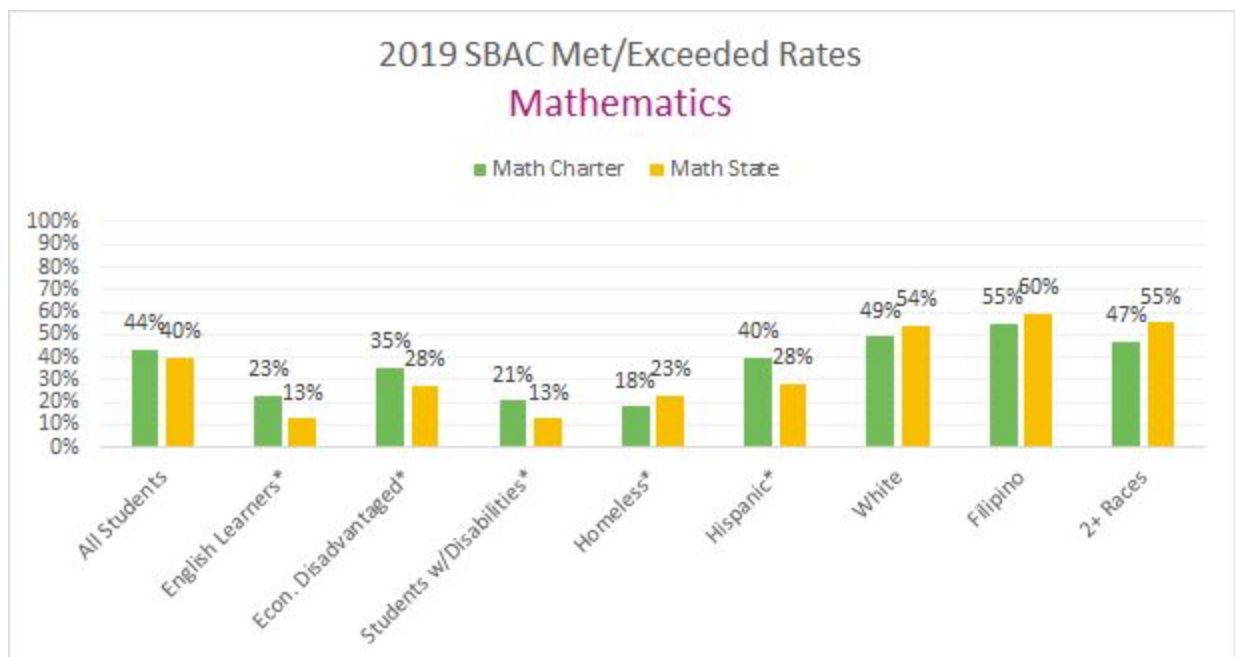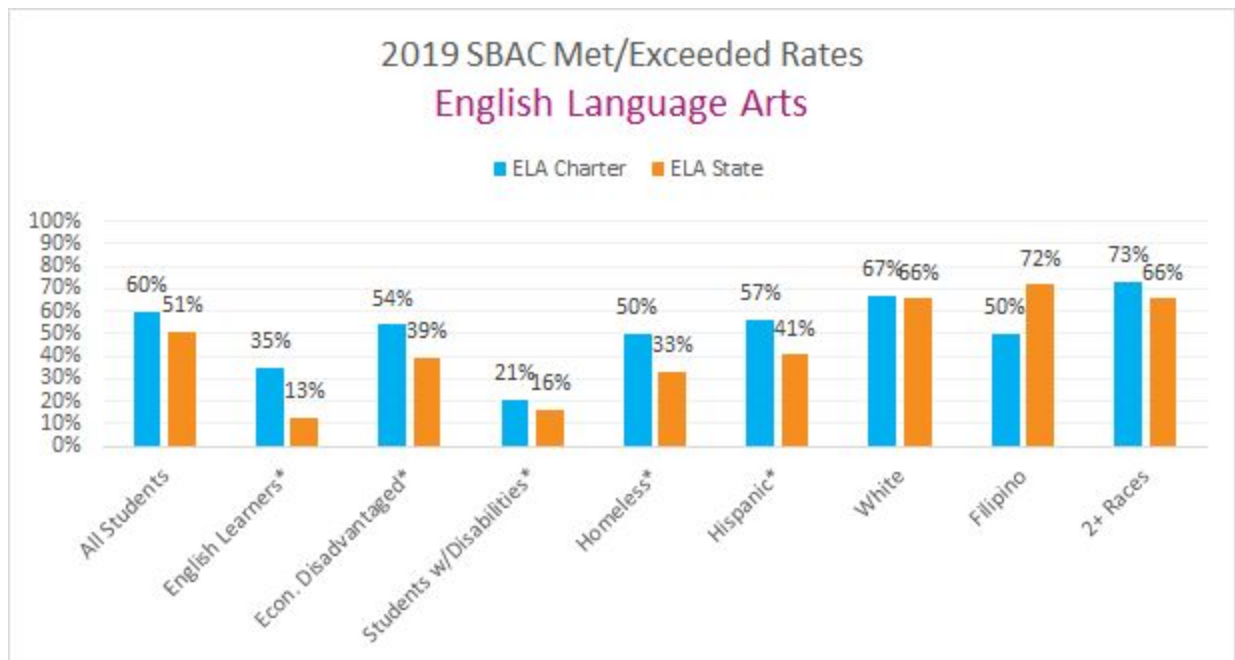
2019 CA School Dashboard - English Learner Progress vs. State
The other academic indicator on the CA School Dashboard is English Learner Progress. The 2019 Dashboard shows that 61.6% of the Charter's English Learners are making progress towards English language proficiency, while only 48.3% of the State's ELs are progressing.

2019 CA School Dashboard - Non-Academic Indicators vs. State

The Charter's non-academic indicators also show the Charter outperforming the State in Suspension Rate and Chronic Absenteeism.

2019 CA Dashboard - Suspension Rate

Group	Charter	State
All Students	2%	3%
Socio-Econ. Disadvantaged	4%	4%
Students w/Disabilities	2%	6%
English Learners	0%	3%
Homeless	5%	6%
Hispanic	1%	4%
White	1%	3%
Filipino	3%	1%
2+ Races	6%	3%
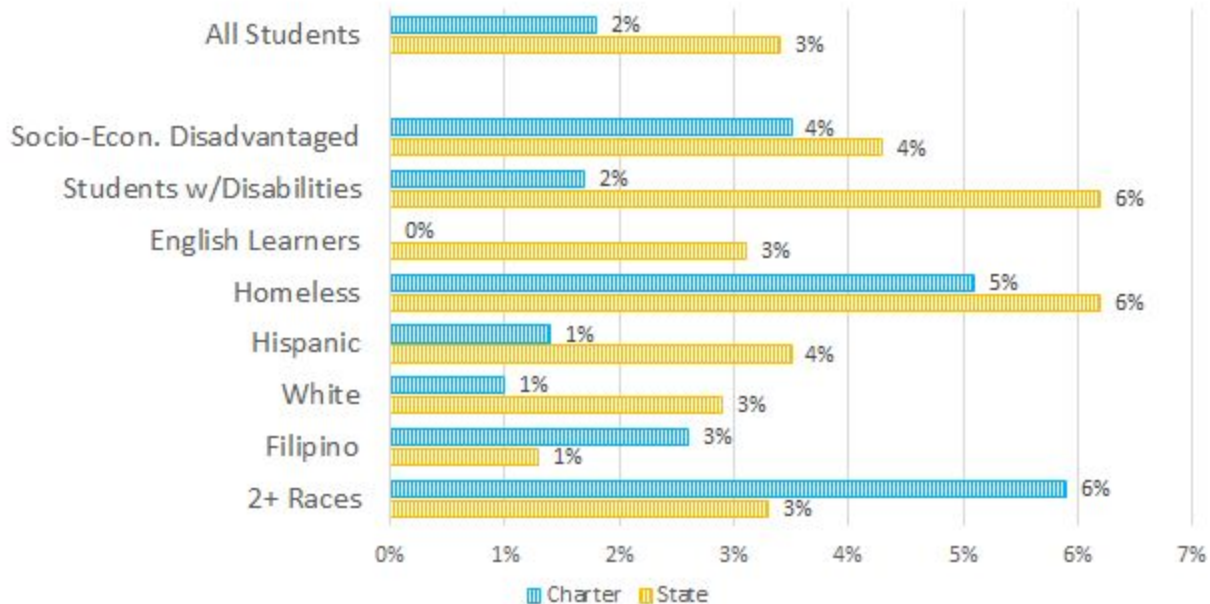
2019 CA Dashboard - Chronic Absenteeism

Group	Charter	State
All Students	1%	10%
Socio-Econ. Disadvantaged	2%	13%
Students w/Disabilities	0%	16%
English Learners	2%	10%
Homeless	5%	21%
Hispanic	1%	11%
White	1%	8%
Filipino	0%	5%
2+ Races	0%	10%
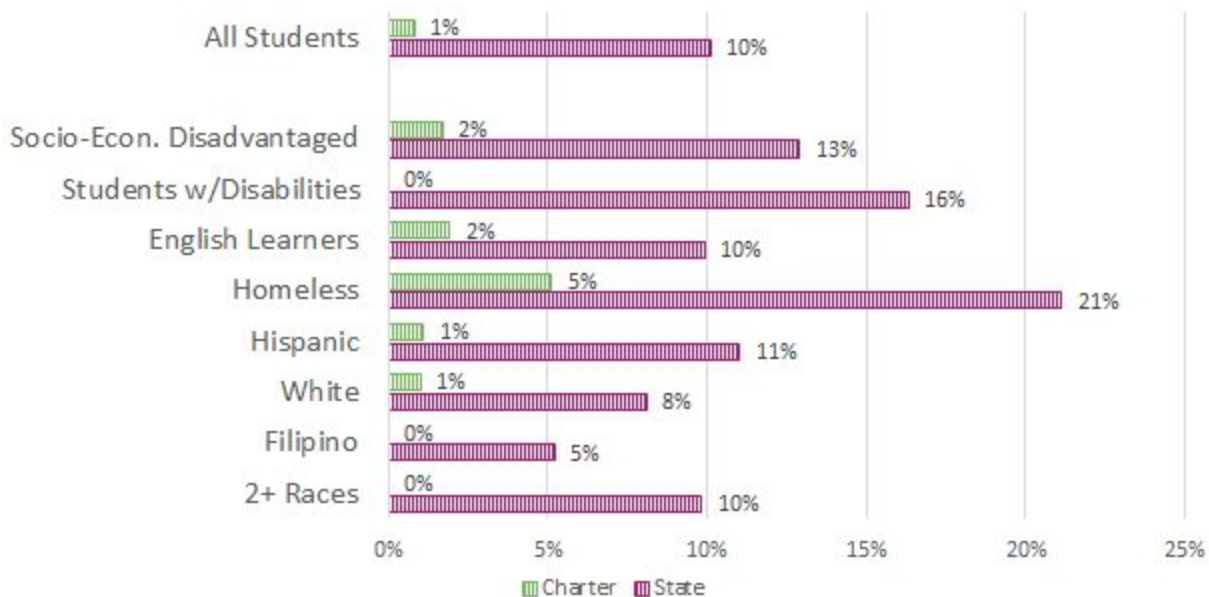
2019 CA School Dashboard - Local Indicators

In addition, the Charter has met all local indicators on the Dashboard.

Measurable Increases in Academic Achievement - iReady Median Growth Progress
In order to assess the Charter's performance on student growth, we looked at the iReady progress median. iReady is a nationally recognized, normed assessment, aligned to Common Core State Standards, and meets the requirements as "verified data." Pacific Springs' iReady growth shows that, on average, students make more than one year's academic growth in a school year. These numbers are based on growth from the 2018-19 D1 to 2019-20 D1.

161%

115%

100% target

Reading
All Students

Math
All Students

Schoolwide iReady Growth Progress Median

iReady Growth Progress Median by Subgroup - Reading

SWD	SED	EL	Hispanic	White	Filipino	Other Ethnicities
144%	144%	230%	180%	170%	150%	105%

100% target

iReady Growth Progress Median by Subgroup - Math

SWD	SED	EL	Hispanic	White	Filipino	Other Ethnicities
130%	102%	108%	107%	118%	156%	146%

100% target
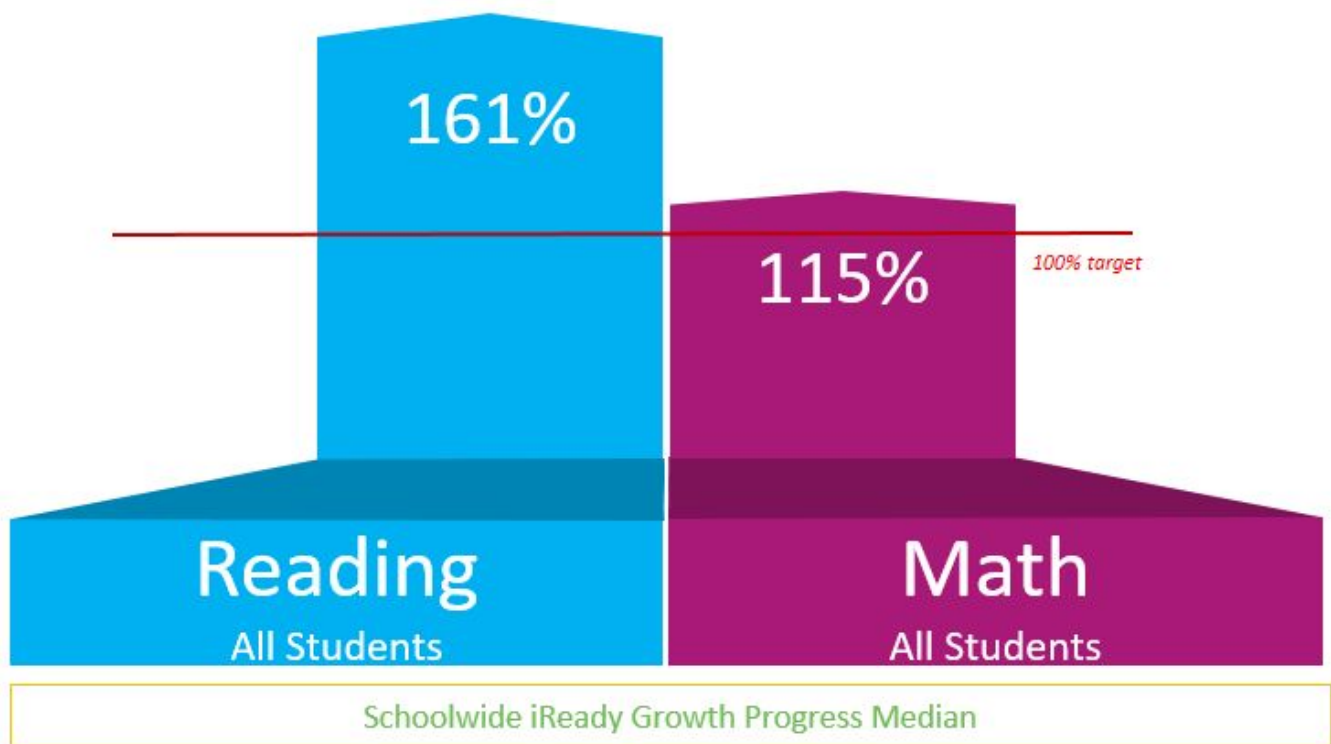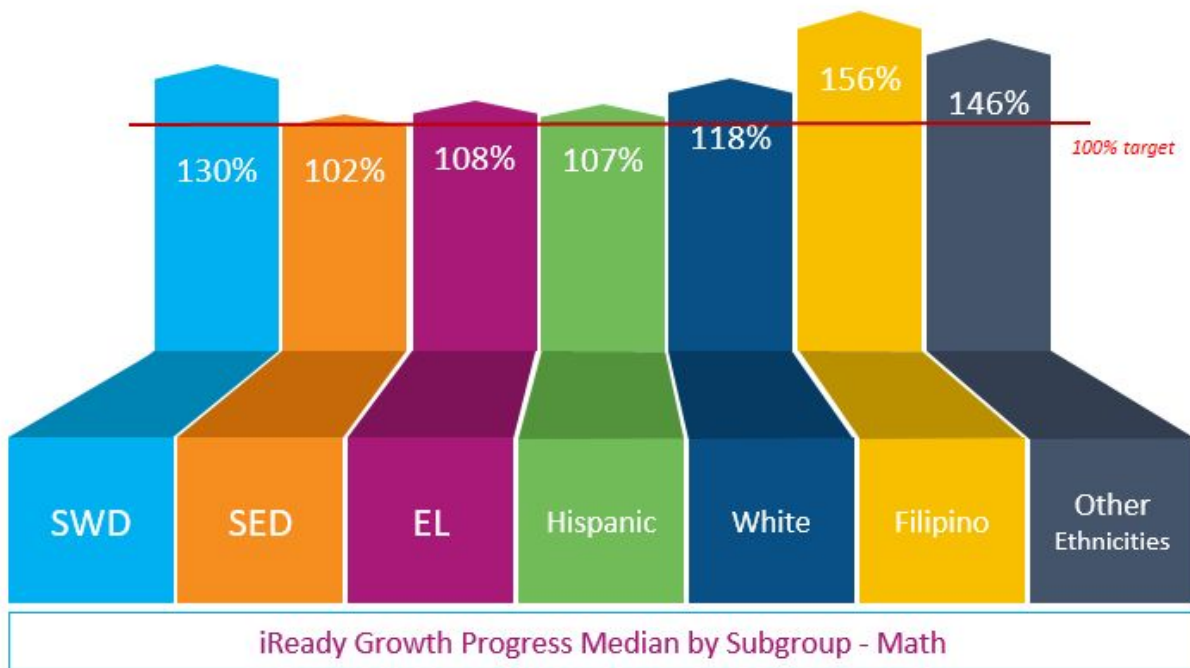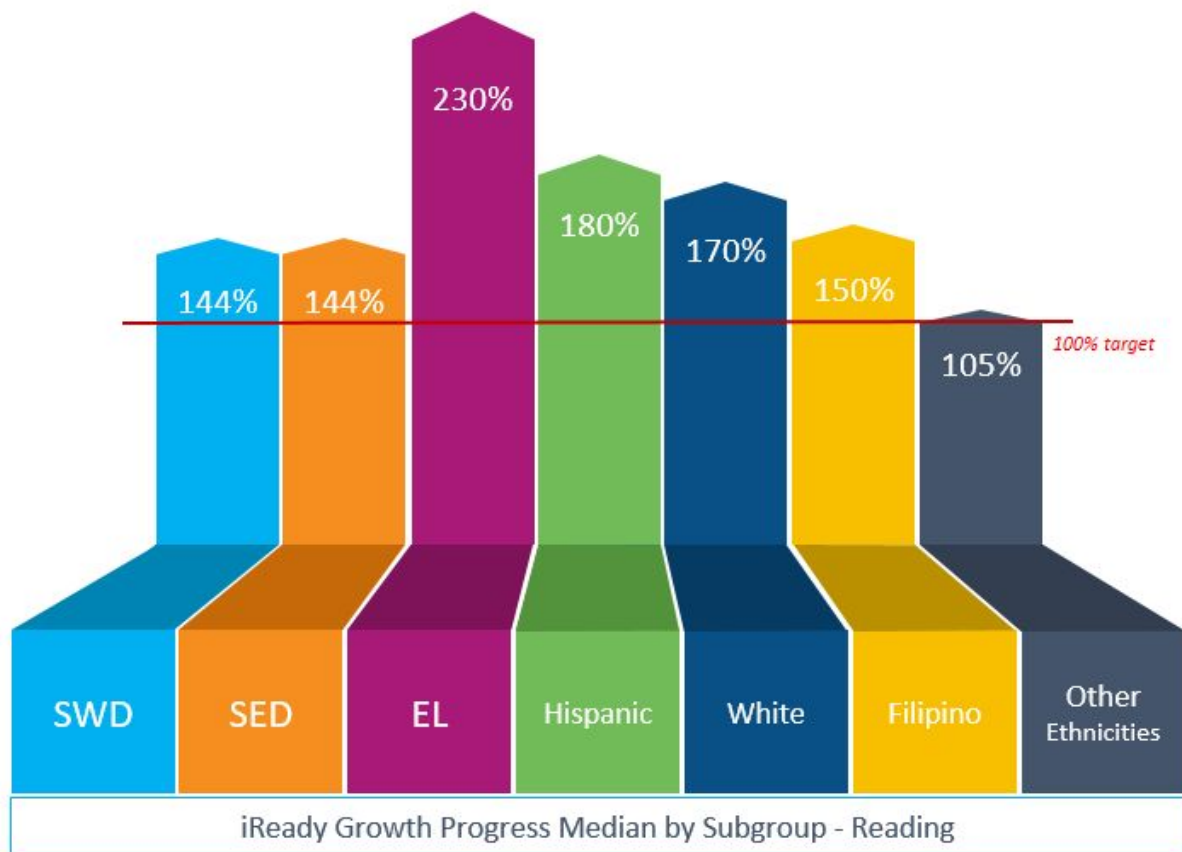
As clearly demonstrated by the evidence above, the Charter School meets this renewal criterion, and should be granted a renewal term of 5 years.

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Element A: Educational Program Description

Governing Law: *The educational program of the charter school, 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(c)(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 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(c)(5)(A)(ii).*

Governing Law: *If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(c)(5)(A)(iii).*

A. Mission & Vision

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

Goals for students and parents of PSCS 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 PSCS staff.
3. PSCS 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. Opportunities will be provided for students to explore their potential in the performing and living arts and in the use of technology.
7. Students will recognize and use their strongest skills and abilities and improve in areas where they are weak.

PSCS is open to all students in grades TK-12. PSCS is nonsectarian in its programs, admission policies, employment practices, and all other operations. PSCS specifically targets and is attempting to educate students seeking a non-traditional educational setting. PSCS does not charge tuition and

does not discriminate against any pupil on the basis of ethnicity, nationality, race, gender, gender expression, gender identity, disability, religion, sexual orientation, or upon any of the characteristics listed in Education Code Section 220, including immigration status.

PSCS believes that learning best occurs when students are educated through a personalized learning (PL), goal-oriented curriculum which is developed utilizing home-based learning programs, cooperative school programs and classes, personalized learning models, internships, community-based educational programs, group seminars, distance learning via current technology, supplemental learning projects, and current educational research. The growing body of reputable research indicates that personalized learning schools (specifically those employing the aforementioned strategies and initiatives) have helped students attain greater academic achievement than their traditional school peers, particularly those students with lower starting achievement levels.[1] All student curricula are subject to approval by PSCS.

PSCS has adopted policies relating to Independent Study as required by Education Code 51747 et seq. and are available upon request. Parents who enroll their children in PSCS shall, through specific enrollment and curriculum contracts, accept primary responsibility for their children's education. PSCS supports its students and parents with appropriate educational materials and with a team of Education Specialists and Advisors. The PSCS Education Specialists and Advisors advise and assist parents and students in all aspects of student education pursuant to relevant contracts.

Each minor student and at least one parent (or each adult student), with the assistance of PSCS Education Specialists, shall design, consistent with the PSCS student standards and policies, appropriate curricula based upon the student's educational needs and objectives and shall sign one or more contract(s) with PSCS that clearly describes the student's individual educational goals and curriculum for each year the student is enrolled. This contract (Student Agreement) shall also state the manner for submitting assignments and reporting progress and frequency of meetings (see Appendix Q). All curricula shall describe the student's course(s) of study, the chosen method(s) of ascertaining competence in designated course(s) of study and, if applicable, the credit(s) the student will receive upon successfully demonstrating competence and completing the course of study.

PSCS is WASC accredited and will maintain accreditation for all enrolled grade levels. WASC accreditation ensures that high school courses offered by the charter school will be considered transferable to other public schools. PSCS will offer students a college preparatory program that meets California State and University of California's "A-G" Freshman Admissions Requirements. During the enrollment process, staff explain to prospective parents and students the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. PSCS shall offer and align its college preparatory high school curriculum to the UC/CSU's "A-G" requirements (see Appendix C). All Education Specialists assigned high school students shall be trained in the requirements of A-G coursework and high school graduation policies and procedures (see Appendix CC for graduation requirements and Appendix D for High School Handbook).

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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.

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

PSCS identifies an educated person in the twenty-first century to mean a person who is literate, can understand and function sufficiently in the world around him or her, has an overview of the history of mankind in all its diversity, has an understanding of the political processes, has an ability to solve mathematical problems and to think scientifically, and has the values necessary to enhance the world in which she or he lives. This person is one who has realized his or her own special interests, talents, or abilities, whether it is in the arts, sciences, or other areas. It is the goal of PSCS to help students become educated individuals who are intrinsically motivated to learn and who have diverse yet well-developed interests.

PSCS parents, students, and teachers believe that the best learning occurs when:

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

B. Students Served

Pacific Springs Charter currently serves over five hundred students in San Diego County and has a center in Chula Vista, CA. The current student demographics include:

| 19% English Learners | 14% Students with Disabilities | 41% Economically Disadvantaged |

| 61% Hispanic | 17% White | 11% 2+ Races | 6% Filipino | 4% Afr. Amer. |
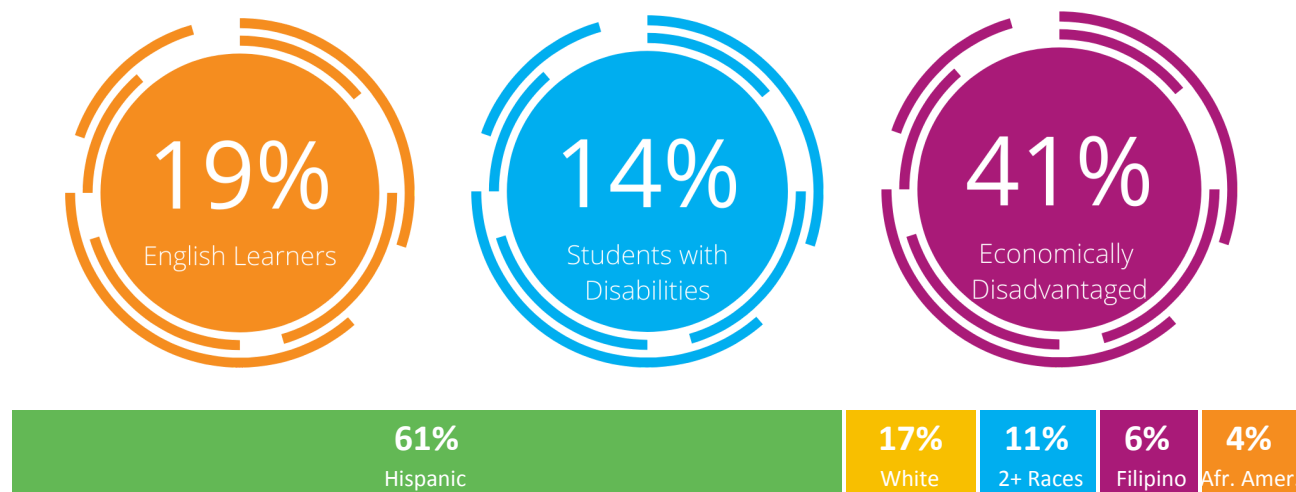
Ethnicity data has an additional 1% all others combined.
All enrollment data as of October 1, 2020

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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 298.

C. High School Guidance Services

High school students enrolled in PSCS will experience rigorous learning through access to a-g courses and concurrent and/or dual enrollment at local community colleges where appropriate. Students will be guided toward college preparatory courses and offered opportunities to visit local colleges and universities.

A guidance counselor will be available to all families. The guidance counselor's role is to help with high school academic planning, college entrance requirements, and post-graduation goals (including FAFSA, CalGrant, scholarship, and college applications).

Through the WASC process, the Charter has established Graduate Learner Outcomes that are aligned to the mission, assessments, core academic areas, and CCI accountability measures.

For more detailed information about high school courses and advisement, reference the Springs High School Handbook for staff (Appendix D).

D. Educational Program Choices

PSCS believes in providing a multi-faceted portfolio of options for parents who want to play a more active role in the public education of their children. Instead of providing just one model, PSCS works within the local community of families and teachers to create research-based, mission-driven, comprehensive school models that combine the best of resource center classroom instruction with the best of personalized home-study.

PSCS believes that a child's attitude about learning a particular subject significantly contributes to his/her success or failure in that subject. Positive attitudes are strongly influenced by success. For this reason, we:

1. Use a variety of diagnostic 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 initial skill set.

2. We focus on the goals of mastery and understanding within each discipline. Children are encouraged to keep working on a skill until it is mastered, and they are not penalized for multiple attempts at mastery.

3. Timely feedback is given to the student about his/her progress in such a way that the student will learn and grow from it. Students are actively involved in evaluating their own progress - they are called upon to reflect, given tools such as rubrics, pre-assessments, and other means of identifying their strengths and weaknesses - so they will be more able to make the adjustments necessary to succeed and achieve at high levels. Teachers personalize learning to help a child identify their own strengths and weaknesses in a particular task or topic.

Since PSCS's mission is to focus on personalized learning, we use a continuum of skills for mastery based on the Common Core State Standards. These skills are organized by grade level, with the goal

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

Our programs use a variety of instructional materials to teach these skills (see detail under program description sections). All students have access to their own copies of standards-aligned instructional materials/curriculum for use at school and at home. Chromebooks are available to all students at a 1:1 ratio. Instructional materials support standards-based mastery, and are used with flexibility according to individual student need.

All applicable courses and assessments follow the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, English Language Development ("ELD") Standards, and remaining State Content Standards (collectively referred to herein as "State Standards").

Thus, all mastery/exit outcomes align to mission, curriculum, and assessments.

As shown below in the program descriptions, the uniqueness of the Charter's programs do not duplicate programs currently offered by the district, and the existing programs have sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school is located.

All educational programs will follow applicable student-to-teacher ratio independent study guidelines.

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Educational Program Descriptions

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I. **<u>Otay Ranch Academy for the Arts</u>** <u>(Non-classroom based instruction)</u>

Otay Ranch Student Center is located at 1615 Mater Dei Drive (Seton Hall), Chula Vista, California. Classes, Special Education services, meetings, student events, activities, and assessments take place at the student center as needed.

Otay Ranch Academy for the Arts (ORAA) is a TK-8, independent study program. Students spend four days in class with the 5th school day as a home-study day (also called "Studio Day" – see below). ORAA utilizes a personalized learning model focused on rigorous academic experiences to provide an environment where students are supported in becoming life-long scholars, displaying honorable character, and acting as agents of positive change within their communities and our global society. Through this model, ORAA fosters the innate curiosity of all learners and provides opportunities that empower students and their parents to make the best choices for success in their life's journey.

Note: during COVID-19, all CDC, County, State, and Federal guidelines will be adhered to.

I. **Mission & Vision**

Our Vision: As an arts integration learning community, ORAA students learn in, about, and through the arts to enhance academic, social-emotional, and artistic growth in all students, thereby educating the whole child. Through critical thinking, inquiry, creativity and appreciation of the arts, students are able to connect to themselves, each other, other cultures, and the beauty of the world.

Our Mission: The arts-integrated model infuses the arts across the curriculum and assists in the development of innovative, flexible, creative people who look at solving complex problems in a unique manner and have the skills necessary to engineer new, transformative, solutions to the challenges that face the future of California and the global economic market.

The mission and vision of the program and arts-integration curricular focus have proven to be beneficial to all enrolled students. Student engagement, personalized learning, and positive student learner outcomes are at the center of the program culture.

II. **Academic Innovations**

The principle goal of education is to create men and women who are capable of doing new things, not simply repeating what other generations have done.

~Jean Piaget

1. **Studio Day (home-study days)**
   One day per week, students work at home with supervision and support. Required school work is assigned by the credentialed teacher. All work is turned into the teacher at the next on-site day for assessment and feedback.

2. **Studio Weeks**
   The Otay Ranch program has three project weeks or "Studio Weeks" each school year. These are school attendance days completed in the home; lesson plans and assignments are created by the credentialed teacher while parents offer direction, supervision, and support.

   All studio week projects are cross-curricular with English and a minimum of two additional core subjects (math, social studies, science) included in the project. Students check-in online twice per week to assist teachers in monitoring progress and ensuring completion by week's end.

   Studio Weeks empower students in developing independent learning skills and ensure a personalized learning focus within the program. Additional benefits of Studio Weeks include:
   - All students participate in program-wide unifying projects.
   - Projects cover common core standards.
   - Students practice 21st century skills.
   - Students are given voice and choice to learn deeply about a subject of their interest and apply it to real world applications.

3. **Personalized Learning**
   By assessing each student's academic needs and personal interests, in combination with their learning style, teachers can provide both interesting and challenging coursework that promotes academic success. Students work with teachers to choose topics of interest in which they can apply the knowledge they are gaining. Teachers use various teaching styles to motivate and engage students in the learning process. Rigorous curriculum, technology, and real world scenarios are tools used to assist students in mastering the standards. Using these strategies helps students enjoy learning and gives them the opportunity to be full participants in their own education process.

   Learning is a process as dynamic as the children who make up each class. Helping parents and students realize that learning is an activity that happens anywhere and everywhere is a priority. The learning process should be something that is truly challenging and alive for each learner. Learning becomes meaningful and dynamic when the learner is personally invested in the learning process, and it helps children build lifelong learning.

Personalizing learning enables students to engage in a more meaningful way to the content. A 2015 study completed by The RAND Corporation, in collaboration with the Bill and Melinda Gates Foundation, found that students attending personalized learning schools "made gains in mathematics and reading over the past two years that were significantly greater than a comparison group made up of similar students selected from comparable schools."[3] In addition, the longer students experience personalized learning practices, the greater their growth in achievement.

4. **Student Goal Setting**

   Teachers and students work jointly to create learning goals that connect the learning objectives (standards) with each student's interests and learning style. Student goals are fleshed out with timelines and strategies to reach these goals. Students will track their progress using our I CAN! Folders (Appendix G). Timelines and activities are created to give optimum learning experiences for the student's educational success.

   At ORRA, teachers hold Personalized Learning Plan meetings throughout the year to partner with students and their parents in designing their education. Goals are reviewed regularly and plans are adjusted to assist students' success; new goals and plans are created to move students along their personal learning path as effectively as possible.

5. **The Community is our Classroom**

   As a key part of our daily curriculum each semester, students and teachers will work together to create community based learning projects where the student works with various community members to bring solutions to community issues. Community members are invited into the classrooms regularly to share their expertise and experience to enrich all students' education.

   Parents are invited to participate frequently in the school at various levels, from being their child's home-study teacher to being a cheerleader for their child's extracurricular programs. In this way, our parents become an integral part of the learning community at Otay Ranch Academy for the Arts. Events are also organized to bring awareness to the community about literacy and ways that they can participate in creating a better educational system for all children. In addition, every six to eight weeks ORAA features an Art Expo, which highlights the work that is done in quarterly elective classes.

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[3] Bill & Melinda Gates Foundation (2015). "Continued Progress: Promising Evidence on Personalized Learning." Accessed 4-7-2017:
http://k12education.gatesfoundation.org/resource/continued-progress-promising-evidence-on-personalized-learning/

III.   Academic Program

…what a child can do today with assistance, she will be able to do by herself tomorrow.

~Lev Vygotsky

1. **Shared Inquiry**

    Shared inquiry uses strategies to engage all readers in higher-order thinking and collaborative problem solving. In shared inquiry, students and teachers come together to help each other explore the meaning of a literary work, historical event, or scientific occurrence. Each participant brings a unique perspective that influences how he or she understands the work, event, or issue. Through sharing their interpretations, participants gain new insights that deepen or change their initial understanding. Research makes it clear that teachers can make a real difference when they engage in the ongoing cycle of planning, acting, reflecting, and changing; an approach characteristic of action research. Research identifies inquiry-based learning as a hopeful approach to educational improvement.[4]

2. **Service Learning**

    Students will problem solve, create and design technology products or standards-driven artifacts to solve real-world problems, prepare written documents, and complete presentations for advocacy purposes. Discussion across the curriculum links multidisciplinary concepts to real-world outcomes and encourages the critical thinking skills that 21st century learners will need to adapt content knowledge for varying jobs and career paths. This teaching and learning approach integrates community service with academic study to enrich learning, teach civic responsibility, strengthen communities, and improve motivation through relevance. The focus is on real-world problems that promote learning across the disciplines. Students have the opportunity to exhibit leadership, ethical behavior, and respect for others; accept responsibility for personal actions, consider the impact on others; take the initiative to plan and execute tasks, and interact productively as a member of a group.

    High quality service learning, defined as service learning aligned with the K-12 standards for high-quality service learning[5], asks students to engage in setting goals to meet community needs, offers students choices and voice, provides many opportunities for teamwork in the planning and provision of service, engages in reflection that reduces social comparisons of achievement and increases self-assessment, teaches time management, allows self-paced instruction, rewards students for goal attainment; all of which were cited by Maehr and Midgley (1991) as being highly associated with engagement.[6]

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[4] Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* London: Routledge, page 208-209.

[5] National Youth Leadership Council, 2009. *K-12 Standards and Indicators of High Quality Service learning*, St. Paul, MN: National Youth Leadership Council.

[6] Maehr, J. L., & Midgley, C. (1991). *Enhancing student motivation: A schoolwide approach*. Educational Psychologist, 26(3/4), 399–427.

3. **Collaborative Learning**

   Collaborative learning strategies enable the teacher to use thought provoking prompts to gear conversations toward standards-based content, promote thinking and listening skills, and honor students' prior knowledge base. Prompts can also be combined with written reinforcements to promote phonemic awareness, vocabulary, or English language acquisition. The active exchange of ideas increases intrigue and motivation about known content and stimulates new ideas that promote critical thinking. Proponents of collaborative or cooperative learning include Thayer-Bacon (2000), who emphasizes the importance of students' relationships with others in developing critical thinking skills.[7] Bailin et al. (1999), argued that critical thinking skills involve the ability to respond constructively to others during group discussion, which implies interacting in pro-social ways by encouraging and respecting the contributions of others.[8] Similarly, Heyman (2008) notes that social experiences can shape children's reasoning about the credibility of claims.[9]

IV. **Curriculum**

All materials and teaching methods used for English, math, science, and history will support the learning of the California State Standards including the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). The CCSS are focused on higher-level thinking skills, which can be taught through many teaching and curricular materials. The scope & Sequence for grade 6 in Appendix H.

1. **English Language Arts**

   High quality English Language Arts instruction requires a variety of materials and strategies. ORAA will use an array of textbook and online materials to help students reach mastery in all areas of ELA.

   Programs will include, but not be limited to:

   a. Reader's & Writer's Workshop: The goal of the Reader's & Writer's Workshop is to help young people become avid and skilled readers, writers, and inquirers.

      i. Writer's Workshop: Built on the best practices and proven frameworks the Units of Study for Teaching Writing K–8, offer grade-by-grade outlines for teaching state-of-the-art writing workshops that help students meet and exceed rigorous global standards. The Units of Study K–8 will:

         • help students develop opinion/argument, information, and narrative writing with increasing complexity and sophistication

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[7] Thayer-Bacon, B. J. (2000). *Transforming critical thinking: Thinking constructively*. New York: Teachers College Press.

[8] Bailin, S., Case, R., Coombs, J. R., & Daniels, L. B. (1999). Conceptualizing critical thinking. *Journal of Curriculum Studies*, 31(3), 285–302.

[9] Heyman, G. D. (2008). Children's critical thinking when learning from others. *Current Directions in Psychological Science*, 17(5), 344–347.

- unpack standards for students to attain and exceed those expectations
- foster high-level thinking, including regular chances to synthesize, analyze, and critique
- develop and refine strategies for writing across the curriculum
- support greater independence and fluency through intensive writing opportunities
- include strategic performance assessments to help monitor mastery and differentiate instruction
- provide a ladder of exemplar texts that model writing progressions across grade levels (K–8)

ii. Reader's Workshop: Built on the best practices and proven frameworks, the Units of Study for Teaching Reading K–8 offer grade-by-grade plans for teaching state-of-the-art reading workshops that help students meet and exceed rigorous global standards. The Units of Study K–8 will:
- provide state-of-the-art strategies and methods to help students move up the ladder of text complexity
- build foundational reading skills and strategies
- support the teaching of interpretation, synthesis, and main idea
- offer classroom structures to support inquiry and collaboration
- provide all the teaching points, mini-lessons, conferences, and small-group work needed to teach a comprehensive workshop curriculum
- include resources to help teachers build and evolve anchor charts across each unit
- help teachers use learning progressions to assess students' reading work, develop their use of self-monitoring strategies, and set students on trajectories of growth
- give teachers opportunities to teach and to learn teaching while receiving strong scaffolding and on-the-job guidance

b. The Daily Five: This program integrates the reader's and writer's workshop into a series of self-directed, motivating, and self-reflective tasks for the learner. Students select from five authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole group and small-group instruction, as well as one-on-one conferring.
   i. These choices include:
- Read to Self
- Work on Writing
- Read to Someone
- Listen to Reading
- Word Work
   ii. Daily Five provides many benefits to students, including:
- Students develop independence, stamina, and accountability
- Increased time-on-task for students

- Integrates well with a variety of core curricula and state mandates
- Improves schoolwide literacy achievement
- Behaviors of independence transfer to other content areas

   c. Ready Classroom Reading Curriculum

   d. Saxon Phonics Curriculum (TK-2)

   e. Heggerty Phonemic Awareness Curriculum (TK-1)

   f. Read Naturally

   g. Online Tools include i-Ready, RAZ Kids, Lexia, and Reading Plus.

2. Math

ORAA will employ a mastery-based and balanced STEAM mathematics program, implementing a variety of learning tools including online resources, classroom centers, and textbooks.

Programs will include, but not be limited to:

   a. TPS Publishing for grade TK-8: Traditional lesson plans are provided by TPS with manipulatives provided by Didax, exactly aligned to each standard. Each set of lesson plans complement each other; together they cover the full criteria of requirements and offer an inquiry and activity-based learning program with all content, based on grade specific literacy materials. TPS utilizes a 'by domain and standard' approach that engages students in direct interaction with the content. This approach is based on the concept that we all learn best by doing, rather than simply listening or watching. Students understand the "how" and the "why" of the pedagogy by experiencing and engaging in mathematics.

   b. Ready Classroom Math Curriculum

   c. STEAM project based learning cycles: Illinois State University provides inquiry-based activities, via learning cycles. These are especially useful as an introduction to a concept, visual assessment, and a tool for advanced learners.

   d. Arts projects: Projects are aligned to each of the TK-8 standards. TPS, with Action Based Curriculum and Ellison Inc., provides projects that are organized by standard, include visual assessment tools, and are particularly useful for below grade, ELL, and special education students.

   e. Traditional lessons: Traditional lesson plans provide students with pure mathematical teaching to each standard. The lessons use manipulatives from Invicta Education. Real-life application exercises are included.

   f. Interactive Homework: All lessons focus primarily on activating students' prior knowledge through a variety of instructional strategies, and capturing the students' attention and interest. Students are kept engaged through age appropriate interactive, hands-on activities.

   g. Additional Online Tools including i-Ready, ST Math, and Prodigy Math.

3. **English Language Development**

   Each English Learner receives (at minimum) 30 minutes of ELD instruction each school day for grades TK-5 and a minimum of 60 minutes for grades 6 through 12; instruction is personalized to the English proficiency level of the student. A variety of materials and strategies are used to support students in reaching mastery in all areas of ELA (See appendix EE for ELD Master Plan).

   Programs will include, but not be limited to:

   a. Student rotations have been created to emphasize academic vocabulary comprehension and usage. Cross-age groups of students work together on thematic units that increase oral language skills, reading skills and writing skills designed to build English proficiency for students who are second language learners. Units of Study are created with the interest of students as a primary focus. The integration of academic vocabulary, social language functions, literacy skill, writing forms and grammar all work together to build English language proficiency for the student.

   b. Play-Based Kindergarten: ORAA will integrate a play based learning kindergarten program. Play-based learning is a term that embraces two approaches simultaneously. One is that children are given ample time to carry their own ideas into play (with assistance from instructional aides as needed). The other is that their knowledge of the world has been enriched through appropriate content offered in interesting and experiential ways by their teachers. This can include reading books, storytelling, puppetry, music, and the arts, as well as encouraging hands-on activities and exploration of nature. The children's own play and the content offered by teachers enhance one another.

   Play is a child's life and the means by which he comes to understand the world he lives in.

   Susan Isaacs, *Social Development in Young Children*

   Researchers report that other kinds of play, particularly make believe, include rich opportunities to use language and literacy. Several studies have demonstrated that play inspires children to use more frequent and complex oral language. In play, children tend to speak longer, more syntactically complex sentences and use more words.[10] Through play, children learn to delay gratification, take turns, negotiate with peers, solve problems, cope with disappointment, listen to others, and empathize. Imaginative play in kindergarten requires planning, higher-level thinking, cognitive skills, math skills, and language skills. Ask a group of 5 and 6-year-olds to open a new restaurant, and see what happens. If given sufficient time for sustained imaginative play, that group of kids will use anything they can

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[10] Cohen, L., & Uhry, J. (2007). Young children's discourse strategies during block play: A Bakhtinian approach. *Journal of Research in Childhood Education*, 21302-316.

find to set up the restaurant, advertise, and create some form of currency for their customers. That is a pretty comprehensive level of learning.

c. ST Math is a computer-based math program that meets students at their level and teaches them foundational math skills that align to the Common Core Standards. ST Math is a program that is beneficial for all of our students, but is particularly helpful to ELL students because it is strictly concept based and does not rely at all on language to understand and learn from the program. Since ST Math does not rely on language for math success, it allows students struggling with the English language to learn math by understanding concepts through visual problem solving. Being conceptually and visually based, the skills are taught strictly through modeling and trial and error.

d. TPS Math/Science Curriculum for ELL: TPS with Action Based Curriculum provides approved projects, which are by-standard visual assessment tools, and are inclusive but particularly useful for far below grade students, ELL, and special education users.

4. **Science**

High quality science instruction requires a variety of materials and strategies. According to the Next Generation Science Standards Executive Summary, "Coupling practice with content gives the learning context, whereas practices alone are activities, and content alone is memorization. It is through integration that science begins to make sense and allows students to apply the material. This integration will also allow students from different states and districts to be compared in a meaningful way." Otay Ranch Academy for the Arts will use a variety of textbook, lab, and online materials to help students reach mastery in all areas of science.

Programs will include, but not be limited to:

a. TPS Science Program: TPS NGSS kits were developed to meet the requirements of the Next Generation Science Standards (NGSS). There are three modules at each grade level. The program makes explicit to teachers and students the connections to science and engineering practices, crosscutting concepts, disciplinary core ideas, and Common Core State Standards for English Language Arts and Math. TPS kits allow students to learn science by doing science activities.

b. Mystery Science: Digital science curriculum focused on engaging student curiosity and using that as a pathway to discovery in learning about the world around them.

c. Brainpop: an online resource that provides video lessons and inquiry based learning.

5. **History**

Otay Ranch Academy for the Arts will use a variety of textbook and online materials to help students reach mastery in all areas of social studies.

Programs will include, but not be limited to:

a. Social Studies/History Alive! Curriculum

b. Integration into core curriculum: Social studies is integrated throughout the content areas in the form of direct instruction, projects and thematic units. History and social studies curriculum ensures that students are historically literate (including culture, geography, politics, economics, and ethics) and become active, informed citizens (including U.S. policy and effective research techniques).

6. **Physical Education, Structured Playtime, & Electives**
   a. Physical Education: PE focuses on health principles and follows the SPARK curriculum. SPARK is a research-based, public health organization dedicated to creating, implementing, and evaluating programs that promote lifelong wellness. The Common Core State Standards provide the framework of SPARK programs and educational materials.

   1. SPARK has been honored as an exemplary program of the U.S. Department of Education; featured in the Surgeon General's Report as a "school-based solution to our nation's healthcare crisis." It also earned a Governor's Commendation, and in 2005, was awarded "Gold" (highest ranking) for their elementary and middle school PE programs in an independent study commissioned by the Cooper Institute. SPARK was the only program to earn "PE Gold" status for grades TK-8.

   2. SPARK was recently identified as a successful model for combating childhood obesity in the report, "Fighting Obesity: What Works, What's Promising" by the HSC Foundation. The report speaks of SPARK's history, practice, and methods. SPARK was the only program recommended for both physical education and physical activity.

   b. Structured Playtime: Our structured playtime games are designed to maximize activity for kids in confined spaces (such as the classroom or a field without equipment). Some of the games are high-intensity, some are based on movement that stimulates brain activity, and some are designed with the simple goal of getting kids up, active, and happy to move. Structured playtime games help students build social skills such as teamwork, sportsmanship and respect for others. Finally, structured playtime can help improve academic performance. Even moderate physical activity can improve both attention and brain function, helping kids concentrate and perform better in class.
   c. Electives: Students will participate in self-selected arts elective classes. These classes will be facilitated by our core-credentialed teachers based on their own interests, as well as the interests of the students. Classes may include options such as chess, robotics, drumline, watercolor art, (these are meant as examples and change each quarter) as well as many others. One course that will continually be offered will be Personal Passion Project. The instructor of that course will guide students in exploring and documenting their learning in an individual interest area.

V. Defining Elements of the Program

1. Integrated Arts Education Approach

Arts integration is instruction that integrates content and skills from the arts (dance, music, theater, and the visual arts) with other core subjects. Arts Integration occurs when there is a seamless blending of content and skills between an art form and a co-curricular subject.

Arts integration is highly effective in engaging and motivating students. It supports academic achievement and improved social behavior of students while enhancing school climate and parental involvement. The arts provide students multiple modes for demonstrating learning and competency. A rich array of arts skills and intellectual processes provide multiple entry points for students linking to content in other subject areas. Similarly, arts instruction is deepened through integration of content from the other subject areas. It enlivens the teaching and learning experience for entire school communities. At its best, arts integration is transformative for students, teachers, and communities. At a minimum, the imaginations and creative capacities of teachers and students are nurtured and their aspirations afforded many avenues for realization and recognition.
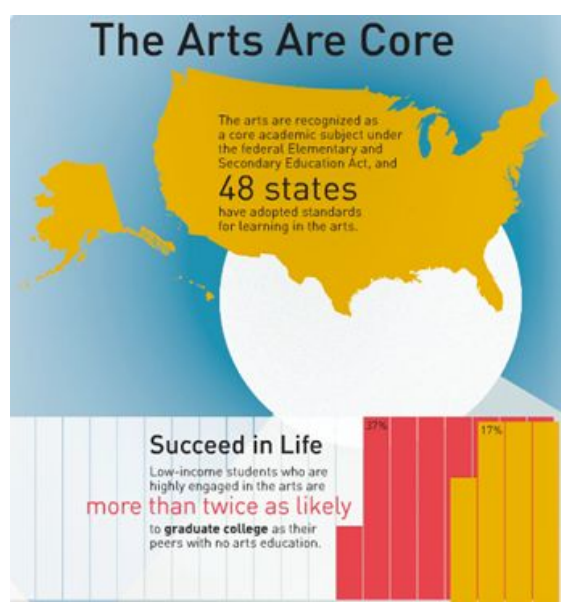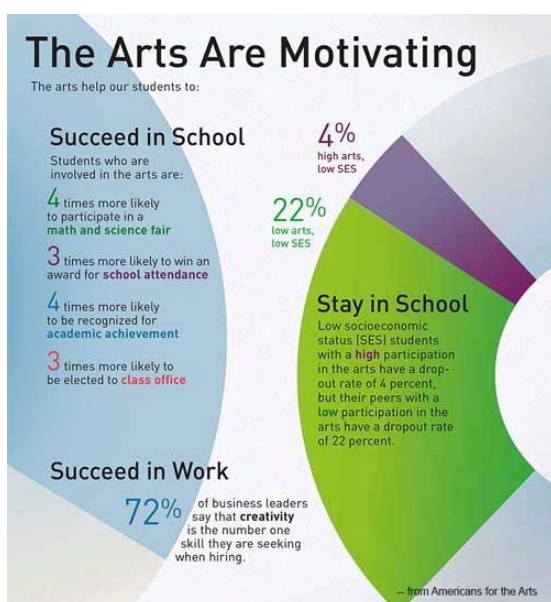
2. Emphasizing the Process of Learning

Students are expected to complete high quality work, but our focus is as much on the learning process as it is on the product. Our teachers use metacognitive strategies to model the process of learning for students. In addition, we explicitly teach 15 powerful learning strategies to all grade levels to help students understand how learning occurs and how to manage independent learning tasks (see Appendix L).

3. **Incorporating the Arts as a Serious Path to Broader Learning**

   ORAA provides opportunities for students to develop their artistic intelligences both by infusing the arts throughout the curriculum and by teaching the arts as discrete, core subjects. Our arts integrated program encourages an intensity of effort and focus that is healthy for learning. As our students engage in serious work in the arts, they are required to think critically, generate multiple solutions to problems, and pursue long-term goals.

4. **Fostering Individual Growth and Community Building**

   Students develop their communication and leadership skills as they work together to raise questions, solve problems, and build a cohesive, productive learning community. A large emphasis is put on ensuring our classroom environments are comfortable and inviting. Students need to feel safe and empowered in order to take risks necessary for learning and for growth to occur.

5. **Building a Strong Home/School Connection**

   ORAA teachers support and encourage a strong connection between learning at home and at school, which positively influences students' attitudes and achievements. Teachers are in constant contact with parents through Canvas, email, telephone, conferences, and written or in-person check-ins. Staff readily makes themselves available to parents, and share the belief that strong communication is vital to create partnerships with parents and work as a team for each child's education.

II. Homeschool TK-12 (Non-Classroom Based)

In the PSCS Homeschool program, parents and students work closely with a California credentialed homeschool Education Specialist (ES) to choose the right combination of learning programs for each individual student. Homeschool students may augment their homeschool program by selecting TK-8 enrichment classes at the Otay Ranch Student Center, one or two days per week. Homeschool families are able to take advantage of field trips, a well-stocked curriculum warehouse, various health and fitness programs, and numerous parent and student events throughout the year.

Homeschool high school students will have access to a variety of supported courses offered through an online course management system. High school courses will include core subjects, world languages, CTE, and elective options. All high school online courses will be overseen by highly qualified subject-specialists who grade key assignments, run regularly scheduled live seminars, monitor thread and forum discussions, and are available to tutor students as needed.

Student progress is tracked through the use of individualized learning plans, which are created monthly and revised often through collaboration with the parent, student, and ES. Assessment is

completed regularly for a variety of purposes including curriculum selection. Assessment data is analyzed regularly and used to modify instruction at each learning plan meeting.

The assigned ES meets with parents and students at least every 20 school days to review progress and develop a plan for the upcoming learning period. As a team, they review work and assessments, explore learning styles and educational philosophies, evaluate curriculum options, and create an individualized plan that best meets the needs of the student. During Learning Plan meetings, homeschool specialists offer in-services to both parent and student. Topics range from sharing best teaching practices and intervention strategies to modeling study skills and using PSCS Power Tools (see Appendix L) for the students. Using our I CAN! Progress Reports, ESs help parents choose curriculum and develop annual plans aimed at ensuring all students master grade appropriate skills and maximize their achievement.

The nature of personalized learning and the development of monthly learning plans allows for a great deal of flexibility in time management, instructional options, and parent choice.

A. Parent Support-Homeschool Prep

New PSCS families will enter the Homeschool Prep program. Parents in the Homeschool Prep program are provided an additional monthly meeting with their ES for the first three months of enrollment. During these meetings, the ES shares numerous resources and provides in-service training for the parent covering various topics including using assessment to drive instruction, lesson planning, understanding and assessing learning styles and much more. Additionally, the ES provides the parent with strategies and support necessary to succeed as a home educator. Homeschool Prep students may choose to work through our Boxed Set curriculum, our High School Curriculum Guides, or follow an annual plan created with their ES using parent choice curriculum. At the end of the three months, both the ES and parent complete an exit survey that provides feedback to the Homeschool Directors about the effectiveness of the program.

B. Parent Support

Most PSCS parents will exit the Homeschool Prep program in three months; however, they will have many opportunities to continue to grow as educators. PSCS offers a variety of events throughout the year (see Appendix K). Parent and student events include the following:

- Regional SPREE events (Student Parent Regional Education Event; Appendix K)
- Parent education and training
- Math Workshops
- Reading Workshops
- Annual Parent Conference
- Parent Certification online course series

C. Parent Certification Program

Our Parent Certification program offers our Pacific Springs homeschool parents an opportunity to better themselves as educators in teaching their students in the home and to collaborate with other parents and staff. The program provides parents and their students the best foundation for successful learning in the home through educator classes and workshops. Participating parents complete four collaborative courses (3 Core and 1 Elective). Courses are dynamic and include topics such as Learning and the Brain, Developing an Annual Plan, and Project Based Learning. For more information regarding our Parent Certification Program, see Appendix N.

D. Curriculum

All materials and teaching methods used for English, math, science, and history will support the learning of the State Standards. The CCSS is focused on higher-level thinking skills which can be taught through many teaching and curricular materials. A sample scope and sequence for grade 6 is located in Appendix H, and a sample scope and sequence for grade 9 is located in Appendix O.

PSCS families have a variety of choices when it comes to selecting the most appropriate curriculum for their students. Curriculum selection is a collaborative process between the parent and Education Specialist. PSCS in-house curriculum distribution center, Bookmart, stocks our recommended homeschool curriculum for grades TK-12. For a list of recommended curriculum, please see Appendix P.

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

- **Boxed Set:** Boxed set curriculum, PSCS's most popular, fully supported curriculum, is a complete collection of materials and lesson plans for students in kindergarten through 8th grade. This curriculum includes engaging daily lessons, weekly pacing guides, multimedia learning resources, and rich literature. The Boxed Set is one of many options for students and parents to acquire essential skills. For more detailed information about PSCS's boxed set curriculum and recommended curriculum list, please see Appendix P.
- **World Language:** PSCS offers online world language courses instructed by a qualified teacher credentialed in the offered languages. Students attend online classes twice per week with independent study assignments for the remaining days. The instructor provides personalized support for students and quality instruction.
- **Dynamic Integrated Courses:** Integrated courses, curriculum, and learning resources will be offered at every grade level to support parents and students with making

connections between content areas. Some of the offerings include a complete literature-based program for kindergarten through 8th grade and a High School curriculum that integrates an entire schedule of courses into 3 week, high-interest modules. These integrated options allow students and parents a choice in curriculum and how learning is delivered. (See appendix F for a high school sample.)

- **Power Tools**: PSCS teaches all students fifteen powerful strategies for independent lifelong learning, called Power Tools. These strategies are designed to help students become independent learners. The Power Tools are useful before, during, and after reading and reinforce literacy skills in all subjects and grades. The tools help students access new and difficult assignments independently. The Power Tools are strategies that are used to develop critical thinking and authentic application of knowledge.

  Critical thinking skills allow students to be able to make reasoned and informed decisions and take purposeful actions and it is imperative that schools help build these skills in all students.

  Our goal is not only to provide parents and teachers the top strategies, but also to ensure that students have the resources to be independent learners and are college and career ready.

  These research-based strategies are Think-Pair-Share, RAFT, Questioning, SQ3R, Power Writing, Notes, Journals, RIP, Connect, Sketch-to-Sketch, Summarizing, Mind Maps, Cover-and-Tell, VIP and Graphic Organizers. For more information about Power Tools, see Appendix L.

- **Additional Supports:**

  - Events: Students can participate in large group and/or individualized field trips, along with special events, including writing and math activity days, inspired learner expo, the annual spelling bee, history day, and science fair.

  - Chromebooks: All students are provided with a Chromebook to support access to the many online subscriptions provided for them, as well as to the online curriculum management system. Students also have access to a curriculum warehouse with hundreds of items available for checkout.

  - Essential Learning: Although parents have a variety of curriculum choices, PSCS has established essential learning in ELA and math that is considered the foundation of all ELA and math courses. The essential learning in the homeschool program is based on Common Core State Standards, developed into parent and student-friendly "I CAN!" statements (see Appendix M for sample). These I CAN!s will be tracked by students and teachers using a variety of tools. Students shall make a minimum of a year's growth in a year,

but they also have the opportunity to reach further. We offer a wealth of I CAN! resources to support parents and students including the following:

▷ Personalized Pathways to develop a plan for acquiring each I CAN!

▷ An I CAN! mastery tracking folder portfolio that follows students from TK-8 (See Appendix G)

▷ I CAN! reteach booklets (See Appendix S)

▷ Online interactive I CAN! e-books with links to videos, games & activities, quizzes, and tests related to each I CAN! (See Appendix T)

▷ Online Learning Portals with parent support, links to instructional videos, activities/games, practice assessments and mastery quizzes and tests.

▷ School wide incentives for the I CAN! Program (see Appendix R)

▷ Online Supported Math: PSCS provides a wide array of choices for math instruction. One of these options is a Middle School math curriculum that combines home instruction with online support. Resources include video instruction, real-world tasks, assessments, and practice.

E. Assessment

All students will be assessed using multiple measures including diagnostic, summative, and formative progress monitoring. The charter uses a variety of alternative assessments including iReady, benchmark, course midterms and final exams, quiz, demonstration/presentations and standards-based mastery/exit assessments to ensure student progress measurement throughout the year.

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

Diagnostic testing is offered three times per year across subject areas in order to gain deeper insight into a student's strengths and areas of growth early in the academic year. PSCS students also complete three benchmark exams designed to assess mastery of the grade-level I CAN!s (Springs' Power Standards - see Appendix M for sample). Diagnostic and benchmark test results are used to develop learning plans. The learning plans incorporate

PSCS 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.

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

We are committed to using the best assessment tools that are aligned to California state standards (Common Core State Standards). We value tools that not only include appropriate assessment items, but that also provide powerful reporting features that help administrators, teachers, and parents make meaning from complex assessment data. iReady meets these requirements and we are committed to continuing the use of these tools; however, we realize that there may be a future need to change assessment tools as we continue the implementation of Common Core State Standards. Our data analyst correlates our diagnostic and benchmark data to state test data. Teachers use diagnostic and benchmark data to ensure that their students are on grade-level and achieving expected growth. They also use this data to predict success on our high-stakes state achievement test. If we find that our assessment tools do not correlate with state achievement data, we will evaluate the tools and consider another option to replace i-Ready.

Students in the MTSS process will complete additional diagnostic and benchmark testing using a variety of assessments such as Dibels NEXT. There are three additional assessments required for students involved in Tier 2 of the MTSS 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.

F. Homeschool Resource Center TK-8

PSCS's Otay Ranch Student Center provides enrichment workshops for TK-8 Homeschool students. The resource center helps families connect with other homeschoolers to create a strong support system. Families enjoy the non-traditional choice of homeschooling while benefiting from more time-honored school activities such as school pictures, yearbooks, open houses, and the opportunity to collaborate on projects as a group. Through events, outreach, activities, and guest speakers, resource center students use the community as the classroom throughout the year.

All resource center enrichment classes and workshops have complete course syllabi and day-by-day course descriptions, which allow the Education Specialist to support the

enrichment courses their students are attending. The content for each course a student attends is entered into the monthly learning plan as part of the student's assignments. Classroom attendance is completely optional, except in cases of need, such as Special Education services, English language development, etc. All course content is available online, in Canvas, for students to access from home in the event they do not come to class.

Additionally, the Springs Mobile Science Lab, offers hands-on science for high school students in the Springs Network of charter schools. For each A-G lab science course, students attend seven lab practicals a year. This will satisfy their fifth semester unit for the course as well as the lab component for the subject and is accepted by four-year universities. Students engage in the process of inquiry in subjects including, but not limited to, exploring with microscopes, testing velocity, experimenting with chemical reactions, and exploring miniature biomes. The Springs Mobile Science Lab serves all Springs Charter Schools and is led by a credentialed science teacher using lab activities that go along with what is being taught in the courses. Students deepen their understanding of science in these rigorous labs and have fun while doing it.

Academic counseling services are offered on an appointment basis at the resource center. In addition, special education services, including SAI, OT, speech, and IEP meetings are provided.

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.

Identification

High achieving students are identified through the following criteria: Two or more years of scoring advanced on the standardized test instrument, and/or through classroom report cards indicating excellent work, and/or through placement test results including assessments from previous school(s), and/or through teacher recommendations.

Parent Notification and Involvement

PSCS assists parents through academic screening, counseling, and curriculum choices to support high achieving students. The school provides regular written notifications of the results of assessments to all parents/guardians of pupils assessed. Personalized learning plans are created in collaboration with parents and students based on the assessment results so that strengths can be built upon and difficulties addressed.

The personalized learning plans of high achieving students are designed to suit their individual needs and allow them to accelerate the pace of their learning and/or to pursue more challenging studies. Because the staff of PSCS understand that bright students often have academic gain "sprints," students who have mastered their grade level standards are encouraged to study the next grade level designation. Great care is taken before deciding to accelerate students, either academically or through a grade level change.

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

Supports

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

Plan for Students who are Academically Low Achieving

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

A) Identification

Students are assessed upon enrollment to PSCS to identify their strongest learning modalities as well as grade levels of proficiency in reading, language usage, and key areas of mathematics through the MTSS (Multi-Tiered System of Supports). With the information from these diagnostic assessments, in addition to information from both the parent and the student about the student's history, attitudes, and interests, a learning plan is established which optimizes the student's chance for success.

Universal screening is used to identify student support needs and to set personalized learning goals for every student. A universal screening will not identify why students are underperforming; rather it will identify which students are not at the expected performance criteria for a given grade level in reading and mathematics. The key feature in a screening measure is the accuracy in classifying a student as "at risk" or not "at risk." Although it is important that overall student achievement consistently be evaluated using multiple measures, universal screening is important because it represents the first point of entry into our multi-tiered system of supports (Tier I, Tier II and Tier III).
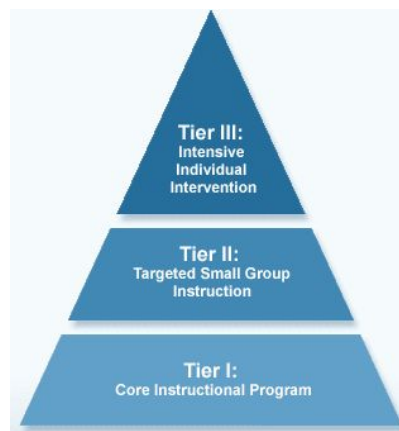
Universal screening measures for all PSCS students:

- I-Ready for grades kindergarten through 10

- State Test, including CAASPP, CAST, and interim assessments

- Curriculum-based assessments that are part of the student's instructional program

- Teacher and parent observation, student work samples

- Discipline Report

B) Parent Notification and Involvement

Both the administration and teachers contact parents of low-achieving students in a responsive and timely manner, as laid out in our MTSS Teacher Handbook (Appendix U). The "Teacher of Record" (TOR) is the main point of contact between family and school. TORs communicate with parents both formally and informally, in person and by telephone. TORs examine students' grades formally each month with the student at the regular homeschool meeting or at an academy advisory meeting. Low-achieving students with <74% in any academic class are identified.

The credentialed teacher remains in close contact with the family and proposes any alterations to the plan that may appear necessary as the student moves forward. If a student is not making sufficient progress via the individualized Learning Plan analysis, the credentialed teacher meets with the parent(s) and student to discuss the situation and advise them on how to better achieve and support learning.

C) Supports

The school's 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 TOR 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 students should spend two-and-a-half to three hours per day in ELA and 45 minutes to one hour of math each day. Fourth-through-eighth grade students should spend two hours per day in ELA and one hour in math per day. High school students should spend one hour per academic day in each enrolled course.

Consider the following strategies to increase time and intensity when there is a concern in academic progress:

- Time extension (e.g. double the amount of time)
- Time of day - schedule 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 of assignments)
- Multiple days (provide assignment in sections over two-or-more days (e.g. one section or question of the task per day)

- Multiple time segments - provide assignment in sections over two or more time periods throughout the day (e.g. one 15-minute segment in the morning and another 15-minute segment in the afternoon)
- Timelines provided to students to assist them in pacing their work

D) Supplemental Resources

PSCS includes supplemental resources in every discussion of the personalized learning plan. PSCS has supplemental resources available for all students:

- 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 Education Specialist (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. This free resource is available to our students through 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.

- i-Ready Core and i-Ready Classroom provide an evidence based curriculum option to match i-Ready diagnostic results to grade level mastery lessons to scaffold and provide exposure to grade level content.

E) 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 I CAN personalized learning progress toward goals are the primary tools PSCS uses for Tier I progress monitoring. For Tiers II and III, the basis of the program is weekly, direct measurement of a student's progress toward a specific goal. I CAN!s are also used as a progress monitoring tool.

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

- Continuous feedback 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

- 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

Additional information about the PSCS MTSS process can be found in the MTSS Handbook (see Appendix U).

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Special Education

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

A) Overview

Pacific 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 (FAPE), in the least restrictive environment (LRE). The charter follows the guidelines and procedures set forth in accordance with all State and Federal laws.

PSCS complies 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"). PSCS participates as a local educational agency ("LEA") in a special education plan approved by the State Board of Education in accordance with Education Code Section 47641(a) and receives state and federal revenues directly, in accordance with the SELPA's allocation plan. PSCS is a member of the El Dorado County Charter Special Education Local Plan Area ("SELPA"), and the Charter is within the SELPA's geographical boundaries.

PSCS complies with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures and shall utilize appropriate SELPA forms. ADA

PSCS requests related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. PSCS also provides related services by hiring credentialed or licensed providers through Non-Public Agencies (NPA).

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

B) Services for Students under the "IDEA"

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

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

students who may qualify for special education programs and services, for responding to record requests and parent complaints, and for maintaining the confidentiality of pupil records. PSCS is exclusively responsible for the provision of services (including, but not limited to, referral, identification, assessment, case management, Individualized Education Program ("IEP") development, modification, and implementation).   The Charter will provide all adaptive technology needed for students with disabilities, based on the IEP team meeting/process.

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

PSCS is prepared to implement all components of SB 98 including:

- Training general and special education staff on the new distance learning requirements;
- Revision of distance learning programs to ensure compliance with SB 98 and consistency with the PSCS program continuity and attendance plan;
- Communication with parents of students with IEPs in making individualized determinations regarding how IEPs may be implemented during distance learning;
- Revision of attendance policies to comply with SB 98
- Development of forms for weekly engagement and tiered reengagement documentation; and
- Development of instructional programming that prioritizes health and safety as guided or directed by public health officials.

PSCS agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to PSCS students, staff, facilities, equipment, and records as required or imposed by law.

C) Staffing

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

Operating within all legally mandated timelines, PSCS is responsible for the hiring, training, and employment of staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and related service providers including, without limitation, speech therapists, occupational therapists, behavioral therapists, psychologists. PSCS shall ensure that all special education staff hired by PSCS are qualified pursuant to SELPA policies, as well as meet all legal requirements. Documentation of qualifications are maintained on site for inspection.

D) Assessments

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

Assessments are conducted to address all suspected areas of disability including, but not limited to: academic achievement, social/adaptive/behavioral/emotional, processing, perceptual/motor development, communication development, cognitive development, health/development, and post-secondary transition. Assessment measures include formal and informal assessments including interviews and observations which may be conducted in person or virtually

Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment. Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory. Assessments are 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 are adapted as necessary for students with impaired sensory, physical or speaking skills. A multidisciplinary team (student study team) is assembled to assess the student, including a teacher knowledgeable in the disability. The assessment is completed and an Individualized Education Program meeting held within 60 days of receipt of the parent's written consent for assessment.

E) Identification and Referral

PSCS provides for the identification and assessment of the exceptional needs of an individual, and the planning of an instructional program to meet the assessed needs. Identification procedures include systematic methods of utilizing referrals of pupils from teachers, parents, agencies, appropriate professional persons, and from other members of the public.

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

Concerns may be addressed in an 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.

A parent request for assessment starts the assessment process and PSCS must respond in writing within 15 days. The Director of Special Education or designee will notify the MTSS Team of the parent's request. PSCS will hold a meeting within 10 days to address the parent's concerns and determine if an assessment is required. If so, the 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 have been considered and, where appropriate, utilized (EC 56303). The assessment will be completed and an Individualized Education Program meeting held within 60 days of receipt of the parent's written consent for assessment. If assessment is not required, parents will be provided with a Prior Written Notice (PWN) indicating denial of request within 15 days of the request.

F) IEP Meetings

PSCS shall arrange and notice the necessary IEP meetings. IEP team membership is in compliance with state and federal law. PSCS is responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the PSCS 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 general education classroom; the student, if appropriate; the parent/guardian; and other PSCS representatives who are knowledgeable about the general education program at PSCS and/or about the student. PSCS arranges 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 documents the IEP meeting and provide the notice of parental rights.

G) IEP Development

PSCS 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 PSCS students in the least restrictive environment in accordance with the policies and procedures of the Charter School and requirements of State and Federal law. For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals shall be developed.

IEP meetings are held according to the following schedule:
- Yearly to review the student's progress and make any necessary changes

- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress

- After the student has received a formal assessment or reassessment

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

- When an Individual Transition Plan is (ITP) required at the appropriate age

- When PSCS seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability

H) IEP Review

The IEP team formally reviews the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team also conducts a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress. If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, PSCS will have 30 days, not including school vacations greater than five days, to hold the IEP meeting.

I) IEP Implementation

PSCS ensures that all progress reporting complies with state and local guidelines. PSCS is responsible for implementation of IEPs and supervision of services. PSCS provides the parents with timely reports on the student's progress as provided in the student's IEP, at least as frequently as progress reports are provided for PSCS's non-special education students, which is at least once during each academic term. PSCS also provides all homeschool coordination and information to the parent/guardian each semester. PSCS is responsible for providing all curriculum, classroom materials, and modifications and accommodations. All special education services and supports are developed to ensure students receive a free, appropriate education (FAPE) in the least restrictive environment (LRE).

J) Interim and Initial Placements of New Charter School Students

For students who enroll during the school year in PSCS from another school district with a current IEP, PSCS shall implement comparable services in accordance with the most recent agreed-upon and implemented IEP from previous school district to the extent practicable or as otherwise agreed between PSCS and the parent/guardian. PSCS conducts an Interim IEP meeting within 30 calendar days. Prior to such meeting and pending agreement on a new IEP, PSCS implements the existing IEP at PSCS, to the extent practicable or as otherwise agreed between PSCS and the parent/guardian.

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

PSCS is solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. PSCS will immediately address all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement in accordance with applicable law.

L) Non-Discrimination

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

M) Procedural Safeguards and Parent/Guardian Complaints

PSCS maintains policies and procedures for responding to parental concerns or complaints related to special education services in accordance with applicable law. Parents or guardians of students with IEPs must provide written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP. PSCS provides the parent with a written Notice of Procedural Safeguards, which includes information on the procedure to initiate both formal and informal dispute resolutions at least once per year. PSCS utilizes the Notice of Procedural Safeguards used by the El Dorado SELPA.

PSCS shall receive any concerns raised by parents/guardians regarding related services and rights. PSCS's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. An IEP meeting will be scheduled if necessary to address the parent complaint. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. PSCS shall respond to any complaint to or investigation by the California Department of Education, the United States Department of Education, Office for Civil Rights, or any other agency.

N) Dispute Resolution

PSCS may initiate a due process hearing or request for mediation with respect to a student enrolled in PSCS if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, PSCS shall defend the case. In the event that PSCS determines that legal representation is needed, it shall select appropriate legal counsel.

O) SELPA Representation

PSCS understands that it represents itself at all SELPA meetings.

P) Funding

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

Q) Section 504 of the Rehabilitation Act

PSCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of PSCS. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team is assembled by PSCS's 504 Coordinator or other designated staff and includes the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team reviews the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation is carried out by the 504 team, which evaluates the nature of the student's disability and the impact upon the student's education. This evaluation includes consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not qualify to receive services is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the 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 a disability under Section 504, the 504 team is responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by PSCS's professional staff.

The 504 Plan describes the Section 504 disability and any program accommodations that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Director ensures that teachers include 504 Plans with lesson plans for short-term substitutes and that she or he reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan is maintained in the student's file. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

English Learners

PSCS meets all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, 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 implements policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

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

Under the management of the Superintendent, PSCS 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 are actively participating in professional development designed to secure an appropriate authorization within two years. The Superintendent, or designee, monitors attendance at professional development activities to ensure that such teachers remain on track to complete the necessary training for their authorizations.

A) **Home Language Survey**

PSCS administers the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

B) **ELPAC Testing**

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("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 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

i)   **Initial Assessment ("IA")**

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. 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.

ii)   **Summative Assessment ("SA")**

ELs will take the SA every year until they are reclassified as fluent English proficient. 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. 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 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. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

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.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results 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.

PSCS notifies all parents whose students qualify for ELPAC assessment of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

C) Reclassification Procedures

The Every Student Succeeds Act , Title III requires that reclassified students be monitored for a period of at least four (4) years following reclassification. The Director of Assessment and Accountability 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 four (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.

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:

i) Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.

ii) 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.

iii) 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.

iv) 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.

D) Parent Notification and Involvement

PSCS sends a notification of the results of English proficiency assessments to all parents/guardians of pupils assessed, whether the pupil is designated as fluent English proficient or limited English proficient. These notifications are written in English and in the pupil's primary language. In addition, the notice is given orally when staff has reason to believe that a written notice would not be understood. Parents/guardians also are notified of the results of any reassessments. Before pupils are enrolled in a program for English language learners, parents/guardians also receive information about the program and their opportunities for parental involvement as specified by law. This information includes the fact that an individual pupil's participation in the program is voluntary on the part of the parent/guardian. Before pupils are enrolled in a program for English language learners, parents/guardians also

receive information about the program and their opportunities for parental involvement as specified by law. This information includes the fact that an individual pupil's participation in the Designated ELD program is voluntary on the part of the parent/guardian.

E) Strategies for English Learner Instruction and Intervention

PSCS creates an environment in which non-English speaking families feel supported and welcomed. PSCS employs bilingual staff whenever possible, and all communication materials for parents and guardians are available in English or other home language. All meetings that involve parents or other members of the community offer the appropriate translation services as needed.

Teachers engage in best practices to support ELs, with the specific strategy modified according to the need of the student and the program in which the student is enrolled. In the classrooms, ELs have daily access to the core curriculum and are taught in English with additional support as necessary such as CLAD and BCLAD instructors, tutors, peer support, and after-school study halls. In independent study/homeschool, students are supported daily with a variety of online tools including i-Ready, Rosetta Stone, Canvas and Zoom, Big Blue Button or Google Meetswhich allow students to connect with their credentialed teacher via a virtual platform. PSCS staff continue to receive professional development in Specially Designed Academic Instruction in English as part of their ongoing professional development activities. Instruction techniques, assessments, materials and approaches are aligned with California EL and Content Standards and focused on communicative competence and academic achievement covering listening, speaking, reading, and writing skills.

These practices include, but are not limited to project-based learning with an emphasis on multiple ways of showing mastery of knowledge, online vocabulary skills development, heterogeneous groupings in core academic classes, supplemental pull out instruction with a focus on academic language acquisition, after-school support and tutoring.

In addition, the PSCS instructional program is designed to promote language acquisition and proficiency, oral language development, and enriched learning opportunities for all ELs. Subject area teachers, advisors, and the EL coordinator meet biannually to ensure that EL students receive EL and core content instruction appropriate for their English proficiency and grade levels.

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

- ELPI Level 1students who are recent English learners or immigrants, and will benefit most from strategies specifically directed at transitioning them to English

- ELPI Level 2L: students who use short English sentences to communicate personal needs, ideas, and opinions. –ELPI Level 2H: students who use more detailed English sentences to communicate in some content areas. ELPI Level 3L: students who communicate in all content areas, but need picture support for technical texts.

- ELPI LEVEL 3H: students who begin to identify and use language subtleties in all content areas.

- ELPI LEVEL 4: students whose English communication in content areas contains minor errors that do not impact meaning. Students are ready to reclassify.

- EL with Learning Differences: students whose learning differences noted in their IEP impact their EL status. This list is shared with instructors and administrators, with the goal of allowing more targeted and effective interventions to support ELs of all types. In addition, those EL students not ready for reclassification will be enrolled in an EL-specific study program with additional scaffolding, bilingual-friendly environment, and one that meets their reading level in order to ensure that their fluency rate increases. Monitoring and Ongoing Evaluation of Program Effectiveness

EL Students are assessed on English language proficiency level 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 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.

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

- Adhering to PSCS-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.

- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.

- Monitoring of student identification and placement.

- Monitoring of parental program choice options.

- Monitoring of availability of adequate resources.

F) District English Learner Advisory Committee (DELAC)

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

- Development of a district master plan for education programs and services for English learners.
- Conducting a district wide needs assessment on a school-by-school basis.

- Establishment of district program, goals, and objectives for programs and services for English learners.
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Review and comment on the school district reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- Review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the County and is in Appendix B and available annually on the School's website. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

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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 school-wide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

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

1. PSCS will meet the state calculated growth target annually in all significant subgroups and school-wide in two (2) of the last three (3) years.

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

3. Students who are identified as Multi-Tiered System of Supports (MTSS; previously called Student Study Team) Tier II will show improvement in proficiency as measured by the PSCS systematic online standards-based assessment tool in two (2) of the last three (3) years.

PSCS has developed clearly defined schoolwide and student outcome goals in compliance with Education Code Sections 47605(c)(5)(B) and 52060(d).

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

Using the California Assessment of Student Performance and Progress ("CAASPP") assessment system and school performance measures from the California School Dashboard, PSCS will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support this mission.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), PSCS's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), are described in the Local Control and Accountability Plan (LCAP) in Appendix B.

Each of these goals addresses the unique needs of all students attending PSCS, including our numerically significant student subgroups: students with disabilities, English Learners, socio-economically disadvantaged, and numerically significant ethnicity groups. PSCS will also analyze data on homeless and foster youth. The metrics associated with these goals help PSCS to ensure that

these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

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

PSCS has developed clearly defined schoolwide and student outcome goals in compliance with Education Code Sections 47605(c)(5)(B) and 52060(d).

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

See Appendix B for the current LCAP. All approved LCAPs will follow State guidelines.

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(c)(5)(C).

PSCS expects all students will achieve the State Standards by graduation but not all will progress at the same rate. Education Specialists/teachers shall consider each student's individual abilities, interests, and talents in utilizing these measurements. PSCS administers the mandated state assessments as an independent entity and also meets any required state performance standards developed. PSCS conducts tri-annual evaluations of student academic performance in ELA and mathematics to determine if students are achieving academic levels (exit outcomes) that are at least equivalent to or exceeding those achieved by students in similar type schools both within San Diego County and across the State of California.

PSCS shall utilize in its educational program, which are aligned to the Eight State Priorities and demonstrate multiple measures for each subject area. PSCS affirms that its methods for measuring pupil outcomes for the Eight State Priorities shall be consistent with the way information is reported on a School Accountability Report Card (SARC) as required by Education Code Section 47605(c)(5)(C).

Additionally, student progress/exit outcomes are assessed through the current state mandated assessment tool(s) per Education Code Section 60605 and a variety of the following:

1. Monthly review of work

2. Annual portfolios

3. Parent, student, and Education Specialist observation

4. Norm and criterion referenced tests

5. In-house formative student assessment

6. Assessments given through Professional Learning Communities

7. Continuous, personalized assessments through independent study courses

8. Student demonstrations

9. Student projects

10. Student grades

11. Student work samples

12. Student self-evaluations

13. Nationally normed technology resources

The staff of PSCS believes all students can learn and will achieve at high levels when offered appropriate curriculum, time, and support. 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 substantially below grade level expectations will be referred to a team of teachers and administrators to discuss the parents' and teacher's concerns. This team will develop a plan for meeting the student's needs, including evaluating curriculum used by the student and the delivery method(s).

Teachers will meet monthly in Professional Learning Communities (PLCs) to evaluate student assessment data, identify targeted areas of improvement, and collaborate to plan instruction for students in those areas. Student data will include standardized benchmark assessments, mastery quizzes by standard, authentic work products, and writing samples.

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

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

When students enter the ninth grade at PSCS, staff will ensure that they are informed of their course options, testing options, and deadlines for test registration. The staff provides students with information on college selection, financial aid, and scholarships as well as the opportunity to assess their own interests, values, and proclivities as related to education and career planning. The PSCS guidance team will advertise opportunities for students to apply for scholarships for which they may qualify.

A. **Use and Reporting of Data**

PSCS will use Curriculum Associate's i-Ready assessment system to manage student's learning throughout the year. i-Ready has been continuously verified on a yearly basis to be highly correlated with CAASPP and provides detailed analysis of student strengths and weaknesses.. PSCS also uses mastery quizzes so students will have the opportunity to follow their own progress and determine when they are ready to take larger benchmark assessments.

Additionally, PSCS will use the i-Ready platform to produce timely reports on a variety of measures for diagnostic assessments to determine how students perform overall, by standard, by numerically significant subgroup, and in comparison to other charter schools in California. I-Ready reports are nationally normed and provide a wealth of information in a parent-friendly format.

PSCS will also annually create and post the School Accountability Report Card (SARC) with overall school conditions, demographics, and performance. The SARC report will also allow for further disaggregation of student performance data by numerically significant subgroups.

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

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

B. Improvement Plan

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

C. Cycle of Inquiry Stages

1. Identify an issue that relates to one of the measurable pupil outcomes
2. Frame the issue with questions
3. Set goals and measures for success
4. Build a plan to meet said goals
5. Implement the plan
6. Analyze the data and reflect to inform ongoing practice

D. Grade Level Teams

Teachers across disciplines meet as a grade level team and use discipline report data, classroom observations, and grade reports to discuss progress on both social and leadership skills and core academic skills. Teachers are involved in a cycle of inquiry to raise the outcomes of the students in that grade level. Results are relayed to the teachers of individual students so that pertinent information can be used in personalized learning plan meetings with parents and the student.

E. Department Teams

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

involved in a cycle of inquiry to identify ways to improve student achievement in that discipline. These focused data meetings take place monthly.

F. Reporting of Data to the PSCS Board and Community

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

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

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

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

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

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

- Information demonstrating whether or not the program implemented the means listed in the charter to achieve a racially and ethnically balanced student population.

- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally.

The report is presented to the Governing Board at the end of the school year at a public meeting. Data from the performance report is translated into the School Accountability Report Card that is published on PSCS' website.

G. Reporting of Data to Families and Students

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

H. School Accountability Report Card (SARC) and Local Control & Accountability Plan (LCAP)

The Charter will comply with state mandated requirements applicable to charter schools regarding the SARC and LCAP. Both documents will be accessible to all stakeholders via the school website. Progress toward LCAP goals will be tracked through a variety of instruments, including but not limited to our student information system; Multiple Measures, our

assessment reporting system; and our budget. This data will be analyzed quarterly by administrative leadership to help meet annual 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(c)(5)(D).

A. Legal Status

Pacific Springs Charter School is a directly funded independent charter school and is operated by Harbor Springs Charter School (HSCS) Board of Directors, a California nonprofit public benefit corporation. HSCS is a stand-alone corporation and not a subsidiary of the County or other body.

PSCS will operate autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the County and PSCS. As outlined in Education Code Section 47604(d), the County shall not be liable for the debts and obligations of PSCS/HSCS, operated by a nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by PSCS/HSCS as long as the County has complied with all oversight responsibilities required by law. PSCS/HSCS shall maintain a comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the County. Details of this policy are outlined in a Memorandum of Understanding (MOU) between PSCS and the County PSCS will act as its own fiscal agent to the fullest extent of the law.

HSCS, Inc. Articles of Incorporation, Bylaws, and Conflict of Interest Code can be found in Appendices X, Y, and Z, respectively.

B. Sole Statutory Member

The sole statutory member of HSCS, Inc. is Springs Charter Schools, Inc., a California nonprofit corporation with tax exempt 501(c)(3) status. This nonprofit was created to promote charter schools affiliated with Springs Charter Schools, Inc. Springs Charter Schools will be responsible for approving the appointment of the individuals who serve on the charter's Board of Directors. Additional rights include: (1) provide professional development for all schools in the network; (2) filling vacancies on the HSCS, Inc. Board of Directors; (3) removal of the HSCS, Inc. Directors; (4) vote on the disposition of all or substantially all of the corporation's assets; (5) approving any merger and its principal terms and any amendment of those terms. See Appendix BB for MOU.

C. Conflict of Interest

A Conflict of Interest Code is in place and complies with the Political Reform Act, Government Code Section 1090, et. seq., as set forth in Education Code Section 47604.1 and the Corporations Code as it applies to nonprofit entities, which shall be updated with any charter school-specific conflict of interest laws or regulations. As required, the Conflict of Interest Code was approved by the County Board of Supervisors. Annual disclosure statements shall be required.

HSCS will abide by Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, as follows: HSCS shall not enter into a contract in which any member of the Board of Directors has a financial interest. Furthermore, employees of PSCS shall not be financially interested in any contract made by them in their official capacity, or by any body of which they are members. Officers, board members or employees shall not be purchasers at any sale or vendors of any purchase made by them in their official capacity. For full Conflict of Interest Policy, see Appendix Z.

D. Board of Directors

PSCS will be governed by the HSCS Board of Directors ("Board" or "Board of Directors") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board of Directors of HSCS, Inc. will include no less than three (3) and no more than seven (7) board members. All directors shall be nominated by the Board, with nominations submitted to the Statutory Member, and appointed only with the written approval of the Statutory Member. In accordance with Education Code Section 47604(c), the County may appoint a single representative to sit on the HSCS, Inc. Board of Directors. If the County appoints a representative, the HSCS, Inc. Board shall have the right to appoint an additional director to maintain an odd number of directors.

E. Board Member Qualifications

When a vacancy arises on the HSCS Board, applicants will submit a resume and/or employment application to the SCS, Inc. Board for consideration. As a sole statutory member, SCS, Inc. Board elects members for the HSCS Board. Applicants must:

- reside in San Diego County or in a contiguous county where Pacific Springs Charter School students are served;

- not be an interested person, i.e., must not have received compensation from PSCS 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 a director and must not be the

brother, sister, ancestor, descendent, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person;

- be able to attend at least 80% of regularly scheduled board meetings and workshops;

- display a willingness to actively support and promote the vision and mission of the charter;

- not have a record of adverse behavior towards Pacific Springs Charter School; and

- be dedicated to Pacific Springs Charter School's educational philosophy and mission; and

- maintain a seriousness of purpose to ensure that the charter will remain a viable enterprise.

Terms for members of the Board of Directors shall be for three (3) years. Directors may serve no more than two (2) consecutive terms.

F. Board Member Responsibilities

As a 501(c)(3) nonprofit public benefit corporation, the HSCS Governing Board of Pacific Springs Charter School serves as the corporate board of directors and is governed in its operations and actions by the corporate bylaws of Pacific Springs Charter School, which are consistent with the terms of the charter, the Charter Schools Act, and all other applicable laws. The Governing Board has final authority for all aspects of the school's operation and educational programs. The Governing Board's primary mission is to ensure that students are achieving success and that the school's mission guides all decision-making. Additional roles and responsibilities of the Governing Board include but are not limited to:

a) **Finance**
   i) Monitor fiscal solvency and management
   ii) Approve budgets/spending and fiscal policies
b) **Educational Program**
   i) Monitor student performance
   ii) Ensure curriculum aligns with the school's mission
c) **Student Enrollment Hearings**
   i) Determine enrollment of students who have previous suspensions/expulsions
d) **Personnel**
   i) Hire/evaluate superintendent
   ii) Approve personnel policies
e) **Facilities**
   i) Enter into financing and building contracts
   ii) Approve construction and remodeling of facilities

G. The Board of Directors as of the date of this petition are as follows:

1) **Marlene Darrow**, Chair

     a) Registered Nurse Degree, Paralegal Certificate

     b) Nursing director at Temecula Valley School of Nursing .

     c) Medical paralegal

     d) Manager and senior negotiator at Darrow Law Group APC

2) **Yuan Hawkes**, Vice Chair

     a) Ph.D. in Molecular Genetics, University of Illinois at Chicago; Bachelor of Science in Biology, Wuhan University

     b) Former Area Director of Toastmasters International

     c) Current President of Award Series Association

3) **Justin Moldenhauer**, Secretary

     a) Small business owner

     b) California Real Estate Broker

4) **Gene (Eugene) Swank**, Director

     a) Bachelor of Science in Computer Information Systems, University of Central Missouri

     b) Six-time entrepreneur, investor, and mentor

     c) Featured in Forbes, Huffington Post, Channel 6 San Diego

H. Superintendent

The Superintendent will have the authority and responsibility of managing the day-to-day operations of PSCS including the selection of administrative, certificated, and classified personnel. Additionally, the Superintendent will direct, administer, and coordinate activities in support of organizational policies, goals, and objectives by performing the following duties personally or through subordinate managers:

- Serve as liaison between management and Board of Directors

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

- Guide and direct management in the development, production, promotion, and financial aspects of the organization's products and services

- Direct the preparation of short-term and long-range plans and budgets based on broad corporate goals and growth objectives

- Implement programs that meet corporate goals and objectives

- Create the structure and processes necessary to manage the organization's current activities and its projected growth

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

- Direct the development and installation of procedures and controls to promote communication and adequate information flow within the organization

- Establish operating policies consistent with the broad policies and objectives of the corporation and ensure their execution

- Evaluate the results of overall operations regularly and systematically

- Ensure that the responsibilities, authorities, and accountability of all direct subordinates are defined and understood

- Ensure that all organization activities and operations are carried out in compliance with local, state, and federal regulations and laws governing business operations

- Ensure professional quality relationships with contracted agencies

- Assist charter school directors in school accreditation process

I. Open Board Meetings

All meetings of the Board of Directors shall comply with the Ralph M. Brown Act (Chapter 9 commencing with Section 54950 of Division 2 of Title 5 of the Government Code), Education Code Section 47604.1(c), and corporate bylaws. Board meetings will occur no less than four times per fiscal year, and will comply with SB126 in order to provide easy access for the public to participate. Members of the public may attend the meeting and participate via two-way teleconferencing at the school site located at 1615 Mater Dei Drive, Chula Vista, CA or at Pacific Springs' administrative offices located at 27740 Jefferson Avenue, Temecula, CA.

J. Memorandum of Understanding with County

The details of the working relationship between the County and PSCS is delineated in a memorandum of understanding (MOU).

K. Board Member Training and Development

New Board members are provided initial training as part of their onboarding process. All Board members receive annual training on the Ralph M. Brown Act, GC1090, Conflict of Interest and the Political Reform Act, as well as in-house training, covering Board policies and legal changes within the Charter. Budget permitting, Board members are encouraged to select and attend one conference, per year, in order to attain additional knowledge related to Charter Schools, Personalized Learning, Board Practices, and/or Legal Changes in Education.

L. Parent Involvement

Parents will be encouraged to form a Parent Advisory Council to be responsible for parent involvement in school activities, fundraising, and advising the HSCS, Inc. Board of Directors on any and all matters related to the strengthening of the PSCS community. Parent participation will play a vital role in the effectiveness of our program.

In addition to encouraging parents to serve on the HSCS, Inc. Board of Directors, and parent participation on the Parent Advisory Council, parents will be encouraged to volunteer at PSCS. The PSCS administration shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at charter school Board meetings; participation in the planning of, or attendance at, fundraising or academic/arts events; or, other activities. No child will be excluded from PSCS or school activities due to the failure of his or her parent or legal guardian to volunteer at the school.

Element E: Qualifications of Individuals Employed by the Charter

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

PSCS will employ professional staff members who are certificated in their teaching field and other qualified staff personnel who subscribe to the mission and educational philosophy of the school. In accordance with Education Code Section 47605(e)(1), PSCS is nonsectarian in its employment practices and all other operations. PSCS does not discriminate against any employee or potential employee on the basis of race, ethnicity, religion, national origin, gender, gender identity, sexual orientation, disability, or any other protected class All certificated staff are issued licensure as per legal guidelines governed by the California Commission on Teacher Credentialing. All PSCS employees are "at-will" employees. All at-will employees may be terminated with or without cause.

A. Recruitment of Pacific Springs Staff

PSCS strives to recruit and hire the best-qualified candidate for each position within the organization. To that end, vacancies are advertised in various locations and formats. Applications are screened for competency and suitability for the particular position. Qualified candidates are tested and interviewed, and ultimately the best-suited candidate receives an offer of employment.

B. General Qualifications for Key Positions

1. Superintendent

As outlined in Board Policy, the Superintendent is responsible for overseeing all aspects of the school operations and staff. The HSCS Inc. Governing Board delegates authority for the overall administration of the school's day-to-day affairs to the superintendent. The superintendent provides leadership and oversight for the instructional, operational and financial aspects of each school including PSCS. The superintendent also provides leadership and supervision to ensure agency compliance with all federal, state, and county regulations governing the education of students.

The superintendent will be responsible for:

- Providing leadership and supervision for the development and implementation of effective instructional programs for all students

- Ensuring that all such programs comply with Education Code, IDEA and all regulations

- Ensuring adequate staffing in all departments and overseeing personnel practices

- Providing visionary instructional leadership and sound fiscal management for all schools

- Attending all regular Board of Directors' meetings

- Providing leadership and supervision of professional development on an ongoing basis for all staff

- Ensuring departmental and academic goals are addressed and met on an annual basis

Person holding this position must possess, at minimum:

- A master's degree, with a minimum of 10 years of experience working with youth/adolescents

- Administrative and educational experience and appropriate credentials per California Commission on Teaching Credentialing requirements

- Previous administrative experience with charter schools or similar institution

- Excellent communication and community building skills

- Excellent financial, business and quantitative skills

- Demonstrated leadership, decision-making and managerial skills

- Passionate about working with youth/adolescents and their families

Preferred skills:

- Doctorate or other higher education degree

2. Principal/Resource Center Director

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

- Providing leadership for the development of school programs and curricula on a daily basis

- Serving as the liaison between parents, teachers, and students when appropriate

- Serving as the "voice" for her/his resource center and reporting to the superintendent as required

- Conducting research and implementing best instructional practices to meet the needs of each student on a personalized level

- Ensuring safest and most productive measures resulting in a productive school environment

- Fostering and nurturing a positive and supportive school culture for all students, staff and parents

- Collaborating with teachers, staff, parents, and students as stakeholders in key decisions that affect the school

- Providing professional development opportunities for all staff to grow professionally

- Ensuring that vacancies are filled with the best staff possible and working closely with the Human Resources department

- Evaluating staff and ensuring supervision of volunteers

- Collaborating with community agencies

Person holding this position possess, at minimum:

- A master's degree, with a minimum of five (5) years of experience working with youth/adolescents

- Administrative and educational experience and appropriate credentials per California Commission on Teaching Credentialing requirements

- Previous administrative experience with charter schools or similar institution

- Excellent communication and community building skills

- Demonstrated leadership, decision-making and managerial skills

- Passionate about working with young/adolescents and their families

Preferred skills:

● Bilingual proficiency in English and Spanish

3. Teachers

Teachers are responsible for implementing the educational programs for all students while personalizing instruction to meet the needs of each individual student, and creating challenging activities consistent with the subject matter under study. Teachers will assess students throughout the year and vary the modes of instruction to the learning style of each student. Teachers will also be responsible for collaborating with other staff members, both within and outside their discipline/department. In addition to their classroom instructional role, the duties of the teacher include, but are not limited to:

● Understanding the mission and vision and practices of charter schools

● Overseeing student academic progress, including assessment and recommendation(s)

● Promoting a school culture/environment that maximizes student learning and critical thinking

● Engaging in ongoing professional development activities

● Collaborating with colleagues and administration

● Promoting multicultural understanding and gender equity in and outside the classroom

● Communicating with parents

● Utilizing the community as an extension of the classroom

PSCS teachers will hold the California teaching credentials (including CLAD and BCLAD if necessary), permits, and/or other documents issued by the Commission on Teacher Credentialing from the State of California required for the teacher's certificated assignment, and to the extent required of charter schools. All teachers in charter school shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340 and 44341.

PSCS may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-20

school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.

All PSCS teachers are expected to demonstrate the following abilities, experiences, and attitudes:

- Professionalism and commitment to personalized learning

- Understanding and appreciation for diversity and the contribution of each to the learning environment

- Belief that all students should be prepared for college and or career upon high school graduation

- Ability to communicate clearly and collaborate with other colleagues

- Capable of managing a well-disciplined and productive classroom or home study environment conducive to the needs of each student

- Understanding of how to modify lessons and differentiate instruction for different learning styles

- Ability to work with parents in a friendly manner, demonstrating problem solving skills

- Ability to multitask

- Ability to empathize with students while still holding students responsible to a high level of social and academic standards

- Commitment to the development of students as young adults

- Desire to advocate on behalf of students and parents/families

- Commitment to academic rigor and utilizing data to drive instruction

4. **Subject Specialists**

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

Essential Duties and Responsibilities:

- Support the vision and work of Pacific Springs Charter School

- Coach and support of all single subject teachers in the department, including mentoring new teachers in the beginning teacher induction program (BTSA)

- 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 CSI 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 LMS, 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 learning center locations

- Maintain the department web content under the direction of the assistant superintendent of education

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

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

- Inform site directors through PSCS email of the content of each PLC meeting, including attendance, content of discussions, and decisions made as a collaborative team

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

- Develop additional curriculum for students during the summer months as assigned by the assistant superintendent of education

5. **Homeschool Education Specialists (ESes)**

Pacific Springs Homeschool Education Specialists (ESes) teachers are primarily responsible for ensuring that the school's educational program is implemented in the students' homes or the communities. ESes act as instructional leaders for the homeschool families, serving an ambassador role between the family and the school. ESes must be able to support and disseminate curriculum in their subject area, as well as those areas created by other highly qualified teachers. ESes will be expert assessors with the ability to assess in a variety of modes and for a variety of skills. ESes are also responsible for collaborating with parents and other staff—both in their department and outside their department - to ensure the delivery of rigorous content and instruction in a way that maintains consistency and works toward PSCS' mission of personalized learning.

In addition to their academic/instructional leader role, the duties of ESes include, but are not limited to:

- Understanding the Charter and its mission and practices

- Overseeing the students' academic progress

- Administering student assessment

- Promoting a school culture that maximizes student learning and critical thinking

- Participating in the governance of the school

- Engaging in ongoing professional development activities

- Collaborating with fellow faculty and administrators

- Promoting multicultural understanding and gender equity in and outside the classroom

- Communicating with parents

PSCS homeschool education specialists will hold the California teaching credentials (including CLAD and BCLAD), permits, and/or other documents issued by the Commission on Teacher Credentialing required for the teacher's certificated assignment, per Ed Code 51747.5(a).

All ESes are expected to demonstrate the following abilities, experiences, and attitudes:

- Belief that all of our students can and should set and reach personalized academic goals

- Understanding and appreciation of the backgrounds of our students

- Resiliency and perseverance

- Professionalism and a commitment to the seriousness of our work

- Ability to communicate promptly and clearly

- Willingness to do "whatever it takes" to help our students succeed

- Assuming best intentions in our working relationships

- Commitment to all students mastering PSCS' I CAN!s

- Promotion of academic rigor

- Desire to collaborate with other disciplines

- Capable of running a well-managed and productive classroom

- Ability to work with English Language Learners

- Understanding of how to modify lessons and differentiate instructions for different learning styles

- Ability to multitask

- Desire to be self-reflective about teaching

- Ability to clearly communicate learning goals and outcomes

- Dedicated to being an advisor in addition to a content-area teacher

- Desire to advocate on behalf of students

- Commitment to the development of our students as people

- Ability to empathize with students

- Honesty with self and with students

- Willingness and ability to hold all students to a high social and academic standard

6. **Non-Instructional staff**

At PSCS, all non-instructional staff will possess experience and expertise appropriate for their position as outlined in their job description and consistent with personnel practices and policies. With the assistance of the department of Human Resources, job descriptions, job qualifications, selection processes and evaluation tools appropriate for non-instructional staff members have been developed.

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

- Computer skills (including working knowledge of word processing, spreadsheets, and internet communication management)

- Written and verbal communication in English

- Filing skills, including organizational management

- Phone etiquette and an interest/desire to promote best human resources practices

- Punctuality

- Ability to fulfill the physical requirements of the job as prescribed by the job description

- Strong work ethic

- Ability to communicate and interact with youth and adults in a positive manner

C. Training and Professional Development

All Pacific Springs staff members will receive regular, ongoing professional development throughout the year, consistent with their location or area of concentration. Annually, 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.

Element F: Health and Safety of Pupils and Staff

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 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 (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*

iii. *That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).*

In order to provide safety for all students and staff, PSCS will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. PSCS shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

A. Procedures for Background Checks

PSCS will comply with all applicable federal and state laws regarding criminal background checks and fingerprinting. PSCS will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment and/or any more than limited contact with PSCS pupils. Non-credentialed staff must submit two sets of fingerprints to the California Department of Justice. The Charter School shall not hire any person, in either a certificated or classified   position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Assistant Superintendent of Personnel shall monitor compliance with this policy as well as prepare quarterly board reports. The Board Chair shall monitor the fingerprinting and background clearance of the superintendent. Volunteers outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

B. Role of Staff as Mandated Child Abuse Reporters

All classified and certificated staff are mandated child abuse reporters and follow all applicable reporting laws, the policies and procedures adopted by the HSCS, Inc. Board of Directors. PSCS shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

C. TB Risk Assessment and Examination

PSCS follows the requirement of Education Code Section 49406 in requiring tuberculosis assessment and examination (if necessary) of all employees prior to commencing employment and at least once each four years thereafter. Volunteers who have frequent or prolonged contact with students will also be assessed and examined (if necessary) prior to commencing working with students.

D. Immunizations

PSCS adheres to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075 and will include the requirements for pertussis vaccination. Students will be required to submit verification of required immunizations before enrolling in PSCS.

E. Medication in School

PSCS adheres to Education Code Section 49423 regarding administration of medication in school. Medication policies will be included in the parent handbook and will be explained to parents during a parent-student-school meeting prior to enrollment at PSCS. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

F. Vision/Hearing/Scoliosis

PSCS adheres to Education Code Section 49450, et seq., as applicable to the grade levels served by PSCS.

G. Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

H. Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

I. Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

J. Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day. The Charter School shall provide this meal for any eligible student on any school day that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a school site, resource center, meeting space, or other satellite facility operated by the Charter School.

K. California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

L. 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 identification of 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 Education Code Section 32282(a)(2)(A)-(J):
- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school wide 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
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

M. Emergency Preparedness

PSCS adheres to an Emergency Preparedness Handbook developed specifically for the needs of the school site. This handbook will include, but not be limited to the following responses: fire, bomb threat, flood, earthquake, crash, intrusion, pandemics, hostage situations, or any other disaster. The purpose of the Handbook is to be prepared to handle any emergency with the safety of students and staff as our top priority. The Handbook will be reviewed and updated annually.

N. Blood Borne Pathogens

PSCS meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

O. Drug Free/Smoke Free Environment

PSCS maintains a drug and alcohol and smoke-free environment.

P. Diabetes

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

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

Q. Trainings

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

R. Facility

In accordance with EC Section 47610, PSCS' school facility is certified by the City of Chula Vista to be in compliance with all regulations for schools including ADA. PSCS will assess potential and current school buildings for structural safety, using the existing state, county and city

standards. PSCS, at its own cost and expense, will be responsible for obtaining appropriate permits from the local public entity with jurisdiction over the issuance of such permits, including building permits, occupancy permits, fire/life safety inspections and conditional use permits, all as may be required to ensure a safe school and facilities for staff and students. PSCS will obtain a Certificate of Occupancy prior to the start of school.

PSCS conducts monthly fire drills for staff and students. Additionally, PSCS tests sprinkler systems, fire extinguishers, and fire alarms annually to ensure they are maintained.

Pacific Springs has an entire Risk Management Department and other qualified staff members who work specifically on managing risk. The charter works closely with external agencies for best practices and implements them charter-wide.

For more information on any policies, including health and safety policies, visit:

https://springscs.org/about-us/governing-boards/pacific-springs/pacific-springs-board-policies

S. Comprehensive Anti-Discrimination and Sexual Harassment Policies and Procedures

PSCS provides a school that is free from sexual harassment, as well as any harassment based upon the actul or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, generic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The charter will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the charter's sexual harassment policy. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

T. Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Element G: Student Population Balance

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).

The charter shall actively seek a student population that matches the racial, ethnic, special education, and English learner backgrounds of the general population residing within the territorial jurisdiction of the District. The charter will implement an open enrollment policy and active recruitment strategies to target the under-represented student populations generally reflective of the District's population. Recruitment efforts of PSCS will include but not be limited to the following:

1. Development of promotional and information materials that appeal to the racial and ethnic, special education, and English learner groups represented in the District and San Diego County.

2. Distribution of promotional and informational materials to a broad variety of community groups and agencies.

3. Outreach meetings for prospective students and parents.

Outreach

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 San Diego County residents are given an equal opportunity to enroll their children.

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 San Diego 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 Pacific 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

The Charter 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. In outreach efforts, the Charter will not substantially undermine existing school district services, academic offerings, or programmatic offerings.

Element H: Admission Policies and Procedures

Governing Law: *Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).*

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

PSCS 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. The charter will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

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

The nature of Personalized Learning allows for a great deal of flexibility in time management and instructional options without regular teacher supervision. Students who enroll in Personalized Learning must be properly motivated and have adequate home supervision. To ensure that students and parents clearly understand these requirements, all prospective students will undergo a pre-enrollment application and orientation process.

PSCS may enroll students from a wide geographic area that includes San Diego, Orange, Riverside, and Imperial 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 PSCS 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 and Homeless students
2) Siblings of currently enrolled students
3) Children of Pacific Springs staff members
4) Students currently enrolled in another Springs program
5) Students who are in Chula Vista Elementary School District and/or Sweetwater High School District boundaries
6) Other residents of San Diego County (outside district boundaries)
7) Residents of contiguous counties

The charter school is not required to expand enrollment to meet pupil demand. The current enrollment application can be found on the school website at https://springscs.org/apply.

The school's board-approved attendance calendar can be found on the school website at https://springscs.org/about-us/board-approved-attendance-calenders (also see Appendix J).

A) **Lottery Procedures**

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

Numbers, each representing an application submitted to the charter, will be placed on cards that are of equal size and shape. 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. Due to preference given to siblings of PSCS students, if a card is drawn that indicates a sibling (of any grade) is also applying, the sibling will also be assigned the next available numerical ranking for the appropriate grade level.

If an applicant drawn during the process described above has a sibling(s) who has (have) also applied for admission during the current enrollment period and for the same grade level, that sibling(s) will be offered the next available slot(s) or if no such slot(s) remain they will be placed in the first available slot(s) on the appropriate waiting list. If maximum capacity has been reached in a particular grade level and the applicant drawn in the lottery has a twin, triplet, or other siblings of a multiple birth that has also submitted a timely application, enrollment shall be determined on a case-by-case basis as determined by the superintendent. If an applicant drawn during the process described above has a sibling(s) who has (have) also applied for admission during the current enrollment period and for a different grade level which has already been assigned slots, that sibling(s) will be offered an open slot, if available, or placed in the first available slot(s) on the appropriate waiting list. If an applicant drawn during the process described above has a sibling(s) who has (have) also applied for admission during the current enrollment period and for a different grade level which has not yet been assigned slots, that sibling(s) will be given sibling preference (as defined above) at the time of assignment of slots for their grade level.

B) Waiting List

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

Families will be immediately notified by phone call or email of their placement on the waiting list within two (2) weeks of the lottery. Families may call the main office to track their status on the waiting list.

Students who are not offered seats for the academic school year for which the lottery was held will remain on the waiting list until the end of that academic school year unless otherwise

requested in writing by the parent to be removed. Students who remain on the waiting list at the end of the academic year will be required to enter the lottery again for the next school year.

The charter and the County mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(e)(2) and applicable federal law and non-regulatory guidance.

Students otherwise eligible for enrollment will not be denied admission due to ethnicity, nationality, race, gender, gender expression, gender identity, disability, religion, sexual orientation, or upon any of the characteristics listed in Education Code Section 220, including immigration status. Further, students with exceptional needs may not be denied admission to the charter 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.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Prior to admission, all parents must sign a parent/student contract regarding PSCS outcomes, philosophy, program, and any other applicable requirements. Continued enrollment for all students depends upon fulfilling the terms of the parent/student contract.

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

C) Student Cumulative Records

All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.S. §1232g. The Charter will not request a pupil's cumulative records, nor require a parent /guardian/pupil to submit cumulative records to the charter school before enrollment.

Element I: Audit of Financial Operations

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).

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

Audit Scope

The HSCS, Inc. Board of Directors will contract with an independent auditor experienced in charter school finance to conduct an annual audit of PSCS'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 PSCS'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.

Deficiencies or Exceptions

The Board of Directors will review any audit exceptions or deficiencies and determine the means for resolving any such exceptions or deficiencies. The Board will submit a report to the County describing how the exception and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Audit exceptions must be resolved to the satisfaction of the County.

Availability & Timelines

Audit reports will be completed and available for review by the school members and the public and submitted to the County Superintendent of Schools, the California Department of Education, and the State Controller's Office by December 15 of each year. Procedures and/or processes that caused the exceptions and/or deficiencies will be modified to meet the auditor's specifications and such modifications will be sent to the Board of Directors within three (3) months of the auditor's report.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

The charter shall comply with the provisions of Education Code 47604.3 regarding financial reporting and accountability. In addition, as outlined in Education Code Section 47604.3, PSCS shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding its financial records, from its chartering authority or from the Superintendent of Public Instruction, and shall consult with the chartering authority or the Superintendent of Public Instruction regarding any inquiries.

Additional Accounting & Business Practises

The Charter follows all legal guidelines and best practices involving personnel transaction, accounting, and payroll processes. The charter is well-known for having expertise in all areas of business practices. See page 16 (page where Tanya's write up is) for further information regarding our Assistant Superintendent of Business's qualifications. Further visit https://springscs.org/about-us/governing-boards/pacific-springs/pacific-springs-board-policies for all adopted business Board policies as well as the Independent Study policy (5006.1). All processes requested have been sent previously to SDCOE and any others needed are available from the charter's staff, upon request.

The charter collects work samples per independent study guidelines and follows best practises in all audit areas. Apportionment credit is claimed for independent study only to the extent of the time value of pupil or student work products, as personally judged in each instance by a certified teacher per EC 51747.5(b). See Appendix DD for the Charter's Independent Study Board Policy and Appendix Q for the Student Agreement (Master Agreement).

As the charter is a non-profit, 501c3 organization, all fiscal reports that are required are completed by set deadlines.

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 the pupil's 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 the pupil, the pupil's parent or guardian, or the pupil's educational rights holder 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(c)(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 Pacific Springs Charter School (see Appendix AA). When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the charter's policy and procedures for student suspension and expulsion, and it may be amended from time to time to mirror changes to the suspension and expulsion offenses applicable to school districts in Education Code Section 48900 without the need to amend the charter so long as the amendments conform to legal requirements.

Changes to suspension or expulsion procedures may be material revisions and need to be reviewed by SDCOE.

Charter staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion. It is the intent of PSCS to administer even-handed discipline and use alternative means of discipline that are "age appropriate and designed to address and correct the pupil's specific misbehavior" in lieu of suspension and expulsion (AB 1729). Alternative means of discipline include but are not limited to, conferences between school personnel, parents, and the pupil, study teams, and participation in a restorative justice program, among others (AB 1729).

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

The charter administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request from the Administration Office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native 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 educational 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 educational rights holder requests a

hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until 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. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1) Discretionary Suspension Offenses

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

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

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

c) Unlawfully possessed, used, 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.

d) Committed or attempted to commit robbery or extortion.

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

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

g) 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.

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

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

j) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 9 to 12, inclusive.

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

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

o) Engaged in, or attempted to engage in hazing.

p) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases.

q) Committed sexual harassment, as defined in Education Code Section 212.5. This section shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated 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 disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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

- **Bullying:** At PSCS, we want each of our students to be safe, respected and enjoy a positive environment at school. Our policies strictly prohibit bullying or any other form of harassment of our students, staff or other persons affiliated with our school. We are proactive in preventing this unlawful behavior, including providing preventative education for our students and staff, offering a quick response to reports of bullying and harassment, making available school counseling to any students involved

and initiating appropriate school investigative and disciplinary actions as state law directs. We define bullying as extreme or continuous actions directed toward one or more students with the result or expected result of causing a reasonable student to fear personal harm, or harm to the student's property, or harm to the student's physical, mental or academic well-being or interference with the student's access to service, activities or privileges of the school.

- **Cyberbullying and Cyber Sexual Bullying:** Cyber bullying is bullying through any electronic medium, such as emailing, texting, imaging or social networking. We are committed to working with parents, law enforcement officers and school officials to discourage cyberbullying and cyber sexual bully, and to provide a quick response should such behavior occur. Our policies strictly prohibit any form of bullying defined in Education Code Section 48900(r), and we expect our students and anyone else affiliated with the school to comply with these policies.

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

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

2) Non-Discretionary Suspension Offenses

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

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Education Code Section 48900(n).

3) Discretionary Expellable Offenses

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

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

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

c) 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.

d) Committed or attempted to commit robbery or extortion.

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

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

g) 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.

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

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

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

k) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

l) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

n) Engaged in, or attempted to engage in hazing.

o) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases.

p) Committed sexual harassment, as defined in Education Code Section 212.5. This section shall apply to pupils in any of grades 4 to 12, inclusive.

q) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

r) Intentionally harassed, threatened or intimidated 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 disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
   ● **Bullying**: At PSCS, we want each of our students to be safe, respected and enjoy a positive environment at school. Our policies strictly prohibit bullying or any other form of harassment of our students, staff or other persons affiliated with our school. We are proactive in preventing this unlawful behavior, including providing preventative education for our students and staff, offering a quick response to reports of bullying and harassment, making available school counseling to any students involved and initiating appropriate school investigative and disciplinary actions as state law directs. We define bullying as extreme or continuous actions directed toward one or more students with the result or expected result of causing a reasonable student to fear personal harm, or harm to the student's property, or harm to the student's physical, mental or academic well-being or interference with the student's access to service, activities or privileges of the school.
   ● **Cyber Bullying and Cyber Sexual Bullying:** Cyber bullying is bullying through any electronic medium, such as emailing, texting, imaging or social networking. We are committed to working with parents, law enforcement officers and school officials to discourage cyber bullying and cyber sexual bullying, and to provide a quick response should such behavior occur. Our policies strictly prohibit any form of bullying, and we expect our students and anyone else affiliated with the school to comply with these policies.

t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

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

4) Non-Discretionary Expellable Offenses

Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object Unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
b) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1) **Conference**

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

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

   At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her. The student shall be given the opportunity to present a rebuttal or his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(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, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2) **Notice to Parents/Guardians**

   At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3) **Homework Assignments During Suspension**

   In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned.

   In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the pupil

either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

4) 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.

D. Authority to Expel

As required by Education Code Section 47605(c)(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 upon the recommendation of 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 Board member of the Charter School's governing board. The Administrative Panel may be comprised of educators within the Springs community, in local charter schools, or in local school districts. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the neutral and impartial Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written

request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1) **Record of Hearing**

   A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

2) **Presentation of Evidence**

   While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

   If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

   The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

   If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

3) **Written Notice to Expel**

   The Superintendent or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

   The Superintendent or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

As indicated in the Affirmation and Assurances section, above, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days if a pupil is expelled or leaves the charter without graduating or completing the school year for any reason and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

4) **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.

5) **Right to Appeal**

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

6) **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.

7) **Rehabilitation Plans**

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

8) **Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Superintendent or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed

session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

9) Notification to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

F. Students with Disabilities

The Charter School will follow these procedures for the consideration of suspension and expulsion of students with disabilities.

1) Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2) Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3) Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

　　a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

   a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
   b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
   c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4) Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k) until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, 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 alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely 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 alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

   a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
   b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
   c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6) **Interim Alternative Educational Setting**

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7) **Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element K: Retirement Systems

Governing Law: _The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K)._

Eligible employees of the charter shall participate in the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and/or Social Security depending upon eligibility with the corresponding agency. In the event that PERS is not available to charter classified employees, such employees will be covered by Social Security. The HSCS, Inc. Board of Directors reserves the right to offer its employees additional retirement options such as a 403(b) or 401(k) program. Eligibility of new employees in a particular retirement program will be determined by the PSCS Human Resources Department as part of the new hire process. The PSCS Human Resources Department shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made. A complete list of the positions covered under each system resides in the PSCS Human Resources Department and are available for inspection by the County.

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Element L: Public School Attendance Alternatives

Attendance at the charter is entirely voluntary on the part of the students who enroll and no student may be required to attend PSCS. If a student chooses not to attend the charter, they have the option of attending a public school in their district of residence or other educational alternatives. Parents and guardians of each student enrolled in the charter will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in PSCS, except to the extent that such a right is extended by the local education agency.

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Element M: Return Rights of District Employees

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).

No public school district employee shall be required to work at PSCS. Persons employed by PSCS are not considered employees of the District for any purpose whatsoever. Employees of the District who resign from employment to work at PSCS and who later wish to return to the District shall be treated the same as any other former the District employee seeking reemployment and will have no automatic rights of return to the District after employment by PSCS unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Charter staff have the ability to transfer sick leave to and from the charter and another LEA. Any vacation leave is paid out at the time of termination of employment from the charter. As a public independent LEA (like a district), employees will continue to earn service credit in the district while employed at charter.

This charter has no collective bargaining contracts.

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Element N: Dispute Resolution Related to Charter Provisions

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).

Any dispute between the charter and the County (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 the charter and the County, PSCS staff, employees, and HSCS, Inc. Board Directors and the County 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, PSCS requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County'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 nonbinding mediation before a single neutral mediator. A request for mediation shall be in writing and must be received by the Parties no later than fourteen (14) calendar days from the date the Parties last met to discuss the dispute and attempted to reach an agreement. A request for mediation shall succinctly state the nature of the dispute and the relevant provisions of the Charter and/or MOU. The mediator shall be selected by mutual agreement from a list of mediators provided by the American Arbitration Association or other mutually acceptable alternative dispute resolution service. The mediation shall commence within thirty (30) calendar days from the date of receipt of the request for mediation unless extended by mutual agreement for the convenience of the parties and/or mediator. The costs of mediation shall be shared equally by all of the Parties. The cost to PSCS for the dispute resolution process will be paid for through unrestricted dollars. No party shall commence any action in

connection with a dispute under this Charter or an MOU without exhausting this dispute resolution procedure.

If the mediation result is not mutually agreeable, both Parties will have been deemed to have "exhausted their administrative remedies" and may pursue other legal options for resolution. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.

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

The charter shall maintain a Uniform Complaint Policy and Procedure, as required by law, to be used for claims falling under the UCP's jurisdiction. All internal disputes related to the charter's operations will be addressed through general complaint procedures. Parents, students, Board members, volunteers, and staff at PSCS will be provided with a copy of the charter's policies and internal dispute resolution process. The County will promptly refer all disputes not related to a possible violation of the Charter or law to PSCS.

Element O: Charter School Closure and Disposition of Assets

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(c)(5)(O).

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

1. The HSCS, Inc. Board of Directors shall adopt resolutions electing to close the charter school. The resolution shall identify the reason for closure. The Superintendent, or another individual selected by the Board, will be responsible for closure-related activities.

2. PSCS will promptly notify parents and students of PSCS, the County, the Charter School's SELPA, the retirement systems in which PSCS's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and Federal Social Security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements. Please see Appendix CC for graduation requirements.

3. PSCS will ensure that the notification to the parents and students of PSCS of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close PSCS.

4. PSCS will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence, which they will provide to the entity responsible for closure-related activities.

5. As applicable, PSCS will provide parents, students, and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.S. §1232g. PSCS will ask the County to store original records of PSCS students. All PSCS student records will be transferred to the County upon closure. If the County will not or cannot store the records, the Charter School shall work with the County to determine a suitable alternative location for storage.

6. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

7. As soon as reasonably practical, PSCS will prepare final financial records. PSCS will also have an independent audit completed within six months after closure. PSCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant and selected by PSCS and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to PSCS.

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

9. On closure of PSCS, all assets of PSCS, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending PSCS, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirement of paragraphs (a) through (e) of Section III. A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in section 414(d) Plans" or any final regulations implementing 26 U.S.C. Section 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the County or the County property will be promptly returned upon PSCS closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

10. On closure, PSCS shall remain solely responsible for all liabilities arising from the operation of the Charter School.

11. As PSCS is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. The sole statutory member has the right to vote on any election to dissolve the nonprofit

public benefit corporation and to vote on the disposition of all or substantially all of the nonprofit public benefit corporation's assets.

12. As specified in the PSCS budget, PSCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

The HSCS, 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 distribution of assets, as well as matters directly related to the closure procedures.

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Additional Considerations

A. Revision/Amendments of the Charter

This Charter may be amended by the written mutual agreement of the HSCS, Inc. Board of Directors and the County. Material revisions to the charter may be made only with the County Board's approval and shall be governed by Education Code Section 47607 and the same standards and criteria that apply to new charter petitions as set forth in Education Code Section 47605.

Any material revision to the charter must be presented to the County 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 shall be five years commencing July 1, 2021 through June 30, 2026 and may be renewed for subsequent five or seven-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. PSCS committed a material violation of any of the conditions, standards, or procedures set forth in the charter or MOU.

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

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

4. PSCS 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(h).

Details of any business or administrative services, special education services, costs, and funding between the County and PSCS are detailed in a separate MOU.

The HSCS, Inc. Board of Directors reserves the right to contract for a back-office provider at any time pursuant to the needs of PSCS and budget considerations as determined by the Board.

Pursuant to California law, the authorizer will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the County may charge for the actual costs of supervisorial oversight of PSCS not to exceed one (1) percent of the revenue of the charter school. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

PSCS agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

E. Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

PSCS has a location at 1615 Mater Dei Dr, Chula Vista, CA 91913. The facility is leased, and the County authorizer has a copy of the lease.

PSCS shall operate its primary Administrative Offices at 27740 Jefferson Avenue, Temecula, CA 92590. PSCS also rents occasional temporary space for events and activities. The charter has no need for authorizer-owned facilities at this time.

PSCS will request (in writing) approval for new resource centers which will be subject to the approval of the SDCOE. Before the opening of a resource center, the SDCOE will receive a copy of the lease agreement and operating permit.

Should PSCS propose to establish operations at one or more additional site(s), it shall request a material revision to the charter and notify the County of the additional location(s).

F. Budgets and Financial Reporting

Governing Law: The petitioner or petitioners also shall 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(h).

See Appendix I for the Charter's budget. PSCS shall provide reports to the County as follows as required by Education Code Section 47604.33, and may provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year.

2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

G. Insurance

PSCS shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the SDCOE and PSCS's insurer. The SDCOE Board of Education shall be named as an additional insured on all policies of PSCS. Prior to opening, PSCS will provide evidence of the above insurance coverage to the SDCOE.

H. Potential Civil Liability Effects

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

PSCS shall be operated by HSCS, Inc. as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. PSCS shall work diligently to assist the County in meeting any and all oversight

obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of PSCS.

Further, PSCS and the County have entered into a memorandum of understanding, wherein PSCS shall indemnify the County for the actions of PSCS under this charter.

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

As stated above, insurance amounts will be determined by recommendation of the County and PSCS's insurance company for schools of similar size, location, and student population. The SDCOE shall be named an additional insured on the general liability insurance of PSCS.

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

I. Support Services

The Charter does not plan to request to purchase support services from the authorizer.

2020-21 Pacific Spring Charter Renewal

APPENDICES

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Kathleen Hermsmeyer Ed.D.

27740 Jefferson Avenue, Temecula, CA 92590

(951) 252-8800 (W)

(760) 716-7112 (C)

Dr. Kathleen Hermsmeyer has served as superintendent of California's largest charter school, River Springs Charter School, since 2005. Since 2013, five new schools were added under her direction, Pacific Springs, Vista Springs, Empire Springs, Harbor Springs and Citrus Springs Charter Schools. She has worked in education for the past 32 years. Prior to her leadership with charter schools, she served as a language arts specialist with the Stockton Unified School District and education specialist at Horizon Instructional Systems Charter School. She has also served as an adjunct faculty at Chapman, St Mary's College and the University of the Pacific.

Dr. Hermsmeyer earned her bachelor's degree in Liberal Studies and a master's degree in computer based education from California Polytechnic State University at San Luis Obispo. She earned her doctorate degree in curriculum and instruction with a minor in educational administration from the University of the Pacific. She holds a clear administrative credential, as well as a clear multiple subject and cross-cultural language and academic development credential.

Dr. Hermsmeyer is passionate about preparing students to enter the changing global community through personalized learning, real-world applications and rigorous mastery-based instruction.

Career Experience

Vista Springs Charter School and Pacific Springs Charter School   July 2018 to present

Business Park Drive, Temecula, CA

Superintendent

> *Received and developed a site-based charter school, authorized by the state of California, in Vista California. Also received and developed a hybrid non-classroom based charter school, authorized by San Diego County, in Chula Vista, California.
> *Enrolled and served over 600 students at these two locations, providing a project-based, personalized learning classroom experience for grades K-12
> *Managed a budget in excess of 5.4 million dollars

Citrus Springs Charter School   July 2016 to present

Business Park Drive, Temecula, CA

Superintendent

> *Received and developed a site-based charter school, in Santa Ana California, to serve as a "sister school" to River Springs Charter (below)
> *Enrolled and served over 230 students at one location providing a project-based, personalized learning classroom experience for grades K-12
> *Managed a budget in excess of 1.8 million dollars

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 1600 students between the two schools
>*Managed a budget in excess of 14 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 6300 K-12th grade students which provides independent study, classroom-based learning and community-based learning activities.
>*Managed a budget in excess of 5 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

Stockton Unified School District/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

Administrative Services Credential

Received June, 2005

LCAP Year (select from 2017-18, 2018-19, 2019-20)

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)

California School Dashboard: 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	Contact Name and Title	Email and Phone
Pacific Springs Charter School	Amy.podratz@springscs.org Assistant Superintendent, Administrative Operations	951-225-7721 Amy.podratz@springscs.org

2017-20 Plan Summary

The Story

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
The school 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 a charter school, 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 following infographic was used to give a snapshot to stakeholders about the Springs network by attaching it to the beginning of the survey:

REDEFINING SCHOOL

SPRINGS CHARTER SCHOOLS | 2018–19 SCHOOL YEAR

OVER 8,600 STUDENTS

- River Springs Charter School
- Empire Springs Charter School
- Harbor Springs Charter School
- Citrus Springs Charter School
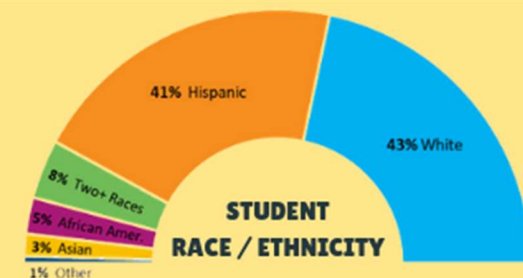- Vista Springs Charter School
- Pacific Springs Charter School

ENROLLMENT BY YEAR

- 2008-09: 2,997
- 2009-10: 4,600
- 2011-12: 5,548
- 2013-14: 6,535
- 2016-17: 7,778
- 2018-19: 8,632

STUDENT CENTERS 19

providing 25 unique educational programs with students on campus 0-5 days per week, depending on their program.

STUDENT RACE / ETHNICITY

- 43% White
- 41% Hispanic
- 8% Two+ Races
- 5% African Amer.
- 3% Asian
- 1% Other

100% OF STUDENTS HAVE

- Highly Qualified Teachers
- Standards aligned textbooks and materials
- Clean and safe facilities

- **15%** STUDENTS WITH DISABILITIES
- **5%** ENGLISH LEARNERS
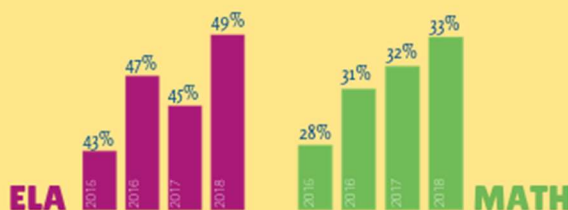- **47%** ECONOMICALLY DISADVANTAGED
- **4%** HOMELESS

COLLEGE & CAREER

According to the California School Accountability Dashboard, Springs 2018 graduates were well prepared for college and career (green).

STUDENT PROFICIENCY RATES

ELA
- 2015: 43%
- 2016: 47%
- 2017: 45%
- 2018: 49%

MATH
- 2015: 28%
- 2016: 31%
- 2017: 32%
- 2018: 33%

SIX SCHOOLS, TWENTY–FIVE EDUCATIONAL PROGRAMS, ONE 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.

www.SpringsCS.org

The Pacific Springs Community

Pacific Springs Charter School (PSCS) is authorized by the San Diego County Office of Education and began serving students in August 2018. During the 2018-19 school year, the charter was granted initial WASC accreditation for grades TK-12. The first graduating class will commence in June 2018. PSCS serves students residing in San Diego, with authorization to serve students in the contiguous counties. Of over the 440 students served by PSCS all reside in San Diego County (100%).

 San Diego County has the second largest population in California with over three million residents. According to 2017 census data, the reported ethnic majority is predominantly split between white (45%) and Hispanic/Latino (34%) with additional populations of Asian (13%) and African American (6%). The median household income is $70,588. Education levels of residents over the age of twenty-five who hold a bachelor's degree or higher is at 37.4% countywide.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The 2019-20 LCAP has only changed slightly from last year. Based on stakeholder feedback, the charter is doing well. When applicable, the CDE Dashboard is used. In all other cases, there are clear, transparent internal metrics used. In all cases, the goals ensure accountability, precise budget reconciliation, and 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:
 • Goals for qualifying students have been modified (SED/low income, English Learners, and immigrant)
 • Goals that include maintaining or increasing "change" rates based on the Dashboard are noted
 • Expected Annual Measurable Outcomes (EMAOs) were re-visited
 • All actions meet at least one criteria: data-driven decision making, stakeholder feedback, Dashboard needs, and/or state priority
 • If there is little or no 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 goal is updated
 • Experts in each area assisted in goal development to ensure buy-in and, ultimately, goal-achievement
 • Where internal data is noted, the charter also included Dashboard data 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
 • All goals are aligned to the charter document
 • A mid-year progress update is given to the Local Board each December

3

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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 charter has identified multiple areas of greatest progress. They are:

- I-Ready is showing good academic growth.
- Suspension/Expulsion rates below county averages.
- Attendance rates are well above county averages.
- Student Chromebook distribution has met the charter's high standards.
- Site security has increased and exceeds the charter's standards.
- Internship/CTE enrollment has increased.
- Mastery-based CA State Standard (Common Core) courses are being developed on schedule.
- Professional development goals for teachers/administrators have been exceeded.

Referring to the California School Dashboard, 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

Dashboard data is not yet available to this program. However, internal data through i-Ready indicates all subgroups are on-track for meeting yearly growth targets. Though local indicators are not yet viewable on the Dashboard, all indicators have been met in the charter's first year of business.

Referring to the California School Dashboard, 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

Due to the new nature of this program, a dashboard has yet to be calculated. Based on local metrics through i-Ready diagnostics, all subgroups are on-track for meeting yearly growth targets. Grade level analysis shows grade 3 in ELA and grades 2 and 3 in math may be areas of opportunity.

4

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

None.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

5

Annual Update

LCAP Year Reviewed: 2018-19

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

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 Priorities: 2, 4

Local Priorities: Aligned with charter document

Annual Measurable Outcomes

Expected	Actual
Mastery-based curriculum developed for K-8 and grade 9	Completed, see action A for additional details.
SBAC ELA % met/exceeded: maintain or increase all change rates	To be measured once data are available.
SBAC Math % met/exceeded: Maintain or increase all change rates	To be measured once data are available. This is the charter's first year of operation.
5 staff development/data day trainings per year	Completed, see action D for additional details.
Data-driven staff development: Increase current rates for previous red/orange significant subgroups	Due to the school recently opening, data are not yet available for this goal.
Teacher assignment report: 100% compliant per independent study guidelines	Completed, see action E for additional details.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	**Goal Met** Both a 3-8 Math Performance Task course and a 3-8 ELA Performance Task course were created. These courses contain released Performance Tasks for students to work on as well as lessons that support student learning in order to be successful at the next level. The K-8 Fluency course is complete and the school is in planning for Phonics and Phonemic Awareness courses for K-2 in 2019-20. A K-8 Writing course is also being developed this summer for added support. Mastery courses for K-5 ELA and Math are in the process of being developed. Homeschool learning centers are adding Ready Classroom mathematics curriculum to the I CAN Math courses to better support struggling students.	$6,000 $14,000	$5,972 $15,049

Action 1B

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	**Goal Met** School-wide professional development and Professional Learning Communities (PLCs) were held for analyzing state and local data such as CAASPP and i-Ready began in September and continued monthly for all teachers and administrators to identify instructional strengths/gaps and identify student needs through tiered support and interventions. Specific English Language Arts standards were identified and additional resources pooled to create effective individualized teaching strategies. English Learners, Students with Disabilities, and other significant subgroup data was analyzed through the use of Illuminate and i-	$800 $10,000	$634 $9,907

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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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*	Ready. Groups of students were identified based on these data, and specific instruction and remediation strategies were created. In addition, three "Data Day" PLC meetings were held throughout the year to identify key skills and essential knowledge that students still need with each data day building off the analysis from the previous. In the spring, Teacher and principal analysis of CAASPP Interim Assessment (ICA) with student analysis and goal setting to target instruction prior to the CAASPP testing window. In addition, monthly "Case Manager Collaborative" meetings for SpEd teachers were held. Special Education teachers meet together and review best practices, student issues, and assist each other. Quarterly meetings with all case managers to review compliance were also held. To examine the effectiveness of the above efforts, iReady D1 to D2 comparison data is included below. The charter will review the impact on CAASPP results when scores are available in August 2019 as well as Dashboard data, expected to release in December 2019.		

Pacific Progress Towards i-Ready Yearly Targets: Reading		
Subgroup	Total	Progress Towards Yearly Growth Target (as of Mid-Year 50%+)
All	443	125%
EL	92	127%
SWD	50	217%
SED	183	131%

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Action 1C

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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. *Measure: Dashboard change rates in both state and internal student data for all students including student groups identified as not meeting expected growth/performance.*	**Goal Met** School-wide professional development and Professional Learning Communities (PLCs) were held for analyzing state and local data such as CAASPP and i-Ready began in September and continued monthly for all teachers and administrators to identify instructional strengths/gaps and identify student needs through tiered support and interventions. Specific English Language Arts standards were identified and additional resources pooled to create effective individualized teaching strategies. English Learners, Students with Disabilities, and other significant subgroup data was analyzed through the use of Illuminate and i-Ready. Groups of students were identified based on these data, and specific instruction and remediation strategies were created. In addition, three "Data Day" PLC meetings were held throughout the year to identify key skills and essential knowledge that students still need with each data day building off the analysis from the previous. In the spring, Teacher and principal analysis of CAASPP Interim Assessment (ICA) with student analysis and goal setting to target instruction prior to the CAASPP testing window. In addition, monthly "Case Manager Collaborative" meetings for SpEd teachers were held. Special Education teachers meet together and review best practices, student issues, and assist each other. Quarterly meetings with all case managers to review compliance were also held. To examine the effectiveness of the above efforts, iReady D1 to D2 comparison data is included below. The charter will review the impact on CAASPP results when scores are available in August 2019 as well as Dashboard data, expected to release in December 2019.	See above (1B)	See above (1B)

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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Pacific Progress Towards Math i-Ready Growth Targets		

Subgroup	Total	Progress Towards Yearly Growth Target (as of Mid-Year 50%+)
All	443	**94%**
EL	92	**91%**
SWD	50	**120%**
SED	183	**89%**

Action 1D

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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*	**Goal Met** We have an annual staff development plan that included five teacher trainings for 2018-19, in addition to PLC and data day agendas. Topics included: • Literacy (TK-2 teachers): Scope and Sequence for Foundational Reading Skills, Scope and Sequence for Phonics and Sight Words, World Cafe for Reading Foundation Teaching Strategies; • Math (3-5 teachers): Deeper understanding of SMP, Deeper understanding of CCSS, 3 Read Protocol, Performance Tasks; • NGSS Science (6-8 teachers) phenomenon based instruction, teacher science instruction continuum, cross cutting concepts;	$60,000 $1,000 $20,000	$59,215 $1,039 $17,514

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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Staff groups also attended several conferences and workshops, depending on their position. These include CCSA, Aplus Personalized Learning, UC and CSU counselor conferences, Learning and the Brain, Get Focused Stay Focused, Educating for Careers, Safe Schools conference, as well as county office of education hosted workshops.		

Action 1E

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure teachers are credentialed in content areas, per independent study guidelines. *Measure: teacher assignment report*	**Goal Met** 100% Compliant. Teacher credentialing reports are run and reviewed monthly to ensure ongoing credentialing compliance.	$2,000	$1,631

Analysis – Goal 1

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.

The overall implementation of the actions/services for this goal were good. All of the actions were fully implemented and all met.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

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The overall effectiveness of the actions/services to achieve this goal were great. All actions were met, including nice growth rates for I-Ready.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences.

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.

There are no changes to this goal.

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Goal 3

Safety and Culture: Improve student safety and school culture.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Local Priorities: Aligned with charter document

Annual Measurable Outcomes

Expected	Actual
Facility Safety: internal matrix to show 100% of facilities at proficient levels	Complete. See Action A for details.
Suspension & Expulsion Rates per Dashboard: decrease suspension & expulsion rates per change rate as calculated on Dashboard	Baseline data will be on first dashboard release in the fall of 2019.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 3A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain all facilities at proficient security levels.	**Goal Met** All school sites are safe and secure. Security levels are maintained through the implementation of auto-generated Preventative Maintenance (PM) work orders using Schooldude Systems. PM work orders are auto-generated, quarterly, for each site. Completion of PM work orders includes; Inspection of the Building Exterior (access control, fencing/gates, security	$0	$500

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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	equipment) along with the Building Interior (Doors, access control, security equipment). Repairs and Maintenance of security components are completed and noted in the PM work order. Security Window film, exit alarms, and privacy fence netting have been added to the 'internal evaluation system' this year. These security components are being installed at admin and school sites - based on Security funds and structured judgment.		

Action 3B

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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. *Measure: Support efforts will be measured by a decreased overall suspension rate, as calculated on the Accountability Dashboard change rate.*	**Goal Met** The school completed all planned efforts to address whole child support. School counselors are leading small groups addressing social and emotional needs at student centers. STAR Teams are established and address individual student needs through Tier 3 meetings. Assistant Classroom Educators (ACEs) support teacher with addressing student needs in the classroom. Teachers receive monthly MTSS trainings as part of their blended learning day. Subgroup data is analyzed through the PLC process and the AIMM process in conjunction with the Assessment team and is used to refine practices at the classroom and district level. School will collect, analyze, and monitor suspension and expulsion data, in comparison to the county, when publically available.	$27,000	$30,000

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Analysis – Goal 3

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.

The overall implementation of the actions/services for this goal were implemented. However, the site is fully secure and did not need any further security in this fiscal year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions/services to achieve this goal were good. The goal was met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences.

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.

There are no changes to this goal.

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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 Priorities: 1, 6, 8

Local Priorities: Aligned with charter document

Annual Measurable Outcomes

Expected	Actual
Staff/student survey data and inventory system: 12:1 Chromebook ratios on-site; 1:1 Chromebooks in Homeschool	Completed, see Action A for additional details.
Maintain/revise course content in Canvas	Completed, see Action B for additional details.
Staff development feedback: Train staff on two tech tools as a part of large, mandated group activity	Completed, see Action C for additional details.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 4A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
In an effort to increase technology readiness, students will have access to a Chromebook (or other similar technology) throughout all programs. Academy programs will have 12:1	**Goal Met** All students in this charter have been assigned their own Chromebook; therefore, at a 1:1 ratio. Access time has greatly increased for all students. Chromebooks were also one of the	$160,000	$149,787

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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
levels. Homeschool program offers 1:1 in grades TK-12. *Measure: Inventory system Chromebook counts and survey data*	highest rated resources on our LCAP stakeholder survey for being "used and useful."		

Action 4B

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Based on user feedback, revise Canvas courses as necessary to increase participation and ensure accurate links/content. *Measure: Canvas course content.*	**Goal Met** All Canvas course videos have been saved in MP4 format to ensure students have access to the correct content	$5,000	$4,130

Action 4C

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	**Goal Met** In October staff were trained on Gmail, Google Calendar, Hangouts, Drive, Docs and Sheets. The training included suggestions for student projects in each of the Google Suite components. In January teachers participated in a CANVAS Q & A online, and utilized pinned discussions in CANVAS to share their progress toward the school's BHAG goals.	$2,000	$1,469

17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Measure: Agendas and sign-in sheets			

Analysis – Goal 4

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.

The overall implementation of the actions/services for this goal were implemented. Chromebooks are also the highest rated as used/useful in the stakeholder survey.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions/services to achieve this goal were great. The goal was met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences.

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.

There are no changes to this goal.

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 Priorities: 1, 2, 3, 4, 5

Local Priorities: Aligned with charter document

Annual Measurable Outcomes

Expected	Actual
Principal training and coaching for urban schools	Completed, see Action A for additional details.
MiFi Inventory system: increase MiFi use by 5% across charter	100% of qualifying students that have requested MiFi access have received one.
SBAC scores for SWD subgroup (% met/exceeded): planning meetings and internal data used with fidelity to increase SWD subgroup growth in ELA and math	Due to the new nature of this program, data are not yet available.
Complete comprehensive training for ACEs	Completed, for additional details see Action D.
SBAC scores for EL subgroup (% met/exceeded): increase EL subgroup growth data in ELA and math	Will be analyzed once data are available.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

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Action 5A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Contract with an established, highly successful group who study successful urban (socio-economically disadvantaged and English Learner) schools across the country for best practices (NCUST). These consultants will work intensively with Principals to develop and support best practices with these particular subgroups.	**Goal Met** The charter has a coach from this group working with the Senior Director of Academies to ensure that she is able to most effectively support the principals with best practices for working with low-income and English Learner subgroups.	$500	$300

Action 5B

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	**Goal Met** Mifi devices are available to qualifying students throughout the school year (upon request).	$500	$300

Action 5C

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	**Goal Met** STAR teams have been formed for students with disabilities as well as other struggling students. Teams meet in one-on-one and group settings to address individual student needs. Special	$50,000	$48,600

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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
year using 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*	Education staff also meet weekly online to address student needs, and monthly in Personalized Learning Collaborative (PLC) groups to review student needs and progress. SpEd staff are meeting more regularly with STAR teams and participating in more schoolwide staff development and data days. Due to the school not having been operational for more than two years, dashboard rates have not yet been calculated. In order to effectively monitor and increase these rates, iReady diagnostics are used to analyze these students. Current progress as of mid-way through the year toward yearly targets has been included:		

Pacific Progress Towards i-Ready Yearly Targets

Subgroup	Total	Progress Towards Yearly Growth Target (as of Mid-Year 50%+) **Reading**	Progress Towards Yearly Growth Target (as of Mid-Year 50%+) **Math**
All students	443	125%	94%
SWD	50	217%	120%

Action 5D

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire, train, and support Assistant Classroom Educators (ACES)/instructional aides for all K-5th grade academy classrooms to support all students. Specialized training will allow	**Goal Met** Classroom management training was held in September. In February and April, staff continued training with instructional and social emotional support strategies to support all learners,	$200,000 $500	$181,792 $473

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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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*	including significant subgroups. Extended learning opportunities are available in the ACE Training course in Canvas. Some vice principals provide monthly training for ACEs during blended PLC days.		

Action 5E

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hold 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. 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*	**Goal Met** Leaders are selected from Springs educators for a series of trainings in order to disseminate effective English Learner teaching strategies to the rest the organization. English Learner specific professional development was given three times in 2018-19. The September training covered Academic Vocabulary using the Frayer model. The January training covered Talk Moves: a specific EL strategy used to meet the needs of EL students in your classroom. Sentence starters that students use to join a class discussion encourage both academic thinking and social connectedness. The May training included an overview of the EL Standards with a review of the vocabulary development practices used throughout the year. Strategies for integrating the standards and lesson planning were be a focus for this development.	$15,000 $2,000	$12,428 $1,185

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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	In addition, the Director of Assessment/EL Coordinator conducted classroom walkthroughs to look for evidence of vocabulary development across all subjects. The school is awaiting Dashboard baseline data. As a result, iReady progress toward yearly targets has been included.		

Pacific Progress Towards i-Ready Growth Targets

Subgroup	Total	Progress Towards Yearly Growth Target (as of Mid-Year 50%+) **Reading**	Progress Towards Yearly Growth Target (as of Mid-Year 50%+) **Math**
All	443	125%	94%
EL	92	127%	91%

Analysis – Goal 5

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.

The overall implementation of the actions/services for this goal were good. All actions were well-implemented.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions/services to achieve this goal were great. The goal was achieved as all actions were met.

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Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences.

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.

There are no changes to this goal.

Goal 6

Mission: Continue to support parent choice and personalized learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 6

Local Priorities: Aligned with charter document

Annual Measurable Outcomes

Expected	Actual
State attendance, graduation and drop-out rates: maintain all rates to be better than county average	Baseline data is not yet available.
Staff and WASC feedback: personalized learning on staff development as mandatory; add to personalized learning continuum	Completed, see Action B for additional details.
Marketing event calendar: 5 marketing events scheduled	Completed, see Action C for additional details.

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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 6A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The charter will maintain attendance rates above county averages. Through the adequate progress process, student involvement in goal setting, personalized learning process, interest choices, and student engagement methods, the charter expects to see decreased middle school and high school dropout rates (as applicable) and increased graduation rates (as applicable) each year. *Measure: Aggregate attendance rate drop-out data; graduation and drop-out rates per Data Quest; both state and internal (up-to-date) data points.*	**Goal met** The school continues to focus on student involvement in goal setting, personalized learning process, interest choices, and student engagement methods. Baseline data for attendance and drop-outs is expected to be available after the first year. Drop-out and graduation rates will also be monitored when high school students enroll in the school. Baseline drop-out and chronic absenteeism data is expected to be available on Data Quest and the Dashbaord in the coming year.	$10,000	$7,902

Action 6B

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	**Goal Met** In August 2018 the school held a personalized learning continuum training and teacher goal setting (academy teachers). In September 2018 The Teaching the Springs Way (TTSW) Handbook was distributed to all academy teachers, a full-day	$20,000 $1,000	$17,000 $750

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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.*	classroom management training was held. In addition, all teachers participated in a full day of Personalized Learning Workshops including content on Mastery Learning and Personalized Learning best practices such as Goal Setting, Online Programs (ST MATH, iReady, Lexia, Reading Plus), Online Free PD Options, Student Portfolios, Using State Assessments to Plan Backwards, Annual Curriculum Maps, Number Talks, Managing Centers, Using Open Education Resources, CANVAS Training, Flexible Environment, I CAN! Resources, Engagement Strategies, Writing Strategies, Novel Studies, Student Conferencing, Gamifying Personalized Learning Paths in Middle School. In October 2018, teachers participated in a blended professional development, which included CANVAS Training, Google Chrome & Apps Training, TTSW Steps 1 & 2 online training. The Personalize Learning Expert Program Teachers met for five training days to design "Learning Lab Look Fors:" Determining WOW Factor, Increasing student goal setting and reflection, growing as personalized learning leaders through the Little Bets process. Participants were given access to the Teaching the Springs Way Toolbox. This is an online Canvas Course and is a pragmatic resources for teachers to "grab and go" resources and curriculum to support the Personalized Learning Continuum. All TK through 3rd grade teachers were added to the Teaching Literacy the Springs Way course. This course has research based strategies for the eight components of literacy instruction. The first course is for fluency strategies. The next course to be developed is Phonics Instruction.		

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Action 6C

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase parent involvement by marketing 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.*	**Goal Met** Since July 2018, the school has hosted or participated in 10 marketing and outreach events in San Diego County. This exceeds our goal of 5 events in 2018-19. Staff have begun scheduling events through the end of the calendar year. Throughout the Springs network, 42 students have enrolled in 2018-19 as a direct result of efforts at marketing events, based upon parents answering "how did you hear about Springs" on the application for enrollment. In addition to outreach events, the school maintains a robust portfolio of direct and indirect marketing efforts. These include, but are not limited to: radio advertisements, press releases, postcards, mail inserts, billboards, movie theater advertisements, mall advertisements, and more. The Homeschool package for the 2019-20 school year has been updated to provide families with additional funding for items like enrichment classes and curriculum. This update allows the school to maintain a competitive position in the overall homeschool landscape. All parents are encouraged to participate in both academic and extracurricular capacities. Parents are invited to development opportunities (parent certification, Ignite Conference, SPREE, etc.), school committees, volunteering on-site, and Personalized Learning Plan Meetings. For unduplicated students specifically, students and parents meet quarterly with the teacher (and additional staff as needed)	$12,000 $40,000	$13,200 $38,060

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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	to create personalized learning goals for each student. Individual goals are discussed, documented, and tracked throughout the learning period. Students with IEPs go through the same learning plan process in addition to IEP meetings at least annually and as needed.		

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.

The overall implementation of the actions/services for this goal were good. All actions were implemented fully.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions/services to achieve this goal were great. All actions were met, thus, goal met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences.

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.

There are no changes to this goal.

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Stakeholder Engagement

LCAP Year: **2018-19**

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 public session in December staff present a mid-year update which explains the progress as of the end of November. In May, the staff reminded the Board of the reasons for the LCAP document and the impact. During this presentation state priorities, charter vision, CDE Dashboard, and stakeholder ideas were outlined. During public session each person in attendance was given a chance to vote on which three actions/services for which they would like more information on at future public board meetings. The top three for which they would like more information were:

1. Career-Technical Education and Internships

2. College-Readiness Opportunities

3. Marketing Efforts

Authorizer Feedback: The Stakeholder Committee also looked at authorizer feedback from prior years 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 six goals. The six 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.

Survey: School stakeholders were surveyed in April-May 2019. For each of the six LCAP goals, stakeholders were asked how well they think the school doing to

provide services and resources to students. In addition survey participants were asked to rate each LCAP resource as being used and helpful, used and not helpful, or not used. Results are below.

2019 LCAP Survey Findings			
	% stakeholders who say we are **"exceeding expectations"** or **"doing well"** *	Highest rated resources for being **"used and useful"**	Lowest Rated resource; voted **"used but not helpful"**
Common Core Transition	67%	I CAN Trackers (47%)	CAASPP Prep (20%)
College & Career Readiness	67%	Guidance Counselor Meetings (20%)	N/A
Student Safety	93%	Safe and Maintained Schools (67%)	Bullying Prevention (7%)
Engaging Students	87%	Chromebook Availability (73%)	i-Ready Practice (20%)
Student Support	87%	Special Education Services (73%)	Personalized Learning (13%)
Personalized Learning	93%	Learning Plans (60%)	Personalized Passion Project (7%)

N/A = All resources in this category received at least an 80% "helpful" rating.
*** Resource received a 100% "helpful" rating.*

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

After compiling and analyzing all stakeholder feedback, the charter staff is confident that the LCAP goals are congruent with needs. With overall "used and useful" or favorable responses to actions, the LCAP Committee made only minor revisions to the items. In some cases, the metrics were changed to align more thoroughly with public data (eg: attendance rates to chronic absenteeism). Furthermore, the estimated actuals were analyzed and current and next year's budget were updated so that the stakeholders received accurate, transparent future expenditures.

Due to the new federal addendum, staff aligned federal expenditures (in applicable areas) and noted on both the LCAP and the Addendum. In summary, the stakeholder groups were pleased with the LCAP and Addendum and only minor changes were necessary.

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Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

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 Priorities: 2, 4

Local Priorities: Aligned with charter document

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 Annual Measurable Outcomes. All baseline measurements are based on the following: parent/student/community survey data, mission/vision/charter alignment, SBAC and internal assessment data, staff feedback, state/federal reports, WASC feedback, and/or Dashboard data.

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Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Mastery-based curriculum	N/A	N/A	Committee designated to implement mastery-based curriculum	Committee designated to implement mastery-based curriculum
SBAC ELA % met/exceeded	N/A *Data Source: Data Quest*	N/A	Awaiting baseline SBAC data.	Maintain or increase all change rates
SBAC Math % met/exceeded	N/A *Data Source: Data Quest*	N/A	Awaiting baseline SBAC data.	Maintain or increase all change rates
Data-driven staff development	N/A	N/A	Awaiting baseline Dashboard data.	Increase current rates for red/orange significant subgroups

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All schools

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Based on feedback from users, 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. The charter intends for all curriculum to be revised every year to ensure working links, new choice assignments, and updates throughout.

Budgeted Expenditures

34

Year	2017-18	2018-19	2019-20
Amount	N/A	$7,500 $6,921	$8,000 $8,000
Source		LCFF Fund 62	LCFF Fund 62
Budget Reference		R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx (materials and supplies)	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O4xxx (materials and supplies)

Action   1B

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A	N/A	N/A

Actions/Services

35

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	**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. *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, or have significant performance gaps (2+ from overall). *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

36

Year	2017-18	2018-19	2019-20
Amount	N/A	$634 $9,907	$1,000 $10,000
Source		LCFF Fund 62	LCFF Fund 62
Budget Reference		R0000/O1xxx, 3xxx (salaries and benefits) R0000/O5xxx (services)	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O5xxx (services)

Action   **1C**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
N/A	N/A	N/A

Actions/Services

37

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	**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.	**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. The charter will prioritize subgroups that measure on Dashboard as red, orange, or have significant performance gaps (2+ from overall). *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

38

Year	2017-18	2018-19	2019-20
Amount	See Above (1B)	See Above (1B)	See Above (1B)
Source	See Above (1B)	See Above (1B)	See Above (1B)
Budget Reference	See Above (1B)	See Above (1B)	See Above (1B)

Action   1D

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All with specificity for underserved populations	All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	Modified

39

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	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. Staff development will specifically target underserved student populations. *Measure: Master calendar, agendas, sign-in sheets, annual staff development plan*

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$59,215 $1,039 $17,514	$60,000 $1,000 $18,000
Source		LCFF Fund 62	LCFF Fund 62 LCFF Fund 62 Federal – Title II
Budget Reference		R0000/O1xxx, 3xxx (salaries and benefits) R0000/O5xxx	R0000/O1xxx, 3xxx (salaries and benefits) R0000/O5xxx

40

Year	2017-18	2018-19	2019-20
		(services) R0000/O4xxx (materials and supplies)	(services) R4035/O4xxx (materials and supplies)

Action   1E

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	New	Unchanged

41

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Ensure teachers are credentialed in content areas, per independent study guidelines. *Measure: teacher assignment report*	Ensure teachers are credentialed in content areas, per independent study guidelines. *Measure: teacher assignment report*

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$1,631	$2,000
Source		LCFF Fund 62	LCFF Fund 62
Budget Reference		R0000/O1xxx, 3xxx (salaries and benefits	R0000/O1xxx, 3xxx (salaries and benefits

42

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 3

Safety and Culture: Improve student safety and school culture.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Local Priorities: Aligned with charter document

Identified Need:

The need to ensure student safety and positive school culture is a high priority.

Charter has identified needs based on multiple measures as shown below in Expected Annual Measurable Outcomes. All baseline measurements are based on the following: parent/student/community survey data, mission/vision/charter alignment, SBAC and internal assessment 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	N/A	N/A	Internal matrix to show 100% of facilities at proficient levels *Data Source: Facilities Security Google Doc*	Internal matrix to show 100% of facilities at proficient levels

43

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rates per Dashboard	N/A	N/A	Awaiting baseline Dashboard data	Decrease suspension rates per change rate as calculated on Dashboard

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **3A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

44

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	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

Year	2017-18	2018-19	2019-20
Amount	N/A	$0	$5,000
Source		LCFF Fund 62	LCFF Fund 62
Budget Reference		R0000/O4xxx, 5xxx (materials and services)	R0000/O4xxx, 5xxx (materials and services)

Action   3B

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

45

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All

<div align="center">**OR**</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	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 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.

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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		The charter will use suspension and expulsion 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

Year	2017-18	2018-19	2019-20
Amount	N/A	$30,000	$35,000
Source		LCFF Fund 62	LCFF Fund 62
Budget Reference		R0000/O1xxx, 3xxx (salaries and benefits) Some general fund contribution to Special Education	R0000/O1xxx, 3xxx (salaries and benefits) Some general fund contribution to Special Education

47

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

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 Priorities: 1, 6, 8

Local Priorities: Aligned with charter document

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 Annual Measurable Outcomes. All baseline measurements are based on the following: parent/student/community survey data, mission/vision/charter alignment, SBAC and internal assessment 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	N/A	N/A	12:1 Chromebook ratios on-site; 1:1 Chromebooks in Homeschool	Maintain 1:1 chromebook ratio for all students.
Canvas course content based on survey data	N/A	N/A	Maintain/revise course content in Canvas	Maintain/revise course content in Canvas

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Staff development feedback	N/A	N/A	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

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **4A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A	N/A	N/A

Actions/Services

49

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	In an effort to increase technology readiness, students will have access to a Chromebook (or other similar technology) throughout all programs. Academy programs will have 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. Maintain 1:1 Chromebook to student availability. *Measure: Inventory system Chromebook counts and survey data*

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$149,787	$150,000
Source		LCFF Fund 62	LCFF Fund 62
Budget Reference		R0000/O4xxx (materials)	R0000/O4xxx (materials)

Action   4B

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

50

Students to be Served:		Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)		(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All		All

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	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

51

Year	2017-18	2018-19	2019-20
Amount	N/A	$4,130	$5,000
Source	LCFF Fund 62	LCFF Fund 62	LCFF Fund 62
Budget Reference	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits)

Action   4C

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served	Scope of Services	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	New	Unchanged

52

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	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 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

Year	2017-18	2018-19	2019-20
Amount	N/A	$1,469	$2,000
Source		LCFF Fund 62	LCFF Fund 62
Budget Reference		R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 3xxx (salaries and benefits)

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

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).

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State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5

Local Priorities: Align with charter document

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 Annual Measurable Outcomes. All baseline measurements are based on the following: parent/student/community survey data, mission/vision/charter alignment, SBAC and internal assessment 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	N/A	N/A	Training experts will work with Principals throughout the year to meet goals.	Experts will work with Principals throughout the year to meet goals.
Inventory system: MiFis	N/A	N/A	2018-19 baseline = 1 student	Continue providing devices to all qualifying students; communicate opportunity to all staff in order to refer students as needed
SBAC scores for SWD subgroup (% met/exceeded)	N/A	N/A	Awaiting baseline SBAC data	Increase SWD Dashboard subgroup growth data in ELA and math
Student/staff survey results	N/A	N/A	ACES were hired and trained. Survey data shows that ACES are a high priority	Increase used and useful data by 5%

54

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			amongst board, staff and community members.	
SBAC scores for EL subgroup (% met/exceeded)	N/A	N/A	Awaiting baseline SBAC data	Increase EL Dashboard subgroup growth data in ELA and math

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **5A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Specific student groups	All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English learners & Low-income	Unduplicated student groups	All schools

Actions/Services

55

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Contract with an established, highly successful group who study successful urban (socio-economically disadvantaged and English Learner) schools across the country for best practices (NCUST). These consultants will work intensively with Principals to develop and support best practices with these particular subgroups. *Measure: Invoice and meetings*	The charter's AIMM team of mentors will continue the work of NCUST with the oversight of the Superintendent, Assistant Superintendent of Education, and the Senior Director of Academies. Both the Assistant Superintendent of Education and the Senior Director of Academies have had extensive training with NCUST coaches to continue this work of developing and supporting best practices especially related to particular subgroups (Socio- economically disadvantaged and English Learner). These in-house experts will work intensively with Principals to develop and support best practices with these particular subgroups. *Measure: Invoice and meetings*

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$300	$500
Source		LCFF Fund 62 S/C	LCFF Fund 62 S/C

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Year	2017-18	2018-19	2019-20
Budget Reference		R0000/O5xxx (services) R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O5xxx (services) R0000/O1xxx, 3xxx (salaries and benefits)

Action   5B

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific student groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, foster youth, low-income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to unduplicated student groups

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	New	Unchanged

57

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	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

Year	2017-18	2018-19	2019-20
Amount	N/A	$300	$500
Source		LCFF Fund 62 S/C	LCFF Fund 62 S/C
Budget Reference		R0000/O5xxx (services)	R0000/O5xxx (services)

Action   5C

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Students with disabilities

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	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 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.	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 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. The charter will prioritize subgroups that measure on Dashboard as red, orange, or have significant performance gaps (2+ from overall).

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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Measure: Dashboard change rate in math and ELA for students with disabilities subgroup

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$338,220	$360,000
Source		SELPA: Local Assistance and general fund contribution	SELPA: Local Assistance and general fund contribution
Budget Reference		R3310, 0000/O1xxx, 3xxx (Special Education, salaries and benefits)	R3310, 0000/O1xxx, 3xxx (Special Education, salaries and benefits)

Action   5D

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific student group

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

60

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, foster youth, low-income	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Hire, 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

Year	2017-18	2018-19	2019-20
Amount	N/A	$181,792 $473	$200,000 $500

61

Year	2017-18	2018-19	2019-20
Source		Federal Title I LCFF Fund 62 S/C	Federal Title I LCFF Fund 62 S/C
Budget Reference		R3010/O2xx,O3xx LCFF Fund 62 S/C R0000/O4xxx (materials and supplies)	R3010/O2xx,O3xx LCFF Fund 62 S/C R0000/O4xxx (materials and supplies)

Action   **5E**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific student group

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learner

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All schools

Actions/Services

62

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Hold 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. Change trainings and practices based on new data sets and teacher feedback, as appropriate.	Increase SBAC met/exceeded rates in both ELA and math for EL subgroup. 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 student achievement through purchase of new ELD curriculum to further personalize learning. Change trainings and practices based on new data sets and teacher feedback, as appropriate. The charter will prioritize subgroups that measure on Dashboard as red, orange, or have significant performance gaps (2+ from overall). *Measure: Dashboard change rates in both state and internal data points, staff development agendas and sign-in sheets, and walk-through documentation*

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$12,428 $1,185	$13,500 $1,300
Source		LCFF Fund 62 Federal Title III	LCFF Fund 62 S/C Federal Title III
Budget Reference		R0000/O1xxx,3xxx (salaries and benefits) R4201/O4xx (materials and supplies)	R0000/O1xxx,3xxx (salaries and benefits) R4201/O4xx (materials and supplies)

64

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 6

Mission: Continue to support parent choice and personalized learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 6

Local Priorities: Aligned with charter document

Identified Need:

The need to ensure that the school's mission, as outlined in the charter document, remains a high priority.

Charter has identified needs based on multiple measures as shown below in Expected Annual Measurable Outcomes. All baseline measurements are based on the following: parent/student/community survey data, mission/vision/charter alignment, SBAC and internal assessment 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	N/A	N/A	Awaiting baseline drop-out and grad data to be available on Data Quest	Maintain all rates to be better than county average
Staff and WASC feedback	N/A	N/A	Mandatory personalized learning staff development; add personalized learning cohort	Mandatory personalized learning staff development; add new personalized learning cohort

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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Marketing event calendar	N/A	N/A	10 marketing events were completed	5 marketing events scheduled

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **6A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

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Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	The charter will maintain attendance rates above county averages. Through the adequate progress process, student involvement in goal setting, personalized learning process, interest choices, and student engagement methods, the charter expects to see decreased middle school and high school dropout rates (as applicable) and increased graduation rates (as applicable) each year. *Measure: Aggregate attendance rate drop-out data with comparable (Data Quest). Graduation rates per Dashboard, both state and internal (up-to-date) data points.*	Through adequate progress process, student involvement in goal setting, personalized learning process, interest choices, and student engagement methods, the charter will improve chronic absenteeism and graduation rates (as applicable, per the CA Dashboard) and drop-out rates (per Data Quest). This goal was modified to align with the Dashboard and available data. *Measure: Chronic absenteeism and graduation rates and changes per Dashboard. Drop-out data per Data Quest.*

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$7,902	$8,000
Source		LCFF Fund 62	LCFF Fund 62
Budget Reference		R0000/O1xxx, 3xxx (salaries and benefits)	R0000/O1xxx, 3xxx (salaries and benefits)

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Action   **6B**

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

OR

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Develop the training resources for the Springs' Personalized Learning continuum and learning rubric. Train staff on developing personalized learning plans related to the continuum and on	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

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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	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. | 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

Year	2017-18	2018-19	2019-20
Amount	N/A	$17,000
$750	$18,000
$1,000
Source		LCFF Fund 62	LCFF Fund 62
Budget Reference		R0000/O1xxx, 3xxx
(salaries and benefits)
R0000/O4xxx, 5xxx
(materials and services)	R0000/O1xxx, 3xxx
(salaries and benefits)
R0000/O4xxx, 5xxx
(materials and services)

Action   6C

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
N/A	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	Increase parent involvement through marketing personalized learning through social media and numerous marketing tactics/events based on focus group, marketing committee, and other stakeholder input. Maintain robust Homeschool package.	Increase parent involvement by marketing personalized learning through social media and numerous marketing tactics/events based on focus group, marketing committee, and other stakeholder input. Maintain robust Homeschool package.

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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Measure: Focus group notes, homeschool funds allotment calendar, marketing purchase orders, and marketing events calendar.	*Measure: Focus group notes, homeschool funds allotment calendar, marketing purchase orders, and marketing events calendar.*

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$13,200 $38,060	$15,000 $40,000
Source		LCFF Fund 62	LCFF Fund 62
Budget Reference		R0000/O1xxx, 2xxx, 3xxx (salaries and benefits) R0000/O4xxx, 5xxx (materials and services)	R0000/O1xxx, 2xxx, 3xxx (salaries and benefits) R0000/O4xxx, 5xxx (materials and services)

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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

$384,172 (supplemental only)

Percentage to Increase or Improve Services

10.25%

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:
• Use the AIMM process to specifically coach principals to increase student achievement for unduplicated pupils;
• Continue to increase number of MiFis being used by students who do not have internet access at home due to unduplicated pupil status; and
• Continue to hire and train Assistant Classroom Educators (ACES) for all academy classrooms to specifically assist unduplicated pupils in grades K-5.
• Increase services to English Learners as described in goal 5E

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.
>
> > **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
> >
> > **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
>
> Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.
>
> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

> As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

> State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and

"Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

  For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

> Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

 A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

 B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

 C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

 A. The implementation of state board adopted academic content and performance standards for all students, which are:

  a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

  b. Mathematics – CCSS for Mathematics

  c. English Language Development (ELD)

  d. Career Technical Education

  e. Health Education Content Standards

  f. History-Social Science

  g. Model School Library Standards

  h. Physical Education Model Content Standards

  i. Next Generation Science Standards

  j. Visual and Performing Arts

  k. World Language; and

 B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

 A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

 B. How the school district will promote parental participation in programs for unduplicated pupils; and

 C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

 A. Statewide assessments;

 B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

 C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);

 D. The English learner reclassification rate;

 E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

 F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

 A. School attendance rates;

 B. Chronic absenteeism rates;

 C. Middle school dropout rates;

 D. High school dropout rates; and

 E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

  (a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

    (A) enrolled less than 31 days

    (B) enrolled at least 31 days but did not attend at least one day

    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

      (i) are enrolled in a Non-Public School

      (ii) receive instruction through a home or hospital instructional setting

      (iii) are attending a community college full-time.

    (2) The number of students who meet the enrollment requirements.

    (3) Divide (1) by (2).

  (b) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

  (c) "High school graduation rate" shall be calculated as follows:

    (1) For a 4-Year Cohort Graduation Rate:

    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

    (B) The total number of students in the cohort.

    (C) Divide (1) by (2).

    (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

    (A) The number of students who either graduated as grade 11 students or who earned any of the following:

      (i) a regular high school diploma

      (ii) a High School Equivalency Certificate

      (iii) an adult education diploma

      (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

Springs
CHARTER SCHOOLS

2020/21
COURSE CATALOG

HIGH SCHOOL COURSE DESCRIPTIONS

- ENGLISH
- MATH
- HISTORY/ SOCIAL SCIENCE
- SCIENCE
- WORLD LANGUAGES
- VISUAL & PERFORMING ARTS
- PHYSICAL EDUCATION
- CAREER TECHNICAL EDUCATION
- DUAL ENROLLMENT

ENGLISH 1
Grade: 9
Length of Course: 1 Year
Credits: 10 for full year
A-G Approved: Yes
Category: "b"
Transcript abbreviation: English1A/English1B
Prerequisite: None

This is a one year, 10 unit course in English 1, generally completed in 9th grade. English 1 encourages students to be informed, thoughtful, and independent readers, writers, speakers, and listeners. This course will emphasize the close reading, evidence-based analysis, and critical thinking skills students will need to be successful in this English course and future English courses. It provides students ample opportunity to read, comprehend, evaluate, and analyze complex literature and informational texts from a variety of authors and genres, both classic and contemporary. Students will learn to make inferences about what they read and cite evidence from texts to support their conclusions and analysis. Students will produce a variety of writing pieces including informal and formal pieces and complete narrative, explanatory, research assignments ranging in length for different audiences and purposes. Students will use the writing process to write coherent and focused essays and written responses.

ENGLISH 2
Grade: 10
Length of Course: 1 Year
Credits: 10 for full year
A-G Approved: Yes
Category: "b"
Transcript abbreviation: English2A/English2B
Prerequisite: English I

This is a one year, 10 unit course in English 2, generally completed in 10th grade. English 2 is focused on providing students with the opportunity to engage in essential skills They will read and understand literature and informational texts. Students will make connections between literature and informational texts to practice critical thinking and analysis. Developing writing skills using the writing process to write for different purposes will be emphasized. Students will search to answer questions or to solve a problem using multiple sources. They will speak and write with a command of English standard language conventions. Oral communication of ideas through collaborative discussions and presentations will be required.

ERWC (11th Grade)
Grade: 11
Length of Course: 1 Year
Credits: 10 for full year
A-G Approved: Yes
Category: "b"
Transcript abbreviation: ERWC(11th)A/ERWC(11th)B
Prerequisite: English I & II

Expository Reading and Writing Course (ERWC) 11 is a rigorous, college-preparatory course designed to engage students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society. Employing a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition, the course includes coursework designed in modules drawn from the following categories: American foundational documents, American drama, American literature, research, and contemporary issues. Students will progress through coursework along an "arc." Through this arc, students will prepare to read challenging texts, read with purpose, question what they read, discover what they think, and write rhetorically about texts. By the end of the course, students will have read a range of literary and nonfiction text genres and produce culminating projects, including academic essays, research reports, and multimedia presentations, from initial draft to final revision and editing.

ERWC (12th Grade)
Grade: 12
Length of Course: 1 Year
Credits: 10 for full year
A-G Approved: Yes
Category: "b"
Transcript abbreviation: ExpRdWrtA / ExpRdWrtB
Prerequisite: English I, II, & III/ERWC (11th Grade)

This is a one year, 10 unit course in ERWC, generally completed in 12th grade. The goal of the Expository Reading and Writing Course (ERWC) is to prepare seniors for the literacy demands of higher education. Students successfully completing this course develop skills, knowledge, processes, and dispositions in the following areas of academic literacy: reading rhetorically, writing rhetorically, listening and speaking rhetorically, and habits of mind. Through a sequence of eight to ten rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course presents a scaffolded process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them

MATHEMATICS

ALGEBRA 1 **Grade:** 9
Length of Course: 1 Year **Credits:** 10 for full year
A-G Approved: Yes **Category:** "c"
Transcript abbreviation: Algebra1A/Algebra1B
Prerequisite: Pre-Algebra or Math 8
Algebra 1 is the **first course** in the traditional high school math sequence, and fulfills the Algebra graduation requirement. This mastery based class will blend at home online education with hands-on face to face interaction. The students will build upon their previous knowledge by exploring quantities and relationships, linear relationships, sequences, linear regressions, linear functions, linear inequalities, system of equations and inequalities, exponential functions and quadratic equations. Students will also learn about the place of statistical analysis in our world through learning to describe both one- and two-variable statistics.

GEOMETRY **Grade:** 9-12
Length of Course: 1 Year **Credits:** 10 for full year
A-G Approved: Yes **Category:** "c"
Transcript abbreviation: Geom A/Geom B
Prerequisite: Algebra 1 or Math 1 with a C or better
Geometry is the **second** course in the traditional high school math sequence. This mastery based class will blend at home online education with hands-on face to face interaction. Students will explore using a rectangular coordinate system, composing shapes, rigid motions, congruence through transformations, line and angle relationships, using congruence theorems, similarity, right triangle trigonometry, circles and volume, conic sections, and conditional probability.

Algebra 2 **Grade:** 10-12
Length of Course: 1 Year **Credits:** 10 for full year
A-G Approved: Yes **Category:** "c"
Transcript abbreviation: Algebra2A/Algebra2B
Prerequisite: Algebra I with a C or better
making inferences and justifying conclusions.**Algebra 2** is the **final** course in the high school three course series. This mastery based class will blend at home online education with hands-on face to face to interaction. Students will build on their Algebra 1 and Geometry experience. They will explore analyzing patterns, composing and decomposing functions, polynomial functions, factors and zeros, polynomial models, rational functions, radical functions, exponential and logarithmic functions and equations, growth modeling, trigonometric relationships and equations, Interpreting data in normal distributions, making inferences and justifying conclusions.

PRE-CALCULUS (w/ Trigonometry) **Grade:** 10-12
Length of Course: 1 Year **Credits:** 10 for full year
A-G Approved: Yes **Category:** "c"
Transcript abbreviation: PreCalcA/PreCalcB
PrErequisite: Algebra 1, Geometry, and Algebra 2 with a C or better.
This is a one year, 10 unit course in Pre-Calculus (with trigonometry), generally completed in 11th or 12th grade. Pre-Calculus serves as an advanced level of mathematics concentrating on algebra and functions, maxima/minima problems, average rate of change, compound interest, which will lead into the discussion of trigonometry. Students will be able to utilize advanced technologies to assist in solving problems, as well as will be able to apply material learned in class to real life examples.

PROBABILITY & STATISTICS **Grade:** 11-12
Length of Course: 1 Year **Credits:** 10 for full year
A-G Approved: Yes **Category:** "c"
Transcript abbreviation: ProbStatA/ProbStatB
Prerequisite: Algebra II with a C or better
Probability and Statistics follows introductory algebra and geometry, going in depth about the nature of data, its context, representation, and interpretation, as well as the fundamentals of probability and randomness. Context is considered key to the understanding of data and problems. The course incorporates a wide variety of empirical statistical data with meaningful questions linked to its interpretation in real-world situations. Students use their graphing calculator, and statistical software, to model and analyze data and relationships between variables. The course emphasizes verbal framing of questions and responses, not just number solutions to exercises.

CALCULUS **Grade:** 12
Length of Course: 1 Year **Credits:** 10 for full year
A-G Approved: Yes **Category:** "c"
Transcript abbreviation: CalcA/CalcB
Prerequisite: Pre-Calculus
Calculus is a one year course designed to meet or exceed the California State Standards for calculus. This course will prepare students for college level Calculus. The course will cover differential and elementary integral calculus at an introductory level. After achieving this solid fundamental understanding of calculus, our students will be well prepared for the rigor of college level mathematics. Topics which will be covered in Calculus include limits, derivatives, definite integrals, indefinite integrals, and applications of these topics. Topics will be explored graphically, numerically, algebraically, and verbally. Subtopics include products, quotients, the calculus of logarithmic functions, growth and decay, plane and solid figures, algebraic calculus techniques, and the calculus of motion.

HISTORY / SOCIAL SCIENCE

WORLD HISTORY **Grade:** 10
Length of Course: 1 Year **Credits:** 10 for full year
A-G Approved: Yes **Category:** "a"
Transcript abbreviation: WrldHisA/WrldHisB
Prerequisite: None
This is a one year, 10 unit course in World History, generally completed in 10th grade. Students in grade 10 will study the modern world from the late 18th century through the present. Using a variety of texts and resources, students will develop an understanding of the historical roots of current world issues. Students will discuss current events as they explore the ideals of democracy and other forms of government in the modern world. Students will analyze world events from differing perspectives and cultural understandings.

UNITED STATES HISTORY **Grade:** 11
Length of Course: 1 Year **Credits:** 10 for full year
A-G Approved: Yes **Category:** "a"
Transcript abbreviation: USHistA/USHistB
Prerequisite: World History
This is a one year, 10 unit course in United States History, generally completed in 11th grade. Students will study the history of the United States with an emphasis on the political, social, economic, geographic, and cultural factors that have shaped the course of events and allowed the United States to develop and evolve as a country and world leader.

AMERICAN GOVERNMENT **Grade:** 12
Length of Course: 1 Semester **Credits:** 5
A-G Approved: Yes **Category:** "a"
Transcript abbreviation: AmerGov
Prerequisite: World History and United States History
This is a one semester, 5 unit course, generally completed in 12th grade.This course will include the study, exploration, development, structure, function, and politics of the American government at the federal, state, and local level.

ECONOMICS **Grade:** 12
Length of Course: 1 Semester **Credits:** 5
A-G Approved: Yes **Category:** "g"
Transcript abbreviation: Econ
Prerequisite: World History, U.S. History
This is a one semester, 5 unit course, generally completed in 12th grade. The economics course will include examination of the social, environmental, and international implications of such concepts as supply and demand, government regulation and intervention, poverty, unemployment, inflation, resource depletion, and Third World development.

SCIENCE

THE LIVING EARTH
Grade: 9
Length of Course: 1 Year
Credits: 10 for full year
A-G Approved: Yes
Category: "d"
Transcript abbreviation: BiologyA/BiologyB
Prerequisite: NONE

This is a one-year, 10 unit course with required lab, generally completed in 9th grade. This course presents life science and selected Earth science CA NGSS Performance Expectations organized into six embedded units. The sequence presented begins with an understanding of the hierarchical organization of organisms. Then students learn about energy and matter by examining the role photosynthesis and cellular respiration play in the flow of energy from the sun to living things. From there the course moves to looking at the complex nature of an organism by learning how DNA plays an essential role of coding for proteins. Then those proteins are a starting place to begin to study the structure and function of parts of an organism. Then the course moves into inheritance of traits and takes a look at how the DNA they studied in the previous unit gets passed and how offspring inherit traits from the parent. From here the course then takes a look at evolution, taking their knowledge of how traits are passed and examining how those traits are influenced over time to yield greater biodiversity or even new species. Then the course moves to ecosystems as a whole (looking at both living and nonliving components), progressing into connections within ecosystems and the interactions between the biotic and abiotic factors. The course will take a bigger picture look at ecosystems and the impacts that humans have on them, especially in relation to climate change. The course ends by coming back full circle to early earth and its atmospheric changes that led to the Earth we know today.

CHEMISTRY
Grade: 10-12
Length of Course: 1 Year
Credits: 10 for full year
A-G Approved: Yes
Category: "d"
Transcript abbreviation: ChemA/ChemB
Prerequisite: Algebra 1 or Math 1 with C- or better, The Living Earth

This is a one-year, 10 unit course with required lab, generally completed in 10th grade.This course in Chemistry with required lab covers the structure and properties of matter. Topics begin with the structure of atoms and progress through atom interactions to form compounds and changes that take place during chemical reactions. Organic, nuclear, and biochemistry are covered at the end of the year. All topics are supported with weekly laboratory experiences.

PHYSICS
Grade: 11-12
Length of Course: 1 Year
Credits: 10 for full year
A-G Approved: Yes
Category: "d"
Transcript abbreviation: PhysicsA/PhysicsB
Prerequisite/corequisite: Algebra 2 or Math 3 with C or better

This is a one-year, 10 unit course with required lab, generally completed in 11th grade. This course introduces the student to the field of physics. This course teaches physics in a conceptual way by maximizing the use of students' personal experience in the everyday world and in their everyday language. It teaches the concepts before the calculation, allowing non-math/science majors to access physics and explore and develop their thinking skills. Students with a conceptual understanding of physics are able to see the application of physics everywhere in their world. Students will be involved in frequent hands-on application of physics properties and will analyze popular media and films for physics applications and properties as well as determining whether or not the action portrayed breaks the laws of physics or falls within its scope.

ENVIRONMENTAL SCIENCE
Grade: 10-12
Length of Course: 1 Year
Credits: 10 for full year
A-G Approved: Yes
Category: "d"
Transcript abbreviation: EnvSciA/EnvSciB
Prerequisite: Algebra I w/ grade of C- or better.

This is a one-year, 10 unit course with required lab, generally completed in 11th grade.This course uses hands-on experiences and current events to help guide students through the exploration of ecology, the environment and how to plan for a sustainable future. It is intended to provide a foundation in environmental science topics, laboratory science techniques, fieldwork, data analysis, and critical thinking in an inquiry based setting. Students will explore the relationships between humans and their environment through inquiry, problem solving, data collection and analysis, evaluation, and hands on project based learning. Students will further investigate environmental science by examining case studies using a real world process and application of skills. Current Events will be used to supplement the text when possible and students will be lead in discussions weekly to help apply the lessons to the real world.

FRENCH 1 **Grade:** 9-12
Length of Course: 1 Year **Credits:** 10 for full year
A-G Approved: Yes **Category:** "e"
Transcript abbreviation: French1A/French1B
Prerequisite: none
In French I, students learn basic communication skills in listening, speaking, reading, and writing in a language other than English. Course content emphasizes speaking and listening activities as well as an awareness of the culture and social conventions of the language.

FRENCH 2 **Grade:** 9-12
Length of Course: 1 Year **Credits:** 10 for full year
A-G Approved: Yes **Category:** "e"
Transcript abbreviation: French2A/French2B
Prerequisite: French I
In French II, students work together to develop and enhance integrated skills of listening, speaking, reading, and writing in a language other than English. Course content emphasizes communicative skills and appreciation for the culture and social conventions of the new language. French II is also an appropriate entry-level course for students who already have native language speaking skills but need to more fully develop their reading and writing skills in their native language.

FRENCH 3 **Grade:** 9-12
Length of Course: 1 Year **Credits:** 10 for full year
A-G Approved: Yes **Category:** "e"
Transcript abbreviation: French2A/French2B
Prerequisite: French 2
Description for the 2020-2021 school year will be added soon

SPANISH 1 **Grade:** 9-12
Length of Course: 1 Year **Credits:** 10 for full year
A-G Approved: Yes **Category:** "e"
Transcript abbreviation: Spanish1A/Spanish1B (LIVE) OR SpanishIA/SpanishIB (Rosetta Stone)
Prerequisite: none
This course is an introductory level course for Spanish. Students will learn basic vocabulary, culture, sentence and grammar structure, and beginning conversation. There is an emphasis on speaking and listening, as well as writing.

SPANISH 2 **Grade:** 10-12
Length of Course: 1 Year **Credits:** 10 for full year
A-G Approved: Yes **Category:** "e"
Transcript abbreviation: Spanish2A/Spanish2B (LIVE) OR SpanishIIA/SpanishIIB (Rosetta Stone)
Prerequisite: Spanish I
Spanish II is an intermediate level Spanish course that focuses on increasing vocabulary, complex sentence structure, and fluency.

SPANISH 3 **Grade:** 11-12
Length of Course: 1 Year **Credits:** 10 for full year
A-G Approved: Yes **Category:** "e"
Transcript abbreviation: Spanish3A/Spanish3B
Prerequisite: Spanish II
Spanish 3 emphasizes speaking and understanding in the target language and includes advanced grammar, vocabulary, reading and composition. This course includes learning about cultures from many different countries where Spanish is the official language. This course also introduces students to Literature and Art from well-known Hispanic authors and artists. This course uses a variety of teaching, learning and assessment strategies in order to provide a rich educational environment for teachers and students.

AMERICAN SIGN LANGUAGE 1 **Grade:** 9-12
Length of Course: 1 Year **Credits:** 10 for full year
A-G Approved: Yes **Category:** "e"
Transcript abbreviation: ASL 1A/ASL 1B
College Credit: SBVC ASL 109
Prerequisite: none
This course is a full year, 10 unit introductory course. The course is the first in a series of ASL courses designed to introduce American Sign Language as it is used within the Deaf community, including the basic structure, vocabulary and conversational strategies of the language. The culture of the Deaf community is also studied. This course is intended for students interested in learning to communicate with members of the Deaf community, as well as in pursuing a competence in an additional language.

AMERICAN SIGN LANGUAGE 2 **Grade:** 9-12
Length of Course: 1 Year **Credits:** 10 for full year
A-G Approved: Yes **Category:** "e"
Transcript abbreviation: ASL 2A/ASL 2B
Prerequisite: ASL 1
This course is a full year, 10 unit course and is the second in a series of ASL courses. It presents a continuation of skills learned in ASL 1 and is designed to increase proficiency in American Sign Language structure, vocabulary and conversational strategies as used within Deaf Culture. This

course is intended for students interested in expanding their skills and pursuing greater competence in an additional language.

VISUAL & PERFORMING ARTS

INSTRUMENTAL MUSIC **Grade:** 9-12
Length of Course: 1 Year **Credits:** 10 for full year
A-G Approved: Yes **Category:** "f"
Transcript abbreviation: InstMusA/InstMusB
Prerequisite: none

This course is for students who are taking individual lessons on a pitched instrument. They will log their lessons, practicing, and ear training; as well as developing aesthetic and cultural values through critical listening and exposure to musical genres. This course is designed to increase the skill and performance level of each student, to develop aesthetic and cultural values through critical listening and exposure of students to musical genres through performance and study. Students embed their musical skill practice into a knowledge base of the musical periods and techniques used in each. They ultimately synthesize their knowledge of musical periods, musical techniques, performance abilities, interpretive measures and creativity when they create their own composition reflecting the inspiration found in a period piece that holds significant meaning for them.

VISUAL ARTS 1 **Grade:** 9-12
Length of Course: 1 Year **Credits:** 10 for full year
A-G Approved: Yes **Category:** "f"
Transcript abbreviation: VisArts1A/VisArts1B
Prerequisite: none

This course presents the visual arts in an integrated chronological approach to the study of art by demonstrating the interrelationships of aesthetics, art criticism, art history, and studio art projects. Along with comprehension check questions, students will be completing weekly hands-on art projects and/or written assignments.

PE 1   **Grade: 9**
Length of Course: 1 Year   **Credits:** 10 for full year
A-G Approved: No
 Transcript abbreviation: PE1A/PE1B
Prerequisite: none
Physical Education is a two semester course – 5 units each semester. Students will complete all assignments and project- based learning independently in accordance with due dates set by the course instructor. In this course, students will develop movement and healthy lifestyle skills as well as positive self-image, personal growth, and social evolution. Students will participate daily in a variety of individual and/or group activities to improve flexibility, muscle strength, and cardiovascular endurance. Students will also learn the benefits of setting personal fitness goals. In addition, students will learn rules and techniques for participation in formal and informal sports. Physical Education requires 250 minutes of physical activity a week and a weekly log to track your progress (Parents must sign a form to prove that you completed your minutes) plus 4 health and physical related activities to promote healthy lifestyles.

PE 2   **Grade: 10**
Length of Course: 1 Year   **Credits:** 10 for full year
A-G Approved: No
Transcript abbreviation: PE2A/PE2B
Prerequisite: none
Physical Education is a two semester course – 5 units each semester. Students will complete all assignments and project- based learning independently in accordance with due dates set by the course instructor. In this course, students will develop movement and healthy lifestyle skills as well as positive self-image, personal growth, and social evolution. Students will participate daily in a variety of individual and/or group activities to improve flexibility, muscle strength, and cardiovascular endurance. Students will also learn the benefits of setting personal fitness goals. In addition, students will learn rules and techniques for participation in formal and informal sports. Physical Education requires 250 minutes of physical activity a week and a weekly log to track your progress plus 4 health and physical related activities to promote healthy lifestyles

It is our goal to have all students prepared to enter college and a career. Career Technical Education courses provide a learning environment designed to obtain the requisite foundational knowledge necessary to be successful in post-secondary opportunities. In addition, CTE courses provide needed skills to students to prepare them for employment immediately following a post-secondary certificate, Associates or Bachelors degree program.

BIOTECHNOLOGY PATHWAY

CTE BIOTECH 1
Level: Concentrator   **Grade:** 9-12
Length of Course: 1 Year   **Credits:** 10 for Full Year
Prerequisite: none
Students will learn about the biotech role in healthcare and the pathophysiology of disease on a microscopic level. They will gain virtual and hands on experience performing common laboratory procedures used in clinical research and manufacturing. They will learn how this field seeks to cure such deadly diseases as cancer and malaria, develop innovative medicine, and effectively feed the world through improved systems. They'll learn about the history of biotechnology and some of the challenges it faces today, such as resistant bacteria, drifting flu viruses, and genetically modified organisms in food. Students will research new biotechnologies and understand firsthand how they are forever changing the world we live.

CTE BIOTECH 2
Level: Capstone   **Grade:** 10-12
Length of Course: 1 Year   **Credits:** 10 for Full Year
Prerequisite: CTE Biotech 1
This capstone course offers students the opportunity to participate in authentic laboratory experiences in a virtual environment. These labs will allow students to explore realistic case scenarios and work in the lab towards realistic outcomes. Students will be challenged in the lab to use their critical thinking skills and problem solve when errors are made. Each student will practice safe laboratory procedures that are used in the real world within the biotechnology industry. Students will also get the chance to apply these skills and techniques towards research using the scientific process and design and authentic scientific research study.

DESIGN, VISUAL & MEDIA ARTS PATHWAY

CTE INTRODUCTION TO PHOTOGRAPHY
Level: Concentrator   **Grade:** 9-12
Length of Course: 1 Year   **Credits:** 10 for full year
A-G Approved: Yes   **Category:** "f"
Articulated: San Bernardino Valley College, ART 251
Prerequisite: none
This course is an introduction to the basic applications of digital photography. Course content will include, but is not limited to, camera and exposure basics, operating a DSLR camera in manual mode, using a camera's light meter, understanding the exposure triangle, natural and studio lighting applications, understanding lenses and focal lengths, composition techniques, color vs. black and white photography techniques, this history of photography, contemporary practices in the field of photography, careers in photography, digital workflow and output options, exploring and practicing common genres and themes in photography, and more. Students will learn and grow through assigned technical exercises as well as self-driven projects and portfolio building.

CTE DIGITAL ART & DESIGN
Level: Capstone   **Grade:** 10-12
Length of Course: 1 Year   **Credits:** 10 for Full Year
A-G Approved: Yes   **Category:** "f"
Articulated: Crafton Hills, CIS 163
Prerequisite: CTE Introduction to Photography
This course introduces students to aspects of using Adobe Photoshop as a tool for creative art and design work, graphic design, illustration, photo and image editing, and basic video editing and animation concepts. Students will study the elements of art and principles of design and apply them to their own creative real-world-inspired projects. Digital culture, concepts, and issues that relate to changing technology in the creative design industry will be discussed and explored. Upon successful completion of this course, students will have a strong working knowledge of how to use Adobe Photoshop to solve a variety of design-related issues and have a strong portfolio of work to prove their skill level.

EDUCATION PATHWAY

CTE CAREERS IN EDUCATION
Level: Concentrator   **Grade:** 9-12
Length of Course: 1 Year   **Credits:** 10 for full year
Prerequisite: none
This course will provide an overview of the teaching profession, its origin, and its current state. This will be done through two approaches, first a look at our system of education which will be covered from historical, philosophical and pedagogical viewpoints. Then second, a look at teaching itself through the teaching profession standards, effective methods, and ways to address diversity in the classroom.

CTE CAREERS IN EDUCATION 2
Level: Capstone   **Grade:** 10-12
Length of Course: 1 Year   **Credits:** 10 for Full Year
Prerequisite: CTE Careers in Education
This capstone course includes teaching practices that are up to date, practical and realistic for use in today's diverse classrooms. Participants learn how to engage students in the learning process, manage the classroom effectively, and increase student achievement. This course is intended to help prepare for the challenges of today's diverse classrooms through coverage of such topics as Common Core curriculum standards, differentiated instruction, new educational technologies, special populations in the general education classroom, cognitive and academic language proficiency, and legislative initiatives such as Race to the Top and Response to Intervention.

ENTREPRENEURSHIP/SELF-EMPLOYMENT PATHWAY

CTE ENTREPRENEURSHIP 1
Level: Concentrator   **Grade:** 9-12
Length of Course: 1 Year   **Credits:** 10 for full year
Prerequisite: none
Entrepreneurship 1 is a course for more than just students interested in business. This is a course for designers, artists, engineers, techies, writers, and all students interested in excelling in the 21st Century. Students will learn to transform their passions into businesses and develop a mindset capable of critical thinking and problem solving in a faced paced professional setting. You will study current trends to anticipate future opportunities. Students will be encouraged to be creative and out of the box thinkers. We will discover how entrepreneurship affects our community and economy.

CTE ENTREPRENEURSHIP 2
Level: Concentrator   **Grade:** 10-12
Length of Course: 1 Year   **Credits:** 10 for full year
Prerequisite: CTE Entrepreneurship 1
In Entrepreneurship 2, students will continue to build knowledge and skills by learning the steps to start their own businesses. Class participants will build a basic knowledge of various entrepreneurial ventures and create a profitable business. Through field experiences and real-world projects, students will be exposed to different types of innovative entrepreneurial concepts, such as design thinking, rapid prototyping, and team-building. Students will be challenged to identify and develop their personal professional strengths along with their innovative spirits.

FAMILY & HUMAN SERVICES PATHWAY

CTE HUMAN DEVELOPMENT
Level: Concentrator   **Grade:** 9-12
Length of Course: 1 Year   **Credits:** 10 for full year
Prerequisite: none
Articulated:
This class is an exploration of human beings from a sociological, biological and psychological perspective throughout the lifespan. We will apply what we learn through class discussions and projects. Due to the emphasis of human behavior in Human Services careers, this class will require your willingness to share and potentially dive deep into reflection of personal experiences. The ability to develop empathy is imperative as a Human Service professional.

CTE HUMAN SERVICES
Level: Capstone   **Grade:** 10-12
Length of Course: 1 Year
Prerequisite: CTE Human Development
In this class, students explore the variety of careers available in the Family and Human Services field. They examine the careers offered including it's educational requirements, salaries, populations served and much more. Students will strive to not only understand the career but also what it's like to live a day in the life of that career by participating in internships, inviting guest speakers and visits to various Human Services facilities. Participation is through discussion and willingness to contribute by researching or networking within their own community to make contacts in the industry.

FOOD SERVICE & HOSPITALITY PATHWAY

CTE CULINARY ARTS 1
Level: Concentrator   **Grade:** 9-12
Length of Course: 1 Year   **Credits:** 10 for full year
Prerequisite: none
If you've ever wanted to learn more about cuisine and how your creativity and appreciation can be expressed by preparing food, Culinary Arts is perfect for you. Learn the fundamentals of a working kitchen, and explore what it takes to develop real talent as a chef. Enhance your knowledge of the endless varieties of food, and discover the possibilities that the many spices can bring. Learning more about food preparation will certainly make everything you prepare taste better while giving you the ability to bring people together through the joy of eating.
Please note, this course is only offered online using eDynamic Learning Curriculum. Students will need to have access to basic kitchen equipment and ingredients to complete the course.

CTE CULINARY ARTS 2
Level: Capstone   **Grade:** 10-12
Length of Course: 1 Year   **Credits:** 10 for full year

Prerequisite: CTE Culinary Arts 1

This capstone course addresses the areas that can impact an operation's bottom line, such as menu planning, food and beverage purchasing, inventory management, labor, and facilities. Technology's importance as a cost control tool is explored, in addition to the use of "green" practices that can help operations save money. Useful formulas and common foodservice conversions are included, as well as a basic math review. Students gain experience building their own foodservice operation by completing the course project as they progress through the text. Capital budgeting and related financial measurements are reviewed.

GAME DESIGN & INTEGRATION PATHWAY

CTE INTRODUCTION TO GAME DESIGN
Level: Concentrator   **Grade:** 9-12
Length of Course: 1 Year   **Credits:** 10 for full year
A-G Approved: Yes   **Category:** "f"
Prerequisite: none
Articulated: San Bernardino Valley College, ART 180
This course covers the history of games from ancient civilizations, to modern video games as well as an introduction to game analysis, game mechanics, and technology for game design, programming concepts, user experience design, and the game design industry. Students will explore what makes a game fun and engaging, and will create their own tabletop game. Students may also be given an introduction to 2d and 3d digital video game design.
Minimum computer requirements:

- Desktop PC or Mac
- Windows 7 64-bit or Mac OS X 10.9.2 or later
- Quad-core Intel or AMD processor, 2.5 GHz or faster
- NVIDIA GeForce 470 GTX or AMD Radeon 6870 HD series card or higher
- 8 GB RAM

CTE INTERMEDIATE GAME DESIGN
Level: Capstone   **Grade:** 10-12
Length of Course: 1 Year   **Credits:** 10 for full year
Prerequisite: CTE Introduction to Game Design
This course expands upon the design, art, and coding concepts taught in CTE Intro to Game Design. Students will learn skills such as level design, programming, animation, visual effects, lighting, and more. The end product of this course is a functioning video game completely made by students.
Minimum computer requirements:

- Desktop PC or Mac
- Windows 7 64-bit or Mac OS X 10.9.2 or later
- Quad-core Intel or AMD processor, 2.5 GHz or faster

- NVIDIA GeForce 470 GTX or AMD Radeon 6870 HD series card or higher
- 8 GB RAM

HOSPITALITY, TOURISM & RECREATION PATHWAY

CTE HOSPITALITY, TOURISM & RECREATION
Level: Concentrator   **Grade:** 9-12
Length of Course: 1 Year   **Credits:** 10 for full year
Prerequisite: none
If you like to travel and are intrigued by the idea of helping others explore the beauty, culture and cuisine of the world around them, you will want to be enrolled in this concentrator course.
This course introduces students to management, marketing and operation of restaurants and other food services, lodging, attractions, recreation and travel services. Customer service is key, and students will learn what is great service and how to remain cool when the customer is getting heated! Many first jobs are in this industry - especially food services - why not learn how to succeed in your job, and enjoy it?

CTE TRAVEL & TOURISM OPERATIONS
Level: Capstone   **Grade:** 10-12
Length of Course: 1 Year   **Credits:** 10 for full year
Prerequisite: CTE Hospitality, Tourism & Recreation
This course prepares students with the skills, attitudes, and knowledge needed for employment in the lodging industry, travel-related service occupations, and/or theme parks, attractions, outdoor recreation, and exhibitions and event-planning. Topics include lodging terminology; the history of lodging; marketing; property management; guest psychology and relationships; lodging operations; food and beverage services; convention services; business management; industry awareness and policies; security and emergency procedures; salesmanship and guest satisfaction; computer applications; geography; culture and customs; reservations and ticketing; travel itineraries; international travel; and technology used in the industry. Additional topics include trade shows, fairs, and conferences; outdoor recreation and management; financial transactions; tourism; client information and planning specialized events to include themes, timelines, budgets, target audiences, objectives, agendas and public relations related to support services within the lodging industry.

NETWORKING PATHWAY

CTE COMPUTER CODING
Level: Concentrator   **Grade:** 9-12
Length of Course: 1 Year   **Credits:** 10 for full year
Prerequisite: none
In this course, you will explore the role technology plays in our lives as well as study the fundamentals of computer

science, review hardware and software, and learn how the internet functions. You will also discover how to create and build your own website using HTML and CSS and learn basic and complex commands and sequences as you become familiar with programming languages like JavaScript and Python Programming. This course also covers data collection methods, access rights, protocols, and security. You will learn the difference between web development and web application development as well as further explore Advanced Python, HTML, and JavaScript. You will also examine software engineering concepts, learn more about security, privacy, and ethics in technology, and explore the wide variety of careers in computing.
Please note, this course is only offered online using eDynamic Learning Curriculum.

CTE CYBER SECURITY
Level: Capstone **Grade:** 10-12
Length of Course: 1 Year **Credits:** 10 for full year
Prerequisite: CTE Computer Coding
This capstone course is designed to teach students about the fundamentals of Cybersecurity. Using case studies that connect the content to real-life situations, students learn topics such as information security fundamentals, protecting host systems, security vulnerabilities and protection of nontraditional hosts, protecting network services and infrastructure from attacks, wireless network security, encryption and cryptography, threats to data, penetration testing, cloud computing, risk management, incident response and computer forensics, as well as career and workplace considerations.

PATIENT CARE PATHWAY

CTE HEALTH SCIENCE TERMINOLOGY
Level: Concentrator **Grade:** 9-12
Length of Course: 1 Year **Credits:** 10 for full year
A-G Approved: Yes **Category:** "g"
Prerequisite: none
Articulated: San Bernardino Valley College, CIT 144
The Health Science Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, pathophysiology, pharmacology, and clinical documentation. Students will gain experience using terminology to communicate with patients and documenting clinical scenarios.

CTE ANATOMY & PHYSIOLOGY w/Lab
Level: Capstone **Grade:** 9-12
Length of Course: 1 Year **Credits:** 10 for Full Year
A-G Approved: Yes **Category:** "d"
Prerequisite: Biology/Living Earth AND CTE Health Science Terminology
Articulated: Crafton Hills, ANAT 101
Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving.

PUBLIC SAFETY PATHWAY

CTE PUBLIC SAFETY 1
Level: Concentrator **Grade:** 9-12
Length of Course: 1 Year
A-G Approved: Yes **Category:** "g"
Prerequisite: none
Public Safety 1 is designed to give students an introduction to everything involved with public safety jobs. Police, Fire, and the Military are all a part of the Public Safety pathway and we spend time studying each one. Military and police guest speakers will visit and students will practice fingerprinting and understanding blood splatter patterns. Students will also look at creating emergency action plans for our schools and learn first aid and CPR

CTE PUBLIC SAFETY 2
Level: Capstone **Grade:** 10-12
Length of Course: 1 Year **Credits:** 10 for Full Year
Prerequisite: CTE Public Safety 1
Articulated: In Progress
Public Safety 2 will continue what we learned in Public Safety 1 with an increased focus on law enforcement. Our focus will have us examining drugs, gangs, and terrorism, and the way different agencies in the United States work together to keep our communities safe.

SYSTEMS DIAGNOSTICS, SERVICE & REPAIR PATHWAY

CTE ENGINE REPAIR 1
Level: Concentrator **Grade:** 9-12
Length of Course: 1 Year
Prerequisite: none
Articulated: MSJC, AUME 072

This course will cover basic vehicle maintenance, engine function, basic electronics, brakes, suspension, proper tool

and equipment use, basic engine rebuilding, measuring skills, wheels and tires, shop safety, and fuel systems. The course will use an online learning system in conjunction with hands-on lab work to provide students with real world experiences and knowledge of the concepts.

Please note, Students who take this course online will be required to attend a monthly mobile lab for hands-on projects.

CTE ENGINE REPAIR 2
Level: Capstone   **Grade:** 10-12
Length of Course: 1 Year   **Credits:** 10 for Full Year
Prerequisite: CTE Engine Repair 1
This course is a more advanced automotive course that will provide more in depth knowledge of vehicle maintenance, tool and equipment use, engine diagnostics, precision measuring, automotive machining, engine rebuilding, and will also cover performance modifications, engine management performance tuning. This course will also use an online learning system in conjunction with hands on lab work.

Please note, Students who take this course online will be required to attend a monthly mobile lab for hands-on projects.

WEB DESIGN & SOCIAL MEDIA PROGRAMMING PATHWAY

CTE WEB DESIGN 1
Level: Concentrator   **Grade:** 9-12
Length of Course: 1 Year   **Credits:** 10 for full year
Prerequisite: none
In this class, students learn how to create digital images, web pages and animations. They'll learn how to write scripts and code, design websites, and create graphics. Web Design is for students who are interested in developing art from a digital perspective for interactive on-screen display. In addition, they will use concepts unique to web publishing such as interface design and making motion graphics for game apps. Careers in web design and development, information technology, e-journalism, new media, and graphic design are explored.

CTE WEB DESIGN 2
Level: Capstone   **Grade:** 10-12
Length of Course: 1 Year   **Credits:** 10 for Full Year
Prerequisite: CTE Web Design 1
This capstone course teaches the foundations of how to use social media, online advertising, and digital marketing to create or manage a successful online business. Students will also learn how to create, use, and modify content management systems to create functional and successful websites and ecommerce sites.

WORK EXPERIENCE EDUCATION

INTERNSHIP (EWEE) 1   **Grade:** 9-12
Length of Course: 1 Year   **Credits:** 10 for Full Year
Prerequisite: None
In this course, students will gain valuable knowledge and skills by doing meaningful, hands-on work as an intern. The student will complete 120 hours of internship or 4 hours per week that are aligned with the student's career interest. Students will know how to write a resume, cover letter, letter of recommendation, and participate in an interview. They will also learn about employee expectations and customer service skills.

INTERNSHIP (EWEE) 2   **Grade:** 9-12
Length of Course: 1 Year   **Credits:** 10 for Full Year
Prerequisite: EWEE 1
This is a continuation of Internship (EWEE) 1 and will focus on the student's specific career interests. The students will be required to complete 120 hours or 4 hours per week of internship to successfully pass this course. The student will also complete all required Internship assignments, discussion, and quizzes. These assignments cover, but are not limited to personal profiles, resumes, cover letters, letters of recommendation, career choices, job applications, job searches, interview skills, employee expectations, skills to success, and customer service.

INTERNSHIP/WORK EXPERIENCE EDUCATION (GWEE) 1
Grade: Must be 16 years old
Length of Course: 1 Year   **Credits:** 10 for Full Year
Prerequisite: Paying job and work permit required
Work Experience Education is the combining of on-the-job training with related academic instruction designed to maximize the on-the-job experience. The emphasis is a career-based learning opportunity for the student through part-time paid employment. WEE is part of a total educational process that helps the student to choose a career path wisely, prepares them for full-time employment that is suitable for their abilities and interests and allows students the opportunity to learn to work collaboratively in a successful way. Students will develop professional skills, habits, and attitudes conducive to job success and personal growth. The employment will serve the function of a practical laboratory activity for reinforcing academic instruction. By linking the academic core curriculum with on-the-job work experience this course will promote the students' school-to-career transition.

INTERNSHIP/WORK EXPERIENCE EDUCATION (GWEE) 2
Grade: Must be 16 years old
Length of Course: 1 Year   **Credits:** 10 for Full Year
Prerequisite: Paying job and work permit required, GWEE 1
General Work Experience Education (GWEE) 2 is a continuation of General Work Experience Education (GWEE) 1. GWEE 2 will delve deeper into Labor Laws, employee rights, etc. GWEE 2 combines on-the-job training with related academic instruction designed to maximize the on-the-job experience. The emphasis is a career-based learning opportunity for the student through part-time paid employment. GWEE is part of a total educational process that helps the student to choose a career path wisely, prepares them for full-time employment that is suitable for their abilities and interests and allows students the opportunity to learn to work collaboratively in a successful way. Students will develop professional skills, habits, and attitudes conducive to job success and personal growth. The employment will serve the function of a practical laboratory activity for reinforcing academic instruction. By linking the academic core curriculum with on-the-job work experience this course will promote the students' school-to-career transition.

EASTERN OREGON UNIVERSITY COURSES

Hum 103   **Grade:** 9 - 12
Transcript Abbreviation: Get Focused!
Length of Course: 1 Semester
Credits: 3 College Credits, 5 High School Credits
Prerequisite: None
This course covers the fundamentals of keyboarding including operation of a standard keyboard by touch. Instruction and practice in formatting a variety of personal and business documents, such as letters, reports, and tables. Use of speed and accuracy drills designed to develop a keyboarding speed of 30 words per minute for five minutes. This is a combined Part I and Part II course students can complete in one semester. Associate Degree Applicable, non-transferable to UC/CSU.

SAN BERNARDINO VALLEY COLLEGE COURSES

CIT 010 Beginning Keyboarding   **Grade:** 9 - 12
Length of Course: 1 Semester
Credits: 3 College Credits, 5 High School Credits
Prerequisite: None
This course covers the fundamentals of keyboarding including operation of a standard keyboard by touch. Instruction and practice in formatting a variety of personal and business documents, such as letters, reports, and tables. Use of speed and accuracy drills designed to develop a keyboarding speed of 30 words per minute for five minutes. This is a combined Part I and Part II course students can complete in one semester. Associate Degree Applicable, non-transferable to UC/CSU.

The following courses are available on-site at Pathfinder Student Center Only. Courses are determined by SBVC catalogue.

AERO 022 Private Pilot Ground School
Location: Pathfinder SC Only   **Grade:** 9 - 12
Length of Course: 1 Semester
Credits: 6 College Credits
Prerequisite: None
This course offers complete preparation for the Federal Aviation Administration (FAA) private pilot written examination including aerodynamics, weight and balance, airports and airspace, meteorology, using aviation services, flight information publications, federal air regulations, navigation, radio navigation aids, cross-country flight planning, physiology of flight, and airborne emergencies.
Associate Degree Applicable

2019-20 High School Handbook

Guidance & Counseling Department
27740 Jefferson Avenue
Temecula, CA 92590
P: (951) 252-8833
F: (951) 676-9055
guidance@springscs.org

www.SpringsCharterSchools.org

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

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Advisement Process

Springs Charter Schools Mission Statement

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

WASC Accredited California Public K-12 School
Springs Charter Schools are California Public Charter Schools that serve grades K-12 in Riverside, San Bernardino, San Diego, Orange, and L.A. Counties. Each school was founded on the principle that parent involvement and a personalized educational program for each student will lead to optimal levels of student achievement.

We believe that the best learning occurs when:
● The parent is directly involved in the teaching and learning process
● Learning is tailored to each individual student's needs
● One-on-one teaching is the primary arrangement
● Real life "context-based" learning is emphasized
● There is enrichment through field trips, apprenticeships, cooperative classes, and appropriate uses of technology
● Schooling is viewed as one aspect of an education
● The entire community serves as the school campus

The current WASC Report can be found online at
www.springscharterschools.org > About Us > Accreditation

For more detailed information about program options, visit our website at

www.springscharterschools.org and click on "Our Programs."

Important Questions

All high school advisement conversations begin with these important questions:

1. How will the school prepare students for college and career readiness?
2. What are the student's post-graduation goals?

Question 1: How will the school prepare students for college and career readiness?

Springs Charter School's graduation requirements and course offerings are designed to provide students with a variety of options upon graduation. The schools place a high value on the importance of college and career readiness. School counselors will work with high school students to develop an academic plan that optimizes each student's options for achieving their post-graduation goals.

Important considerations include:

- Does the student plan to return to their district school to complete graduation requirements? If the answer is yes, course schedules should be aligned to match the district's graduation requirements. It is the parent and student's responsibility to provide information about their district's graduation requirements to Springs' staff.
- Does the student plan to complete their high school graduation requirements at Springs Charter Schools? If so, students should be scheduled into classes that lead towards receiving a diploma.
- Will the student attempt a sequence of courses that align with California State University freshman admissions requirements?
- Has the student participated in Career Technical Education and/or an Internship?

Question # 2: What are the student's post-graduation plans?

Academic planning for high school students involves early identification of post high school goals, as well as, educational and career options. Identification of student potential and interest should be conducted exclusive from a report card.

California State University & University of California Admissions

Springs Charter graduates who plan on attending a CSU or UC are advised to:

☆ Follow the CSU/UC "a-g" sequence of courses
☆ Enroll in Springs "a-g" courses. All "a-g" courses are certified by the University of California
☆ Maintain a C or higher in all courses
☆ Complete all SAT and other entrance exams prior to December of their senior year
☆ Apply during the month of October - November to both CSU and UC campuses (Application Deadlines for CSU/UC – November 1-30)

Private and Out of State Colleges and Universities

Students should research college admissions requirements for private and out of state colleges. In general, students are advised to follow UC Freshman Admissions criteria during the early years of high school.

Community College

High school students interested in attending community college after graduation may begin to prepare themselves for the rigors of college level work during the high school years. Students are encouraged to:

☆ Take as rigorous of courses in high school as possible. At Springs Charter, it is recommended that community college bound students take as many "a-g" level courses as possible.
☆ Juniors & seniors may be approved for up to 9 units per semester (no more than two classes) of community college courses, which will count towards high school and college degree general education requirements

Diploma

All high school students are expected to take a sequence of courses and examinations that lead to receiving a high school diploma. School staff are expected to ensure that each student is scheduled in classes that are designed to meet Springs' high school graduation requirements. Students are expected to complete courses in a recommended sequence each year unless otherwise approved by the school counselor.

Certificate of completion

A certificate of completion is available for students who have been identified with specialized needs as part of an individualized education program.

The College/Career Indicator contains both college and career measures which recognizes that students pursue various options to prepare for postsecondary and allows for fair comparisons across all LEAs and schools.

There are three levels that measure postsecondary preparedness in the College/Career Indicator (CCI):

- Prepared
- Approaching Prepared
- Not Prepared

Prepared Level - Does the graduate meet at least 1 measure below?

High School Diploma and any one of the following:

- Career Technical Education (CTE) Pathway Completion plus one of the following criteria:
    - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
    - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments
- Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
- Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams
- Completion of courses that meet the University of California (UC) a-g criteria plus one of the following criteria:
    - CTE Pathway completion
    - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
    - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
    - Passing score on one AP Exam OR on one IB Exam

Approaching Prepared Level - Does the graduate meet at least 1 measure below?

High School Diploma and any one of the following:

- CTE Pathway completion
- Scored at least Level 2 "Standard Nearly Met" on both ELA and Mathematics Smarter Balanced Summative Assessments
- Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- Completion of courses that meet the UC a-g criteria

Not Prepared Level

Student did not meet any measure above or did not graduate, so considered NOT PREPARED

Once a student begins to develop an area of interest, staff may want to begin helping them to think creatively about whether this interest has potential for a future career. Students may explore their interests by taking any of the following course options:

CTE at Springs Charter Schools
Springs Charter offers CTE Pathway Programs. These programs are offered at academy sites and online and are designed to prepare students for either immediate employment in an industry following high school graduation or for continued education at a college or university. Refer to the CTE flyer in the appendix for information on specific courses and sites. Students can contact their ES/Teacher or counselor to find out about local course availability and how to sign up.

CTE Courses
Career Technology Education courses provide entry-level job skills and experience in a large variety of career fields. High school students 16 years or older may want to begin their vocational training and experience while still in high school. Many CTE courses provide students with certificates of competency upon completion. An online Google search will quickly lead to a CTE program in your area.

**Please note: Any CTE program that is offered outside of Springs must be pre-approved by the student's counselor. Program descriptions and proof of enrollment must be submitted to the counselor prior to beginning CTE courses, and a meeting will be held to determine course credit. Upon completion of the course or sequence, students must provide SCS with a certificate of completion.

Work Experience:
Work Experience Education is the combining of an on-the-job training with related academic instruction designed to maximize the on-the-job experience. The emphasis being a career based learning opportunity for the student through part-time paid employment. WEE is part of a total educational process that helps students to choose a career path wisely, prepares them for full-time employment that is suitable for their abilities and interests and allows students the opportunity to learn to work collaboratively in a successful way. Students will develop professional skills, habits and attitudes conducive to job success and personal growth. The employment will serve the function of a practical laboratory activity for reinforcing the academic instruction. By linking academic core curriculum with an on-the-job work experience this course will promote the students' school-to-career transition.

Internships:
In this course, students will gain valuable knowledge and skills by doing meaningful, hands-on work as an intern. The student will complete 120 hours of internship or 4 hours per week that are aligned with the student's career interest. Students will know how to write a resume, cover letter, letter of recommendation, and participate in an interview. They will also learn about employee expectations and customer service skills.

Staff and parents play an important role in each student's success. Most important to student achievement for underperforming students is to help the student to identify his/her support systems and resources within and outside of the school setting. Springs' students must be able to stay motivated, read and comprehend instructions and materials, ask questions of adults, and have adequate organizational skills.

English enrollment

It is important that staff set high expectations in all courses, especially English. Springs's graduates must be able to read and write at or above grade level in order to access increasingly complex concepts and instruction. All Springs' students are expected to be enrolled in UC "a-g" English courses. Students are expected to enroll in English courses each year.

Mathematics

Springs Charter Schools has several enrollment policies in regards to high school students, including Math enrollment for all high school students. Students are expected to enroll in a math course each year until they have completed the minimum three year mathematics graduation requirement.

MTSS Multi-
Tiered System of Support

Students who have low test scores on state-wide and school adopted assessments are placed in the school's MTSS process. Staff, parents and occasionally students work together to identify the student's areas of need and develop strategic plans to assist the student towards greater levels of success in all academic areas, particularly English and Mathematics.

MTSS Website: https://sites.google.com/a/springscs.org/scs-rti/home

Strategies for teachers working with under-performing independent study students (edited from http://www.ncpublicschools.org)

- Maintain and support high expectations
- Use pacing guides to plan the instruction and cover competencies
- Teach comprehension strategies and skills
- Relate the subject matter to everyday life situations
- Use various types of ongoing assessment periodically to monitor student learning
- Hold conferences with students regarding their work
- Teach to learning styles
- Use manipulative and other active learning strategies
- Incorporate test vocabulary into daily instruction
- Place emphasis on the application of the new learning
- Model and demonstrate strategies for students and serve as a coach for them
- Provide choices for students (e.g., choosing their own books, research projects, etc.)
- Provide opportunities for students to assume responsibility for their own learning by requiring them to set goals, keep records of their progress, share their learning, exhibit and evaluate their work
- Hold true to the mission of the school
- Develop and maintain positive home-school relations

Serving the Needs of Gifted Learners
Springs Charter has a variety of services, resources, and opportunities for high achieving students, resources and web links, and alternative options for students to receive credit for academically advanced coursework. High school students may earn credits as concurrent enrollment in community college and distance learning opportunities.

Advanced Placement (AP) Program:
Completing an AP course let's colleges and universities know that a student has what it takes to succeed in an undergraduate environment. When admissions officers see "AP" on a transcript, they know that what students experienced in a particular class has prepared them well for the challenges of college. Taking AP courses is a sign that students can be successful in the most rigorous classes a high school has to offer. Students should consult with their counselor or ES/TOR to discuss if AP is right for them and to discuss course offerings.

The Springs Guidance Department administers AP exams in the spring of each school year. Advanced Placement exams are administered to directly coincide with the completed courses. If a student passes the AP exam with a score of three or higher (on a scale of one to five), they could receive college credit for the course through College Board. For more information about AP testing, visit http://apcentral.collegeboard.com

Dual Enrollment
Dual enrollment is a program that allows qualified high school students to earn college and high school credit while meeting graduation requirements. For some students it may be an additional option to achieve college credit in both the academic and vocational pathways.

National Honors Society (NHS)
Membership in NHS is based on four criteria: scholarship, leadership, service, and character. Students are expected to pay membership dues, participate in community services projects and attend monthly chapter meetings. NHS members in good standing are eligible for state and national scholarships offered through the NHS organization.

California Scholastic Federation (CSF)
Membership in CSF is based on scholarship and citizenship only. CSF members are eligible for a variety of tuition scholarships at universities across California and in select colleges nationwide.

GPA - Overall, Overall Weighted, Academic Weighted

- Overall GPA: Average grade in all classes from 9-12th grade, based on a 4.0 scale.
- Weighted Academic GPA: Average grades in all classes from 9-12 with extra point for Honors/AP in which a C or better is earned in the course.
- Academic (weighted) GPA: Our academic GPA is aligned with the UC/ CSU Weighted GPA.

Overall GPA can be found on the student's transcript. Contact your school counselor for official calculation of weighted.

Concurrent Enrollment

Springs Charter students may obtain both high school and college credit for specific courses taken at the community college level provided certain guidelines are followed.

- A student enrolled full time with Springs may take college course and receive dual credit for the courses. Full time enrollment is defined as a student who is attempting 20 units of Springs Charter School courses within any given term.

- The following factors will be reviewed by the school administrator prior to granting approval for Springs students to attend college courses through the concurrent enrollment process:

    o   Per individual college requirements.
    o   Maintaining positive progress towards Springs graduation requirements.
    o   Continued College Class Enrollment: Students will be considered for continued enrollment in college courses based on successful completion of previous community college classes.

    o   Academic History: Students requesting concurrent enrollment typically have a history of strong academic performance in both high school and community college level.

Unit Calculations for Community College courses
College courses that are listed on the CSU and/or UC Transferable Course Lists will be calculated for high school units at 3.33 high school units for each 1 community college course unit and not to exceed 10 SCS units per course. Lab requirements for specific science courses are not awarded additional units toward Springs graduation requirements. CSU and UC Transferable Course Lists may be found at **www.assist.org.**

Examples include:

	CC Units	x 3.33 =	SCS Units
English 100	3	x 3.33 =	10
PE	1	x 3.33 =	3.33
Spanish I	5	x 3.33 =	10

High school students may take any community college course, however those courses that are not on the CSU/UC Transferable course list will receive 3-5 SCS units for each 3 unit community college course. Students are responsible to submit the transcript to the SCS administration office, attention to the Transcript Technician

Concurrent Enrollment Checklist

TASK	Student	SCS Staff
Complete Matriculation Process at Desired College of Attendance Refer to individual college website for required steps	✖	
Complete Required Concurrent Enrollment Paperwork & Submit to SCS for Approval ● Refer to individual college website for required form(s) and documents. ● It is recommended you turn your forms in early; processing may take up to 7 business days. ● Students who do not submit forms to the Guidance Department for approval prior to starting the course may not receive high school credit for completed courses.	✖	
Request Transcripts from SCS if Required Not all colleges require official transcripts for concurrent enrollment. Request transcripts by visiting the Springs website and submitting a transcript request form.	✖	
Submit Required Forms and Documents to College SCS will not submit documents on a student's behalf.	✖	
Register for Approved College Courses Refer to college website for registration process, date, and time.	✖	
Complete College Course with a C or Better	✖	
Request College Send Official Transcripts to SCS It is the student's responsibility to submit official transcripts to SCS so that high school credit can be awarded. Refer to the college for transcript its request procedure. Transcripts should be sent or hand delivered directly to – Springs Charter Schools Attn: Transcript Technician 27740 Jefferson Ave Temecula, CA 92590 Only a sealed official transcript will be accepted for high school credit. It is highly advised that students submit transcripts immediately following the semester in which a college course is completed to ensure accurate academic advisement and assessment of progress towards graduation requirements.	✖	
Credits Awarded on High School Transcript		✖

Community College Documentation and Transcripts

1. College courses will be entered into OASIS under the course specific titles by the guidance department.

2. All community college courses that are completed by the student will be posted on the Springs' transcripts after submission of an official transcript from the college to the guidance department and with written permission from the parent/guardian or adult age student. It is the student's responsibility to have the Official Transcript sent from the college. The ES/Teacher may use unofficial documentation for purposes of tracking academic progress towards graduation however, the High School diploma will not be complete until official documents have been received and posted to the student's transcript.

Note: It is the student's responsibility to provide enrollment and/or verification of completed course work to the ES/TOR at the beginning and completion of each semester. The ES/TOR is responsible for monitoring academic progress towards completion of Graduation Requirements.

Dual enrollment is a program that allows qualified high school students to earn college and high school credit while meeting graduation requirements. For some students it may be an additional option to achieve college credit in both the academic and vocational pathways.

Dual Enrollment Objectives
Dual Enrollment creates access for high school students participating in post-secondary education opportunities (academic & career).
- ☆ Reduces college costs for students and families
- ☆ Reduces the length of time for students to obtain their academic and/or career goals
- ☆ Increases college credits awarded to high school students

Why Take Dual Enrolled Courses?

Begin college early. High school students can begin working on a vocational certificate, associate's degree and/or university transfer requirements while completing as much as one year of college.

Save money. Students and their families can save thousands of dollars of college costs.

Easier transition to college. Students will gain confidence in their ability to do college work and may have an easier transition into postsecondary education.

Who Teaches These Courses?
Dual enrolled classes are taught by college professor or vetted Springs staff. This may be a Springs employee who has been hired by the college for the specific purpose of teaching the courses to Springs students. Instructors use college curriculum and textbooks, and deliver a college level course which will require students to work at a higher level.

The Springs Charter Schools' guidance staff consists of a team of specialists committed to providing quality services to students, parents, staff and the general public. Credentialed counselors, teachers, technicians and support staff work together in addressing the needs of all students to ensure the maximum benefit from the educational experience. The guidance department maintains that the education and development of student potential is vested in the individual, family, school and community and is therefore committed to a collaborative process that is inclusive of all stakeholders.

Departmental functions include:
- Professional counseling & support services
- High school advisement and course enrollments
- 504 Plans
- MTSS Behavior Support

Guidance staff is committed to the following student related services:
- Student advocacy and assistance toward independence and responsibility in action
- Participate as an integral part of the school in addressing the complex issues that students are confronted with in today's society
- Early identification and advisement for college and career readiness
- Crisis intervention – Response, staff development, written school policies & processes
- Coordination of student services with all departments (Special Education, Student Records, Instruction and Curriculum, Discipline, etc)
- Develop systematic academic advisement policies and practices to insure that all high school students are placed in courses appropriate to meeting both SCS graduation requirements, enrollment policies and student post-graduation goals
- Develop increased understanding in the educational community of students' social, emotional and developmental needs and proven strategies for responding to all students
- Foster the belief that every individual is capable of learning and deserving of respect
- Support the belief that education must prepare students to live and work in a complex and ever-changing global society
- To foster reflection, re-evaluation, and openness to change as key elements toward program and individual improvement

Advisement Functions:
- Develop four year academic plans for all SCS programs
- Develop individualized four year academic plans for all high school students and select core courses.
- Provide staff development and training to all high school staff, teachers and directors
- Collaborate with all program directors on course advisement issues and scheduling
- Provide advisement for parents and students ongoing development of the student's four year academic plan
- High School course enrollment

All high school students are advised to meet with the school counselor for yearly transcript and academic reviews of their high school students' advisement plan. It is preferred that parents, students and teachers be present at the yearly review, however it is not required. Contact the Guidance Department to schedule an appointment with the counselor that serves your area.

Counselor/Student Assignments: All students are assigned a school counselor. Counselors are assigned based on the student's teacher of record.

High School Units for Middle School Students:
Springs Charter Schools provides 7th and 8th grade students the opportunity to earn high school credits in the areas of a-g approved mathematics courses and a-g approved foreign language courses. The policy is consistent with the UC/CSU policy to accept these units when taken in middle school.

Parents who would like their middle school student to receive high school units must send a written request to the transcript technician for the courses and units to be recorded on the transcript. It is also important to note that:
- Another school may not accept the units
- **Only** a-g mathematics and a-g foreign language courses can be considered for high school credit

Middle School Math Course Tracking:
All middle school math courses will be designated on the course schedule to indicate the specific math course that each student is taking.

Listed below are the middle school math course titles/sequence:
> *For 7th Grade Only*
> > Math 7
> > Math 7 Accelerated
> > Math I (P)
> *For 8th Grade Only*
> > Math 8
> > Math I (P)
> > Math 2 (P)

Placement Criteria for Math Courses: The following multiple measures should be considered when placing students in the middle school math sequence.
- I-Ready Math Assessment results or Inspect Assessments
- Springs Math placement test
- Current math course performance on homework, quizzes, and test scores
- CAASPP scores
- Teacher observations and recommendations

Course Approval Process: Once scores are validated the appropriate math course will be added to the student's schedule by the guidance department.

Springs 9ᵗʰ Grade Math Placement Test Policy

Prior to initial enrollment in a high school mathematics class, all students will take the high school Mathematics Placement Test. The proctored placement test will be offered to 8th graders in the spring and will also be offered during the first month of school. Students who took the test in the spring may retake the test at this time. The fall score will supersede the spring score if the test is taken twice. Students already enrolled in a high school mathematics course will be placed according to their Milestone 4 score for their current course. Placement will be as follows:

Students with no prior high school math	
Score Range	**Placement**
70% or higher OR iReady and CAASPP scores at grade level	9th grade math
0%-70%	9th grade math with appropriate scaffolding

Students with prior high school math	
Score Range	**Placement**
70% or higher	Next Course in Sequence
0%-70%	Next Math course in sequence with appropriate scaffolding

Results of students' ninth grade math placement will be reported to the board each October by the Director of Instructional Support. The results will be disaggregated by sub-groups. Parents who question their student's placement should meet with the Director of Instructional Support to discuss appropriate placement.

Sample Mathematics Sequences:

Typical Sequence

	7ᵗʰ	8ᵗʰ	9ᵗʰ	10ᵗʰ	11ᵗʰ	12ᵗʰ
Math 7	✓					
Math 8		✓				
Math 1 (P)			✓			
Math 2 (P)				✓		
Math 3 (P)					✓	
Pre-Calc (P)						✓
Prob & Stat (P)						✓

Sequence for students who place below 70%
As defined by multiple measures, including assessments, academic performance, etc.

	7th	8th	9th	10th	11th	12th
Math 7	✓					
Math 8		✓				
Algebra 1			✓			
Geometry				✓		
Intermediate Algebra					✓	
Pre-Calc (P)						
Prob & Stat (P)						

Advanced Mathematics Sequence

Springs Charter Schools encourage advanced mathematics students to accelerate by beginning the high school (P) level math course sequence in 8th grade. Students who score a course letter grade of an A or B and earn a full year credit (ie: 10 units) may advance into the next course level.

The math teacher, parent, student and school counselor will determine math course placement based on multiple measures including assessment, student performance in math courses, and sample of student work and progress toward completion of graduation requirements with the expected four years.

UC and CSU school systems require three years of college-preparatory mathematics (four years recommended) that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.

	7th	8th	9th	10th	11th	12th
Math 7	✓					
Math 7 Accelerated	✓					
Math 8		✓				
Math 1 (P)	✓	✓	✓			
Math 2 (P) / Geometry (P)		✓	✓	✓		
Math 3 (P) / Intermediate Algebra (P)			✓	✓	✓	
Pre-Calculus (P)				✓	✓	✓
Prob & Stat (P)				✓	✓	✓
Calculus (P)					✓	✓

Student academic advisement will be calculated using the advisement sheet. Counselor developed advisement sheets should be reviewed yearly with the student for ongoing academic evaluation and planning; this will ensure progress towards meeting expected graduation requirements and post-graduation goals. The advisement sheet is designed for transcript analysis for students transferring from other high schools and well as for use in providing clear communication and expectations between staff, parents, and students.

Transcripts from Other Schools:

Many of Springs' high school students earn grades and units from other high schools during their high school academic career. Some important tips when working with transcripts from other schools include:

- Always work from the original transcript
- Understand course titles and equivalent course levels
  SCS (P) designated courses are submitted and approved through the UC Regents office. These college-prep courses have equivalent rigor to standard CA public high school courses.

  Most course titles may be researched through UC Doorways. Google search a-g course lists and select the school that the student attended (as listed on the student's transcript).

- Use the credit summary often included on transcripts—the credit summary indicates the graduation requirements met from the student's previous school.

- When unsure of whether a course title will meet Springs' graduation requirements, record the course title in the Special Interest section of the advisement sheet until verification of the course content is complete

- Parents and students may be expected to obtain course descriptions and/or course syllabi or other verifying documentation to verify questionable course titles or content.

Student Name: Click here to enter text. **Grade:** Click here to enter text.

Program: TBD **ES/TOR:** TBD **Counselor:** TBD

Post-Graduation Goal

☐4-Year College ☐2-Year College ☐Trade School ☐Military ☐WorkForce

CTE Pathway(s) in Progress:_____

GRADUATION REQUIREMENTS 230 Units Total *(UC/CSU req. or rec. course)*	Req. Met		COURSE RECOMMENDATIONS (coursework is at the a-g level of rigor unless otherwise noted)			
	A	B	Fall Semester		Spring Semester	
SAMPLE	*X*	*IP*	*Course Title*	*Units*	*Course Title*	*Units*
English – 10 units						
English – 10 units						
English – 10 units						
English – 10 units						
Health – 5 units		---				
Life Science w/Lab* – 10 units						
CTE/Life Skills – 10 units						
CTE/Life Skills – 10 units						
CTE/Life Skills – 5 units		---				
Math – 10 Units						
Math – 10 Units						
Math – 10 Units						
Physical Ed – 10 units						
Physical Ed – 10 units						
Phys. Sci. w/Lab*– 10 units						
U.S. History – 10 units						
CTE/VPA*/LOTE* – 10 units						
World History – 10 units						
American Gov't – 5 units		---				
Economics – 5 units		---				
10 Units VPA/LOTE Yr. 2 Req.*						
10 Units VPA/LOTE Yr. 2 Req.*						
10 Units 4th Year Math Rec.*						
10 Units 3rd Year Science Rec.*						
10 Units "G" Elective Rec.*						

Units Completed- #   **Units in Progress-** #   **Units Needed-** #   **Algebra Requirement Met?-** Y/N/Unknown

Counselor Notes: Click here to enter text.

Student Name: Click here to enter text.   **Grade:** Click here to enter text.

Program: TBD   **ES/TOR:** TBD   **Counselor:** TBD

Post-Graduation Goal ☐4-Year College   ☐2-Year College   ☐Trade School   ☐Military   ☐Work

Force

CTE Pathway(s) in

Progress:_____

GRADUATION REQUIREMENTS 230 Units Total *(UC/CSU req. or rec. course)*	Req. Met		COURSE RECOMMENDATIONS (coursework is at the a-g level of rigor unless otherwise noted)			
	A	B	Fall Semester		Spring Semester	
SAMPLE	*X*	*IP*	*Course Title*	*Units*	*Course Title*	*Units*
English – 10 units						
English – 10 units						
English – 10 units						
English – 10 units						
Life Science w/Lab* – 10 units						
Math – 10 Units						
Math – 10 Units						
Math – 10 Units						
Physical Ed – 10 units						
Physical Ed – 10 units						
Phys. Sci. w/Lab*– 10 units						
U.S. History – 10 units						
World History – 10 units						
American Gov't – 5 units		---				
Economics – 5 units		---				
CTE/VPA*/LOTE*- 10 Units						
Post- Secondary- 10 Units						
Post- Secondary- 10 Units						
Post- Secondary- 10 Units						
Post- Secondary- 10 Units						
Post- Secondary- 10 Units						

Units Completed- #   **Units in Progress-** #   **Units Needed-** #   **Algebra Requirement Met?-** Y/N/Unknown

Counselor Notes: Click here to enter text.

2

High School Policies & Procedures

Graduation Requirements Class 2020,2021,2022

	Springs Charter Schools Diploma Requirements	CSU / UC Minimum Eligibility for Freshman Admissions*
Language Arts	40	40
World History	10	10
United States History	10	10
Economics	5	5
American Government	5	5
Mathematics***	30	30
Physical/Earth Science	10 w/lab	10-20 w/lab
Biological/Life Science	10 w/lab	10-20 w/lab
Foreign Language, CTE, or Visual/Performing Art**	10	n/a
Foreign Language**	n/a	20
Visual/Performing Art**	n/a	10
Special Interests	50	See counselor
Physical Education	20	n/a
Health	5	n/a
Life Skills Electives	25	n/a
Total Units	230	230 or higher
		SAT or ACT exams

*CSU/UC requirements listed reflect the minimum expectations. Students are encouraged to exceed unit expectations for entrance to more competitive colleges. See counselor.

**The Visual Performing Art and/or Foreign Language must be a one-year course (10 units of the same course).

***Math requirement includes at least one year of algebra content.

NOTE: Students will be expected to be continuously enrolled in the core courses required for graduation until they have met all the requirements listed.

	Springs Charter Schools Diploma Requirements	CSU / UC Minimum Eligibility for Freshman Admissions*
Language Arts	40	40
World History	10	10
United States History	10	10
Economics	5	5
American Government	5	5
Mathematics***	30	30
Physical/Earth Science	10 w/lab	10-20 w/lab
Biological/Life Science	10 w/lab	10-20 w/lab
Foreign Language**	n/a	20
Visual/Performing Art**	n/a	10
Post Secondary- Must include 10 units of Foreign Language, CTE, or Visual/Performing Art**	60	See counselor
Physical Education	20	n/a
Total Units	200	200 or higher
		SAT or ACT exams

*CSU/UC requirements listed reflect the minimum expectations. Students are encouraged to exceed unit expectations for entrance to more competitive colleges. See counselor.

**The Visual Performing Art, CTE and/or Foreign Language must be a one-year course (10 units of the same course).

***Math requirement includes at least one year of algebra content.

NOTE: Students will be expected to be continuously enrolled in the core courses required for graduation until they have met all the requirements listed.

Post Secondary Connection Course Options

Option 1 - 60 Units

Complete:

UC/CSU Admissions (Visual Performing Art, World Language and College Prep Elective)

and

CTE Pathway (2 one year CTE courses in the same pathway)

OR

Option 2 - 60 Units

Complete:

UC/CSU Admissions (Visual Performing Art, World Language and College Prep Elective)

and

*One Semester College Course (Academic or CTE)

and

Additional 10 units from CTE, VPA, Foreign Language or *College Course

Option 3 - 60 Units

Complete:

CTE Pathway (2 one year CTE courses in the same pathway)

and

*One semester College Course (Academic or CTE)

and

Additional 10 units from CTE, VPA, or Foreign Language

and

Additional 20 units from another CTE, VPA, Foreign Language or *College Course

Option 4 - 60 Units

Complete:

*Two semesters of College Courses (Academic or CTE)

and

Additional 10 units from CTE, VPA, or Foreign Language

And

Additional 30 units from another CTE, VPA, Foreign Language or *College Course

High School Student Enrollment Policy – College and Career Readiness

Springs Charter School recognizes the importance of ensuring that all graduates reach their highest potential in the areas of college and career readiness. Springs' graduates will be prepared to access college level coursework depending on post-graduation, college, and career plans. Springs high school students will be encouraged to take a series of career exploration and pathway programs that include internships, work experience, career pathways, career certification, CTE (formerly ROP) classes, and other career and vocational exploration and training programs

<u>**College Readiness**</u> for Springs Charter schools can be defined through some of the following criteria:
- Completion of CSU/UC Freshman Admissions Requirements
- Completion of college level transferable courses through concurrent or dual enrollment.
- College admissions exam scores that meet expected entrance criteria (Accuplacer, SAT, ACT, EAP, Advanced Placement, SAT Subject Exams, and others)
- Completion of advanced high school coursework in mathematics, English, foreign language, science, social studies, visual and performing arts, career technical education.
- Other similar factors

<u>**Enrollment in High School Courses**</u>

All high school students will be enrolled in courses that are approved through the UC Regents as meeting college preparatory levels of rigor. These course titles are designated on the transcript as (P). For more information, see the University of California's a-g Course List on the UC website.

All high school students will be enrolled in courses that follow the CSU/UC Freshman Admissions a-g course sequence. These courses are aligned to the school's high school graduation requirements. For more information, see the University of California and California State University websites for freshman admissions requirements.

<u>Exceptions to enrollment policy</u>:
Parents who are requesting that a student be exempt from completion of high school course work at the a-g level of rigor or sequence, may request an exemption to the school's course enrollment policy. All exemptions will be determined through either the MTSS, 504, or IEP process and based on objective criteria that includes student academic performance in each course, test scores, adequate progress, teacher recommendations, and additional factors. The student's counselor must be in attendance as one member of the multidisciplinary team. Determinations for exemption will be made within individual subject disciplines. If a determination is made that the student schedule should be at the general level of rigor, the MTSS, 504, or IEP team will meet at regularly scheduled intervals to monitor student progress and ensure that interventions and supports are effective. Parents will be required to sign the a-g rigor and/or sequence opt out form. This form will be given to the school counselor and course selection will be changed on the student's schedule.

General requirements, by subject area

High school seniors who fulfill the following three requirements will be entitled to a comprehensive review of their applications at each UC campus to which they apply.
- Complete 15 A-G courses, with 11 of those done prior to the start of 12th grade
- Maintain a GPA of 3.0 or better
- Take the ACT with Writing or SAT Reasoning test

The A-G requirements can be summarized as follows:

A History / Social Science - Two years required, including one year of world history, cultures, and geography **and** one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government.

B English - Four years of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature.

C Mathematics - Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry (students are required to take 1 year of Geometry).

D Laboratory Science -Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology (which includes anatomy, physiology, marine biology, aquatic biology, etc.), chemistry, and physics.

E Language Other Than English - Two years of the same language other than English.

F Visual & Performing Arts - One year, including dance, drama/theater, music, or visual art.

G College Preparatory Elective - In addition to those courses required in "a-f" above, one year (two semesters) of college preparatory electives are required, chosen from advanced visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and language other than English.

Exam Requirements
SAT I or ACT

UC/CSU Application Deadlines
November 1-30 of the previous year

Financial Aid Applications
FASFA and Cal Grant (due January to March)

Springs Charter School grade level placement for High School Students is based off of previous grade level enrollment.

No grade level changes will be considered during the school year unless circumstances dictate the need for exception and the counselor & program director approve.

The goal for all high school students would be to complete all high school diploma requirements within a four-year time frame, including summer school. Typically, this would require that each student be enrolled in a minimum of 30 units each semester. If students are unable to meet this expectation then they will work with their assigned counselor to develop an alternative plan.

Course Sequence
Each semester high school transcripts are reviewed by the school counselor and appropriate adjustments made to the student's schedule. Student course selection should indicate a progression of advancing course levels and titles. Ex: The natural progression of Spanish classes is: Spanish I, II, III, etc.

Credit for Course in Religious Studies
Springs Charter School awards units for courses that teach about religion. Courses that are devotional in nature will not be awarded units. Contact the Director of Guidance if any clarification is needed.

Standard of Measurement/Equivalent Unit
Springs awards five units for a semester's worth of assigned course work. This should not be confused with a semester's length of time. Students are expected to cover and master the educational material in each course in order to earn all attempted units. Partial completion of assigned work within a semester's time may result in partial units in the course. The course teacher determines the number of units to be awarded in each course.

The ES/Teacher is responsible for documenting and evaluating learning, which shows progress towards the student standards. High school students must complete all grade level course requirements as defined by the California Common Core Standards. Core courses include essential standards/concepts, key assignments, seminar discussions with highly qualified instructors and a final exam.

High School Credit Alert
In order for a student to be enrolled with Springs Charter School, they must be attempting a minimum of 20 units each semester. Most students take between 30 and 35 units each semester. Students may not exceed 40 attempted units in a semester without prior approval from school counselor or program director.
Students who are concurrently enrolled in community college courses may count each course as five attempted units towards the maximum required units (40). (ex: student takes 25 units through Springs and 2 community college courses to equal attempted units of 35). See concurrent enrollment information in this handbook.

Units: Students should earn five units of credit for each semester of coursework based on standards mastered.

Repeated Units: Any course repeated beyond the maximum units allowed will not receive additional credit. However, if a student repeats a course to improve his/her grade, units will be given for the course with the higher grade.

Course Prerequisites: A course prerequisite is a prior qualifying condition, education experience, or level of performance which is used to predict the probability of success in the course. It does not in itself determine the probability of success in the course or eligibility for enrollment in a course. Counselors also use standardized test scores, past academic performance, teacher recommendation, and assessed motivation to place students in classes commensurate with their abilities, interests, and needs.

Grades to Date Policy

New students who enroll at a Springs Charter School during mid-semester are encouraged to request Grades to Date (also known as check-out or withdrawal grades) from the previous school during the check-out process. Springs will accept Grades to Date from the previous school under the following conditions:

- Option 1: Grades to date will be accepted when the student continues in the same course/courses at Springs Charter that they were taking at the time of withdrawal from their previous school. Final semester grades will be determined by averaging the courses grade to date from the previous school with the Springs grade. Final semester grades are determined by the ES or teacher.

- Option 2: The parent or student may request that the student be awarded the previous school's grade from the Grade to Date report with variable units based on an average of the student's actual attendance divided by the total of expected semester attendance as indicated on the previous school records.

  Example: The student transfers to Springs Charter at the mid semester point with a letter grade of "B" in Ceramics A. Based on the student's actual attendance of 38 days out of the school's semester expected attendance of 90 days, this student would receive a grade of "B" and 2 units for Ceramics A on their Springs transcript.

Process for documentation:

- Parents and students may present Grades to Date information at either the Intake enrollment meeting or to their ES or academy advisement staff at any time within the first semester of enrollment with Springs Charter.

Other clarification for accepting grades to date:

- Grades to Date will only be accepted if there has been no more than a two week gap in missed work or attendance between the drop date from the previous school and the start date with Springs Charter.

- The parent or student must provide the written Grade to Date report from their previous school within the student's first semester of enrollment with Springs Charter. It is the parent and student's responsibility to provide the Grade to Date form to intake staff, their ES or program advisement staff.

Withdrawal Grades for Springs Charter Students: When a student withdraws or is removed from a class partial units may be awarded based on standards measured. Springs high school students who withdraw from school during the semester are expected to be awarded all grades and full or partial units that have been earned up to the point of withdrawal. The ES or teacher of record is expected to post grades and units on the student's report card within a reasonable time frame of the student's departure in order that the receiving school can assign courses accurately. A copy of the report card should be provided to the student at the time of withdrawal, regardless of the circumstances for the student drop. Withdrawal grades will appear on the high school transcript and be sent to the new school as part of the cumulative file.

Incomplete and Pass/Fail Grades: Under Independent Study guidelines, students are to be awarded letter grades and units based on standards measured. Springs does not award Incomplete or Pass/Fail grades.

"No Mark" Grades: All attempted courses must remain on the student's transcript, regardless of final grade and units earned. Attempted courses are defined as courses in which the student 1) was enrolled, 2) met with a teacher, and 3) received lesson assignments and/or instructional materials. In addition, if school staff claimed any portion of ADA (attendance) for the class, then the course must

remain on the student's transcript. Students who do not complete sufficient work to earn at least 1 full unit of credit may have a grade of NM and zero units posted on the transcript.

The High school transcript is the official, permanent record of each high school student's academic accomplishments. Credentialed teachers are responsible to follow all Springs Charter school enrollment policies and teacher responsibilities as determined by administrative staff including principals, program directors, school administrators, governing board policies, and other requirements as written in the charter.

Grades: (per *Education Code* sections 49066 and 49070b) Credentialed teachers are responsible to determine and submit the final course grades and units. The grade given to a pupil by the teacher of the course (in the absence of clerical or mechanical error, bad faith, incompetency, or fraud) shall be final. Neither the local governing board nor superintendent or other administrative staff shall order a grade changed without first giving the teacher who has assigned the grade the opportunity to state orally or in writing the reasons for which the grade in question was given.

Exceptions: On rare occasion, other credentialed staff may determine courses, grades and unit assignments under the following conditions 1) when the teacher assigned to oversee the student's work is not available or no longer employed at Springs Charter school, 2) when the parent or student contests the course, grade or units assigned and a credentialed administrator reviews the entire body of student work or documented completion of lessons, grading policies, etc. or 3) by written school policy and 4) when a parent or student requests consideration of grades/units for non-traditional coursework, such as: Withdrawal Grades for another school, parent designed transcripts, international transcripts, and college work completed outside of guidelines as stated in SCS written concurrent enrollment policies.

High School Transcripts from Previous Schools: The transcript technician may post high school courses, grades and units based on documentation from another high school's Official Transcript. It is the student/parent's responsibility to contact the previous school and request the Official Transcript to be sent to the transcript technician for posting to the student's Springs' transcript. All high school courses, grades and units must be posted as they appear on the previous school's transcript. Course titles may be changed to reflect Springs' course title equivalents (example English 1A at Murrieta High School may be posted as English I (P) A on the Springs' transcript (if the course is listed under the UC Regents approved courses for Murrieta High).

College Transcript submission: Springs policy allows for college courses to be posted on the high school transcript once the transcript technician has received the Official Transcript from the college. It is the student's responsibility to request their transcript from the college and have it sent to the transcript tech.

> **How to request a transcript**: Transcripts can be requested via the Springs website.
> https://springscs.org/current-students-parents/counseling-support/high-school-guidance/transcripts

Springs Charter School offers high school students the option to earn units for Driver Education & Training taken through private licensed driving schools. Students should discuss this course option with their academy teacher of record or their Homeschool ES prior to the semester that the course is taken. Springs can only award high school units for driver education and training courses taken during the months when school is in session.

The California Department of Motor Vehicles requires that all students under the age of 18 must take an education and training course prior to obtaining a driver's license. The course consists of a minimum of thirty hours of classroom instruction and at least six hours of behind the wheel training taught by a professional, certified instructor.

Once the student has completed all requirements of the driver training and education program, the school will issue official documentation of course completion required by the California DMV prior to issuing the student a Professional Driver's License.

Students who plan to take Driver Education and Training for high school credits must make their own arrangements with a certified driver training school.

FAQ for Springs Charter Students:

Q: Does Springs Charter provide or pay for a Driver's Education and Training Course?

A: Springs Charter has a number of approved vendors who offer Driver Education & Training courses. Homeschool families must use one of the approved vendors when using the student's instructional funds to pay for the course. Academy students may enroll in the driving school of their choice, at their own expense. Students should be advised that not all Driver Education programs are certified to instruct students under the age of 18, and do not submit the needed course completion certification required by the California DMV.

Q: The DMV referred me to my school for a course completion certificate? Who issues these?

A: Many comprehensive high schools offer Driver Education and Training from certified instructors. Because SCS does not offer certified instruction, students must go to the private driving school for course completion certification.

Q: How does Springs Charter award units for the high school transcript?

A: Students must make prior arrangements with their Homeschool ES or academy teacher of record in order to receive units for Driver Education and Training. Students must complete all classroom and behind the wheel instruction and pass the Professional License exam in order to receive the full five units for the course.

Graduation Verification Process

The ES/TOR will…

1. Post final grades/units in Oasis
2. Complete the Student Check-Out Form to let student records know if all materials were returned.
3. Complete the electronic Graduation Verification Form on the Staff Resources section of the website

The Guidance department will….

4. School counselors will review and sign off on graduation forms and send written notification to student records for diploma's to be mailed home to students.

Participation in Graduation Ceremonies

Graduating seniors may participate in the Springs Charter Graduation Ceremonies if:
- The student has completed all graduation course requirements.
- The student is within 10 units of completion of graduation course AND is enrolled in extended learning.
- The student is in "good standing" in regards to citizenship and behavior. Participation in graduation ceremonies is a privilege. Students may be notified in writing as part of a disciplinary process that, although they will receive the diploma for completing all graduation courses & exam requirements, that the privilege to participate in graduation ceremonies has been withdrawn based on non-academic issues. In these cases, the parent may appeal the decision to the Program Director, Senior Director, and/or Director of Education.

Cap & Gown, Ceremony Participation and Diploma

Student Records will contact all potential graduates with information about how to order the Cap & Gown, graduation ceremony logistic information and request a small fee for the printing and framing of the student's diploma.

9th and 10th grade:

- Download and read the NCAA guide for the College-Bound Student-Athlete. www.NCAA.org

- Contact your school counselor to discuss eligibility and obtain the list of RSCS eligibility courses.

- Plan to graduate on time (in eight academic semesters). If you fall behind, use summer school sessions prior to graduation to catch up.

- Work hard to get the best grades possible. You must earn a minimum required grade-point average in all of your core courses. You must also earn a combined SAT or ACT sum score that matches your core-course grade-point average and test score sliding scale. (Requirements differ for Division I and Division II.)

- Take classes that match Springs Charter Schools' NCAA list of approved core courses.

- You can find the list of NCAA approved core courses for Springs Charter School at www.eligibilitycenter.org.

11th grade: Register with the NCAA eligibility center
- Begin your amateurism questionnaire
- Make sure you are still on track to meet core-course requirements (verify you have the correct number of core courses   and that the core courses are on file with the NCAA eligibility center)
- After your junior year, request that your school counselor send a copy of your official transcript to the eligibility center. If you have attended any other high schools, make sure a transcript is sent to the eligibility center from each high school.
- Prior to registration for classes for your senior year, meet with your school counselor to determine the amount of core courses that you need to complete your senior year for eligibility
- Begin taking the ACT or SAT (qualifying test scores are required for NCAA eligibility), request test scores to be sent to the eligibility center

12th grade:

- Continue to get high grades in all courses
- Complete amateurism questionnaire and request final amateurism certification on or after April 1 if you are expecting to enroll in college in the fall semester (October 1 for spring semester enrollment.)
- Continue taking the ACT or SAT, request test scores to be sent to the eligibility center. The eligibility center will use the best scores from each section of the ACT or SAT
- Have your high school guidance counselor send a final transcript with proof of graduation to the eligibility center

Requesting a Work Permit

Students requesting a work permit or an entertainment permit should contact the CTE Department via the website :http://springscharterschools.org/work-permit

A determination of eligibility will be made based on the policy requirements listed below. Students requesting to earn High School credit toward graduation must also be enrolled in a Work Experience Education (WEE) course through Springs Charter School. Once the completed work permit packet has been received by the appropriate office, please allow 7-10 working days to process your work permit.

Student Responsibility:

➢ Springs' Work/Entertainment Permit Policy requires that students:
- Maintain a 2.0 GPA as determined by the prior semester grades
- Have no truancy or excessive absences
- Maintain good citizenship
- Are making adequate progress toward graduation

➢ Parents and students are expected to become familiar with federal and state laws and restrictions that apply to working minors.

➢ It is the responsibility of the student/parent to work with the Work Permit Coordinator or WEE coordinator/teacher to insure that all forms and information are accurate and complete.

➢ Students must complete all portions of the Work Permit Application.

➢ The student must re-apply for a new work permit yearly and when changing employers.

Enrollment in Work Experience Education (WEE) for High School Graduation credit:

➢ The WEE teacher/coordinator approves students for enrollment in WEE (EC § 51760).

➢ At the time of enrollment, students must be at least 16 years of age (EC § 51760.3(a) or be enrolled in grade 11 or higher (EC § 51760.3(a)(i)).

➢ WEE may be identified on the Individualized Education Program (EC § 51760.3(a) (4)).

➢ The WEE teacher/coordinator will collaborate with the student's assigned teacher of record to manage student enrollment, grades and participation in WEE. The WEE teacher/coordinator will also collaborate with the students' assigned counselor any time a student falls out of compliance with the policy listed above.

Work Permits as a Motivating Tool for Academic achievement

California law allows schools to establish their own policies regarding work permits. Because all working students under the age of 18 in the state of California are required to obtain a work permit in order to hold a job, the Work Permit can be a motivating tool for improving student achievement for high school students. Education specialists and site directors may place a student under probation warning when students fall below the school's Work Permit Policy guidelines listed above. However, only the Director of Guidance or WEE coordinator-teacher may revoke a student's Work Permit. The law requires that students are given a warning period and adequate time to remediate the policy violations established by the school. In addition, there must be a provision in the revocation process for the student to appeal the decision of the Director of Guidance or WEE coordinator-teacher.

Hours of Work

Springs students are expected to comply with the General Summary of Minors' Work Regulations found on page 2 of the Statement of Intent to Employ a Minor and Request for Work Permit. For purposes of clarification, all students at Springs are considered "in session" Monday through Friday, including Home Schooled and Independent Study Students. Springs students are limited to the daily maximum hours of work for their specific age group as outlined by state labor laws. While it is at the discretion of the school to determine whether a minor may obtain a work permit in order to be employed, it is the parent who is responsible to set appropriate boundaries for academic and work activities. While Springs supports a student's desire to work, academic success is the primary goal for all students. It is recommended that students work no more than 24 hours per week in order to allow for adequate focus on academic performance.

The California High School Proficiency Exam (CHSPE)

Many Springs students and parents ask for advisement on whether or not their student should take the CHSPE exam. According to the CHSPE website passing the exam is considered a "legal equivalent of a high school diploma." The exam consists of English-Language Arts and Mathematics. Although passing the exam is not equivalent to completion of high school course work, California law states "all persons and institutions subject to California law are required to accept the certificate as evidence that the student has satisfied the (California) high school diploma requirement." For minor children, the certificate in combination with parent/guardian permission exempts a minor from attending school. Student with CHSPE certificates may exit and reenter the California public school system until the age of 18 with no adverse consequences.

Parents and students considering exiting high school by means of the CHSPE are encouraged to discuss the student's plans and options with a counselor. While the CHSPE is a great option for high school students who are well prepared for college level work, there are some considerations that should be explored. Not all students possess the social and developmental maturity for the college setting. Students applying to colleges outside the state of California have found that the CHSPE is not recognized as a diploma equivalent in the same context as the GED. In addition, students who leave school and re-enroll after a period of absence may experience difficulties in meeting the school's course and units requirements for obtaining the high school diploma by the student's expected graduation date. Parents are advised to explore all options to insure that their student's goals are realized.

California Compulsory Education: All persons under 18 years of age who have not graduated from high school or passed the California High School Proficiency Exam (CHSPE) are required by state law to attend school. Students are required to be enrolled full time and taking courses towards successful completion of graduation requirements, including all courses and exams. All students must have at least 20 units and not more than 40 units per semester.

High school students, who are under the age of 18 and have successfully passed the CHSPE, may elect to remain enrolled in high school without penalty.

Older high school students with significant credit deficiencies and students whose stated goal is to take the GED when they turn 18 years of age may be interested in this opportunity.

High School Course Checklist for GED Foundations: A transcript review should include the following courses. If there are gaps in these areas, it is recommended that students be enrolled in:

☐ <u>English I (P) and English II (P)</u> - Courses with focused instruction on sentence structure, organization, usage, mechanics, business, informational, and instructional publications

☐ <u>English I (P) and English II (P)</u> - Courses with focused instruction on essay writing that includes: well focused main points, clear organization, and specific development of ideas, and the demonstration of the writers control of sentence structure, punctuation, grammar, word choice, and spelling

☐ <u>English II (P) and English III (P)</u> – Courses with focused instruction on the student's ability to read and understand text that is found in a traditional high school level classroom setting

☐ <u>Earth Science (P)</u> – Course with focused instruction on understanding, interpreting and applying science concepts to visual and written text. Includes recycling and pollution standards from National Science Education Content Standards

☐ <u>Biology (P)</u> – Course with focused instruction from National Science Education Content Standards including heredity, science's application to everyday life, and the student's ability to interpret tables, graphs, charts, diagrams and written text

☐ <u>World History w/Geography (P)</u>

☐ <u>US History w/Geography (P)</u>

☐ <u>Economics (P)</u> – Course that includes practical documents such as tax forms, workplace and personal budgets

☐ <u>American Government (P)</u> – Course that includes passages from documents such as the Declaration of Independence and US Supreme Court decisions. Also includes voter registration forms, global warming and environmental law

☐ <u>High school math sequence of courses</u> – Some portions of the test do not allow students the use of a calculator – focused instruction is on <u>number operations, algebra, geometry, and probability and statistics</u>

3

Additional Resources

Great Websites for Career & Vocational Transitions

Career Technical Education:

In 2004, State Superintendent of Education Jack O'Connell said:

> *The job of K–12 education in California must be to ensure that all our students graduate with the ability to fulfill their potential—whether that takes them to higher education or directly to their careers. Unfortunately . . . too many of our students are not adequately prepared for either. By raising our expectations for our students, we can and will begin to change that.*

<div align="right">

Career Technician Framework

www.sonoma.edu

</div>

Springs guidance counselors are committed to helping students make postgraduate planning applicable to independent adult living. In California, this means being able to earn a livable, sustainable wage, whether the student plans to pursue a four year college degree or enter the workforce after graduation. Students with both formal education and technical skills training are highly sought after by employers. Students are advised during their high school years to be reflective about their future career goals and research and explore career options during their high school years.

Listed below are some of the best websites for career exploration, including Springs' subscription information to bridges.com.

California Career Resource Network
www.californiacareers.info/

> California Career Zone
> > Free online – includes brief assessment – career clusters – career information and current job openings for California
> > Rating ✩✩✩

> California Career Planning Guide
> > Free pdf – 112 Pages – includes assessment – worksheets – interview tips – current trends
> > Rating ✩✩✩✩✩

> Reality Check
> > Provides current information on cost of living in California cities
> > Students can select housing, utilities, food, transportation, etc. options in determining reality of budget planning
> > Rating ✩✩✩✩✩

Bureau of Labor Statistics
www.bls.gov/k12/
> Great website highlighting career information with student and teacher resources
Rating ✩✩✩✩✩

US Department of Labor

www.dol.gov

     Great resources including the Occupational Outlook Handbook and links to labor information

Rating ☆☆☆☆☆

Learn Your Personality Type

www.humanmetrics.com

     Online personality assessment similar to Keirsey Temperament

Rating ☆☆☆☆

Vocational Information Center

www.khake.com

     Great links to web based vocational information

Rating ☆☆☆☆☆

Apprenticeship Opportunities and Information in California

www.calapprenticeship.org

     Over 45 categories of apprenticeship opportunities in California's workshops

Rating ☆☆☆☆

My Future

www.myfuture.com

     Good information for high school students determining whether they are interested in joining the military or not

Rating ☆☆☆

The chart below points out the reality of today's job market and the value of obtaining a higher education. Helping students to understand the correlation between their current academic success and their future potential for employment at a livable wage is important to helping them set realistic post-graduation goals.

Education pays in higher earnings and lower unemployment rates

Earnings and unemployment rates by educational attainment

Unemployment rate in 2014 (%)   Median weekly earnings in 2014 ($)

Education	Unemployment rate (%)	Median weekly earnings ($)
Doctoral degree	2.1	1,591
Professional degree	1.9	1,639
Master's degree	2.8	1,326
Bachelor's degree	3.5	1,101
Associate's degree	4.5	792
Some college, no degree	6.0	741
High school diploma	6.0	668
Less than a high school diploma	9.0	488

All workers: 5%   All workers: $839
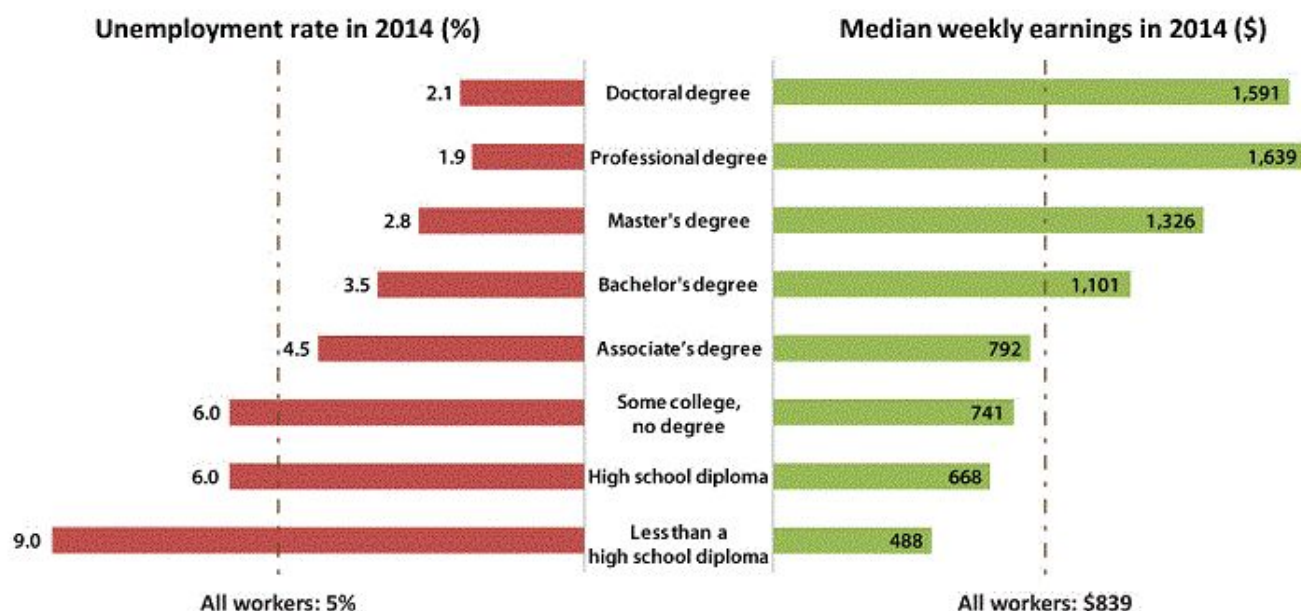
Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: Current Population Survey, U.S. Bureau of Labor Statistics, U.S. Department of Labor

Springs Career Technical Education:

Preparing Students for the 21st Century and Beyond

"...has access to a pool of talent that both attracts the world's leading businesses and hastens the development and success of new ones, creating opportunities for all."

—Tom Torlakson, State Superintendent of Public Instruction

"We seek the day when every enterprise in California—public and private—has access to a pool of talent..."

What is a CTE Certificate?

Springs Charter Schools has a comprehensive (CTE) Career Technical Education Program designed to assist students in becoming career & college ready. CTE students include those planning on entering industry, attending community college, attending four-year universities, or any combination of these three. The intent of CTE is to provide students with real world application learning opportunities that reinforce core academic content through career focused project based learning.

CTE begins in eigth grade with career exploration, self-assessments, and introductory CTE courses. Introductory CTE courses are also available for ninth and tenth grade students. During high school, students are encouraged to take at least two CTE courses in the same pathway, complete an internship in that pathway, and complete a culminating project. If all of this is accomplished prior to graduation, the student would receive a CTE Certificate. The CTE Certificate is in addition to the high school diploma and is equivalent to graduating from High School with a major education focus.

How do you get a CTE Certificate?

1. Select a Pathway
2. Complete two courses in that Pathway
3. Complete an industry related Internship
   Or complete a Concurrent Enrollment course
4. Complete a Culminating Project

Want to take it to the next level? Complete all the requirements above and the third course in your pathway. Then you will be a CTE Completer

For more information contact:
George Essel CTE Lead Coordinator george.essel@springcs.org

INDUSTRY SECTORS

- Transportation
  - System Diagnostic Service and Repair Pathway
  - Structural Repair and Refinishing Pathway
- Education, Child Development, and Family Services
  - Child Development Pathway
  - Education Pathway
- Engineering and Architecture
  - Engineering Technology Pathway
- Information and Communication Technologies
  - Information Support and Services Pathway
  - Networking Pathway
- Business and Finance
  - Business Management Pathway
- Arts, Media, and Entertainment
  - Media and Design Arts Pathway
  - Performing Arts Pathway
- Health Science and Medical Technology
  - Health Care Administrative Worker Pathway
  - Patient Care (Dental) Pathway
- Public Services
  - Legal Services Pathway

Learning that works for California
CTE

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

Springs
CHARTER SCHOOLS

FIELD TRIP CHRONICLES

WHERE YOUR ADVENTURE BEGINS

CALLING ALL HEROES

Field Trip Procedures

Registration Flyers

Special Announcements

Field Trip Highlights

Calendar Opening, Closing & Scheduled

www.SpringsCS.org ✝ 951.252.8800

PLACES TO VISIT THIS SCHOOL YEAR

Exciting field trip opportunities expected to be scheduled throughout the school year.

AQUARIUM OF THE PACIFIC

A DAY AT BALABOA PARK MUSEUMS

BARCLAY THEATER

CHILDREN'S DISCOVERY MUSEUM OF THE DESERT

COVERED WAGON TOUR

DISCOVERY SCIENCE CENTER

DISNEY'S YOUTH EDUCATION SERIES

HIDDEN VALLEY NATURE CENTER

HIGH TECH FAIR SAN DIEGO

INDOOR ICE SKATING

INDOOR SKYDIVING

INTERNATIONAL PRINTING MUSEUM

KNOTT'S BERRY FARM EDUCATIONAL TOURS

LA BREA TAR PITS

LA COUNTY FAIR

LEGOLAND CALIFORNIA

LEWIS FAMILY PLAYHOUSE

MARITIME MUSEUM

MEDIEVAL TIMES

WINTER SPORTS

MUSEUM OF TOLERANCE

NHMLA

OCEAN QUEST

OLD GLOBE THEATER

OLD MISSION SAN LUIS REY

ONTARIO REIGN EDUCATION DAY

PALM SPRINGS AERIAL TRAMWAY

PERFORMANCE RIVERSIDE

RICHARD NIXON LIBRARY & MUSEUM

RILEY'S FARM

SAN DIEGO JR. THEATER

SAN DIEGO SAFARI PARK

SAN DIEGO SYMPHONY

SAN DIEGO ZOO

SEA LIFE ADVENTURES

SEA LIFE OCEAN CLASSROOM

SEAWORLD

TANAKA FARM

THE RENASSIANCE FAIRE SCHOOL DAY

USS MIDWAY

WESTERN SCIENCE CENTER

And more....

Select One	Course Title	Elective Options - Integrated Science and English
	Power Plants	This course is focused on our everyday heroes and the power they have and provide: **plants.** Students will discover how plants power not only themselves, but also the entire living world around them with their microscopic superpowers. We have appropriately deemed them: Power Plants. In the end, students will explain the science behind a real life phenomenon that is going to potentially save our existence on Earth. Study up so you can help save the human race!
	Zombies	This course is focused on the very debated question of zombies: are they alive or dead? Students will learn about what makes an organism living, what signs of life they present, which will lead us to discover if zombies can be considered a living being – or are they just super dead? In the end, students will devise a plan and explanation for helping us all survive the zombie apocalypse. Study up so you can save us all!

	Genes Gone Wild	In this elective you will study genes, and what happens when these crazy little things mess with critters-- human and otherwise. We will look at the use of scientific inquiry in diagnosing genetic diseases and abnormalities, and how you can use scientific inquiry for problems you see every day.
	Designer Babies	From Frankenstein to modern science, the creation and manipulation of life has captured the imagination of those with both the most evil and altruistic ambitions. Is genetic engineering the great hope for those that suffer from genetic disease, or does it endow humans a power that does not belong to them? Should people be able to genetically design their own babies? What if this ability spares that baby from a life of suffering? This course explores controversial topics from stem cell research to Genetically Modified foods.

	My Chemical Romance	Study the Mysteries of Love. There are few forces that affect humans more than cupid's arrow. In this course you will study questions that have baffled man since the beginning of time: What is the force called attraction? What causes us to have a "type?" What is beauty? Why is it different for different people? How can we live happily ever after? In this course you will read, journal, watch and create informative multimedia presentations, defend your point of view, and read a poem mixing science with romance! ***Please Note:** This course includes information on sexual development, the reproductive system, and sexually transmitted infections. Medical charts and illustrations are posted in this unit.
	Addiction Affliction	Approximately one in every ten Americans over the age of 12 are addicted to drugs or alcohol. In this course we will study the science that answers questions that have plagued humans since the beginning of time: Why do some people seem to have more "willpower" than others? What is happening in the minds and bodies of people who lose control? What are the signs of addiction? And most importantly, what is the research behind effective recovery? Throughout the course we will journal, dialogue with peers, administer interviews and create multimedia presentations.
	Endangered Animals	In this course you will learn about some of Earth's most endangered species. What are these animals and why are they disappearing so quickly? Explore how the vast range of different plant and animal life known as Biodiversity contributes to human life, and in turn, how the use and misuse of these resources is affecting the earth's ecosystems. What is the responsibility of the individual to help conserve biodiversity, how are those responsibilities being fulfilled, and what more can we do?
	Into the Deep	Snorkel your way through Earth's undiscovered country… the ocean. Come explore the Deep Blue Sea and all its wonder. What discoveries are being made by deep sea divers? What is being done to save marine life? Learn about marine taxonomy, ecosystems, and ecological relationships between humans and life in the sea.

	Bugs	Welcome to Bugs! A delightfully creepy crawly course on the alien world of insects. We will look at how many scientists consider insects the most successful creatures on the Earth, the economic impact of insects (both good and bad), and careers available in the study of insects (entomology).
	Man's Best Friend	Welcome to Man's Best Friend, a course on the study of the unique relationship between humans and dogs. We will study about how dogs have been adapted to live and serve humans, their biology, their unique intelligence, and careers in Veterinary Medicine.

Standards for Mathematical Practice

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?"

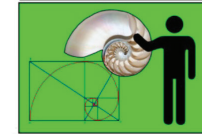Student Name: _____

SSID: _____

#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.

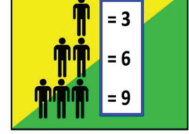#4 Model with mathematics.

#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

Visit http://springscharterschools.org
Springs Charter Schools • 27740 Jefferson Avenue, Temecula, CA 92590
Telephone (951) 252-8800

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?

CELEBRATE — SET THE GOAL — MAKE A PLAN — LEARN THE CONTENT — TRY — REFLECT — PROVE

Setting Goals for Mastery

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.

KINDERGARTEN ELA "I CAN" THEMES

Pre-Quiz ✓	Date ✓	Mastery ✓	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?

KINDERGARTEN ELA "I CAN" STEPS

Pre-Quiz ✓	Date ✓	Mastery ✓	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.

KINDERGARTEN MATH "I CAN" STATEMENTS

Pre-Quiz ✓	Date ✓	Mastery ✓	
			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)

2021 ELA Pacing Guide, Grade 6

Where to Focus Grade 6 ELA

Key skills show where students and teachers should spend the large majority of their time in order to meet the expectations of the grade level standards. Not all content is emphasized equally throughout the grade level, so these key skills are bolded. Some require greater emphasis than others based on the depth of ideas and the time it takes to master and/or their importance to future English Language Arts knowledge and their demands of college and career readiness.

PLC I CAN! Focus-Bring student work for mastery calibration and collaboration during your school-wide PLC.

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
I CAN! 6.12	I CAN! 6.13	I CAN! 6.1 or 6.3	I CAN! 6.7

Dates	I CAN!s	Unit
1st Semester		
ACE: In each reading and writing unit, be sure to cover the ACE strategy for answering questions and writing about text: **A**nswer the question, **C**ite your evidence, **E**xplain your answer.		
3 Weeks	6.10 6.12	Beginning of the Year Assessments: iReady ELA & Math Diagnostic & Foundational Reading Skills Reading Readiness Skills Prerequisite skills needed to start grade level I CANs! Speaking and Listening & Language Skills: **Comprehension & Collaboration & Vocabulary Acquisition and Use**
7 Weeks	6.10 6.12 - 6.15 6.1, 6.2 6.7c , 6.8	Speaking and Listening & Language Skills: **Comprehension and Collaboration & Vocabulary Acquisition and Use & Conventions of Standard English** Reading & Writing Focus: **Reading Literature, Text Types and Purposes, & Production and Distribution of Writing**
1 Week	Flex Week: Mastery Check Reading Fluency Goal: 127	
3 Weeks	6.10 6.12 - 6.15 6.3, 6.4 6.5, 6.6 6.7b, 6.9	Speaking and Listening & Language Skills: **Comprehension and Collaboration & Vocabulary Acquisition and Use & Conventions of Standard English** Reading & Writing Focus: **Informational Text & Production and Distribution of Writing,** History/SS & Writing, Science/ Technology & Writing, & Research to Build and Present Ideas
2 Weeks	Flex Weeks: Mid Year Assessments (Prior to Winter Break) Reading Fluency Goal: 135 cwpm	

2 Weeks	6.10 6.12 - 6.15 6.3, 6.4 6.5, 6.6 6.7b, 6.9	Speaking and Listening & Language Skills: **Comprehension and Collaboration & Vocabulary Acquisition and Use & Conventions of Standard English** Reading & Writing Focus: **Informational Text & Production and Distribution of Writing,** History/SS & Writing, Science/ Technology & Writing, & Research to Build and Present Ideas

2nd Semester

7 Weeks	6.10 6.12 - 6.15 6.7a 6.11	Speaking and Listening & Language Skills: **Comprehension and Collaboration & Vocabulary Acquisition and Use & Conventions of Standard English** Reading & Writing Focus: **Text Types and Purposes** & Presentation & Knowledge of Ideas
1 Week	Flex Week: Mastery Check Reading Fluency Goal: 140 cwpm	
8 Weeks	6.10 6.12 - 6.15 6.7, 6.8 6.11	Speaking and Listening & Language Skills: **Comprehension and Collaboration & Vocabulary Acquisition and Use & Conventions of Standard English** Reading & Writing Focus: **Text Types and Purposes, Production and Distribution of Writing** & Presentation & Knowledge of Ideas
2 Weeks	End of the Year Assessments & Exhibitions/Demonstration of Discovery I CAN! demonstrate mastery by applying new skills to complex, real-life problems. Reading Fluency Goal: 150 cwpm	

Teacher Notes

Grade 6 I CAN!s and CAN I?s

Where to Focus Grade 6 ELA

Key skills show where students and teachers should spend the large majority of their time in order to meet the expectations of the grade level standards. Not all content is emphasized equally throughout the grade level, so these key skills are bolded. Some require greater emphasis than others based on the depth of ideas and the time it takes to master and/or their importance to future English Language Arts knowledge and their demands of college and career readiness.

Mastery Trackers (coming soon)		

I CAN!s	Standard	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 **I CAN! read and comprehend sixth grade literature, including stories, dramas, and poetry.**	**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**	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 **I CAN! use literature text features to understand grade level stories, dramas and poetry.**	**Craft & Structure** **RL 6.4** **RL 6.5** **RL 6.6**	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 **I CAN! read and comprehend sixth grade informational texts, including history, science, and technical texts.**	**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**	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 **I CAN! use text features to understand nonfiction text, including text books, online articles, and reference books.**	**Craft & Structure** **RI 6.4** **RI 6.5** **RI 6.6**	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 I CAN! Read and comprehend my history/social studies texts independently and proficiently.	History/SS & Writing H/SS 6-8 W 6-8	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 I CAN! read and comprehend my science and technical texts independently and proficiently.	Science/ Technology & Writing S/T 6-8 W 6-8	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 **I CAN! write for different tasks, purposes, and audiences.**	**Text Types and Purposes** **W 6.1** **W 6.2** **W 6.3** **Content Area Literacy** **W 6-8**	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 **I CAN! use the writing process to develop my writing.**	**Production and Distribution of Writing** **W 6.4** **W 6.5** **W 6.6**	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 I CAN! conduct short research projects using print and digital sources. (item not tested on Milestone)	Research to Build and Present Ideas W 6.7 W 6.8 W 6.9	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 **I CAN! participate in small and large group conversations about topics and books we are reading.** **(item not tested on Milestones)**	**Comprehen-sion & Collabora-tion** **SL 6.1** **SL 6.2** **SL 6.3**	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 I CAN! present ideas and experiences and use visual displays. (item not tested on milestones)	Presentation & Knowledge of Ideas SL 6.4 SL 6.5 SL 6.6	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.
Language		
6.12 **I CAN! determine the meaning of words and phrases by choosing from a range of strategies.**	**Vocabulary Acquisition and Use** **L 6.4**	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 **I CAN! demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**	**Vocabulary Acquisition and Use** **L 6.5** **L 6.6**	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 **I CAN! use proper grammar when I write and speak.**	**Conventions of Standard English** **L 6.1**	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 **I CAN! correctly use the rules for capitalization, punctuation, and spelling when writing.**	**Conventions of Standard English** **L 6.2**	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.

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			

2021 Math Pacing Guide - Grade 6

[Where to Focus 6th Grade Mathematics](#)

Key skills show where students and teachers should spend the large majority of their time in order to meet the expectations of the grade level Standards. Not all content is emphasized equally throughout the grade level standards, these key skills are bolded. Some require greater emphasis than others based on the depth of ideas and the time it takes to master and/or their importance to future mathematics and their demands of college and career readiness.

PLC I CAN! Focus-Bring student work for mastery calibration and collaboration during your school-wide PLC.

First Quarter	Second Quarter	Third Quarter	Fourth Quarter
I CAN! 6.1	I CAN! 6.4	I CAN! 6.10	I CAN! 6.13

DATES	I CAN!s	UNIT
1st Semester		
SPRINGBOARD 3 weeks	5.6 3.5 5.11	Order of Operations Multiplication and Division Coordinate Plane **Essential Fluencies for 6th grade - Multi-digit division and Multi-digit decimal operations**
i-Ready Diagnostic		
Foundational Math Skills for unit: **Strategically model and solve word problems, Computation fluency w/ fractions and decimals**		
6 weeks	**6.7** **6.8**	Ratios and Proportional Relationships: **Ratios, Unit Rate, Percentages**
9 weeks	6.1 6.3 **6.4** **6.5** **6.6**	The Number System: **Division with Fractions,** Divide Multi-Digit Numbers, Add and Subtract Decimals, Multiply and Divide Decimals, Common Factors and Multiples, **Understand Positive and Negative Numbers, Absolute Value, Coordinate Plane**
IAB or i-Ready Diagnostic or iReady Standards Mastery		
2nd Semester		
Foundational Math Skills for unit: **Strategically model and solve word problems, Computation fluency w/ fractions and decimals**		
6 weeks	**6.9** **6.10** **6.11**	Expressions and Equations: **Expressions with Exponents, Expressions, Solving Inequalities, Dependent and Independent variables**
3 weeks	6.12	Geometry: Area of Polygons, Surface Area, Volume
3 weeks	6.13	Statistics and Probability: Plots, Histograms, Boxplots

2 weeks	**CAASPP Prep & Testing**
3 weeks	**Targeted I CAN! Review** **Onramp to Next Grade** **Demonstration of Mastery**

i-Ready Diagnostic 3
Teacher Notes

6th Grade Math I CAN!s and CAN I?s

## Where to Focus 6th Grade Mathematics

Key skills show where students and teachers should spend the large majority of their time in order to meet the expectations of the grade level Standards. Not all content is emphasized equally throughout the grade level standards, these key skills are bolded. Some require greater emphasis than others based on the depth of ideas and the time it takes to master and/or their importance to future mathematics and their demands of college and career readiness.

	Standard	I CAN!s	CAN I?s
6.1	NS 2-3	I CAN add, subtract, multiply and divide whole numbers and decimals. *(additional or supporting I CAN)*	● 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	NS 4a	I CAN find the Greatest Common Factor and Least Common Multiple of two whole numbers and use them to solve problems with fractions. *(additional or supporting I CAN)*	● 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	NS 4b	I CAN know and apply the Distributive Property. *(additional or supporting I CAN)*	● 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	**NS 1**	**I CAN multiply and divide fractions and solve word problems involving fractions using a visual model or drawing.**	● 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	**NS 5-6**	**I CAN understand the relationship among positive numbers, negative numbers, and zero then use a number line to show number value.**	● 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	**NS 7-8**	**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.**	● 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	**RP 1-3 a, b, d**	**I CAN understand ratio concepts, ratio language and use reasoning to solve real-world problems about ratio and rate.**	● 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	**RP 3c**	**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.**	● 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	**EE 1-4**	**I CAN apply my knowledge of rational numbers to opposite quantities, absolute value, exponents and the inverse.**	● 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	**EE 5-8**	**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.
6.11	**EE 9**	**I CAN use variables to represent the relationship between two quantities and analyze that relationship using graphs and tables.**	● 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	G 1-4	I CAN use math tools and technology to solve real-world math problems with 2D and 3D shapes involving area, surface area and volume. (*additional or 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	SPA 1-5	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. *(additional or 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?

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.

Pacific Springs Budget

2020–21

Fiscal Overview.

Budget Planning for the 2020/2021 year began in early January 2020. The initial news from the Governor's proposed budget released in January provided for minimally increased funding led by a Cost of Living Adjustment to our main funding base was of approximately 2%.

Fiscal Overview, cont.

Staff began reviewing the potential budget outcomes based on the minimal increase of 2% with natural costs increasing at a more elevated rate, of which was discussed with each Principal, Director and Assistant Superintendent prior to and during the budget development process.

In March, Springs became impacted, as did the entire state of California with the COVID-19 pandemic. While funding was frozen for the remainder of 2019-20 fiscal year, the proposal of funding cuts became the common theme.

Fiscal Overview, cont.

By mid-May, the Governor is required by law to release the May-Revise budget. This is intended to provide a more refined budget planning approach due to the state's tax receipting in April, along with a clear snapshot of the progress of the economy. However, this April, the Internal Revenue Service postponed the tax filing deadline to July 15th, which California mirrors. As such, the Governor's revise did not have the benefit of the Franchise Tax Board's collection efforts as a revenue gauge.

Fiscal Overview, cont.

The Governor reported incoming cash at approximately 1/3 of the normal amounts for this time of year. In addition, he ordered all state departments to draft their budgets based on a workload model, which does not allow for any new funding. It also requires a reduction to existing funding. Schools were then informed that the Governor proposed funding the COLA, and immediately taking back with a 10% reduction, reflecting an ultimate cut of 7.92%.

Fiscal Overview, cont.

This reduction in funding also impact various state sources; i.e. lottery impacted by COLA.

Unfortunately, the Governor wasn't finished with his budget challenges. He then indicated that the State would institute deferrals, which payment for owed funding is made at a later date. His proposals impact the following; June's EPA and LCFF funding would be paid in July 2020. In addition, a portion of
April 2021 and all of May and June would be deferred to a date not yet determined in fiscal year 2022.

Fiscal Overview, cont.

The Governor is currently working with the Federal Government to secure funding through the 4th stimulus package referred to as the HEROES Act. Governor Newsom's assumptions include a partial backfill of the LCFF funding cuts through the federal HEROES Act. While the House of Representatives quickly passed the Act, the bill is not moving quickly in the Senate. We are reasonably optimistic for receipt of some funding, however, the exact amount is unknown. Whether the State Assembly and Senate pass a budget

Fiscal Overview, cont.

reflective of the Governor's revision or a convoluted version of their own calculations, we are fully anticipating that the federal funding issue will not be resolved prior to the state constitutional requirement of a budget passed by 6/15 and signed by the Governor by 6/30.

With the Government's focus on protest matters currently, it is unlikely we will see or know the HEROES Act results until late July or early August.

Fiscal Overview, cont.

Once those results are known, the State will provide the level to which funding will backfill the revenue cuts. At this time, we will know for certain what reductions in spending we need to make. To make the level of reductions the current figures show would be devastating, especially when we do not yet know the extent of the true cuts.

A revised budget will be created and provided to the Board in September for adoption, along with the specific plan to reduce costs.

Budget Snapshot

Pacific Springs Charter School 2020-21 Prelim			
P2 ADA (projected)	501	503	2.00	0.40%

Revenues	2019-20 Second Interim	2020-21 Prelim	Change	% Change
LCFF - State Aid	4,516,153	4,228,901	(287,252)	-6.36%
Federal Revenues	193,112	452,151	259,039	134.14%
Other State Revenues	112,196	110,216	(1,980)	-1.76%
Other Local Revenues	275,414	278,590	3,176	1.15%
Total Revenues	**5,096,875**	**5,069,858**	**(27,017)**	-0.53%

Expenditures				
Certificated Salaries	1,564,914	1,651,818	86,904	5.55%
Classified Salaries	238,620	233,620	(5,000)	-2.10%
Employee Benefits	682,768	556,861	(125,908)	-18.44%
Books/Supplies/Equip	582,318	261,808	(320,510)	-55.04%
Services/Operations	2,513,917	2,034,873	(479,044)	-19.06%
Capital Outlay	-	-	-	-
Other Outgo	-	-	-	-
Total Expenditures	**5,582,537**	**4,738,979**	**(843,558)**	-15.11%

Net Revenues	**(485,662)**	**330,879**	**816,541**	

Beginning Balance July 1 (audited)	1,066,260	911,478	
Ending Balance June 30 (projected)	580,598	1,242,357	
Ending Balance as % of Outgo (Reserves)	10.94%	26.22%	

Revenue Sources

REVENUE SOURCES

Federal 9%
State 2%
Local 6%
LCFF 83%

Salaries and Benefits

Certificated — 68%
Classified — 9%
Benefits — 23%
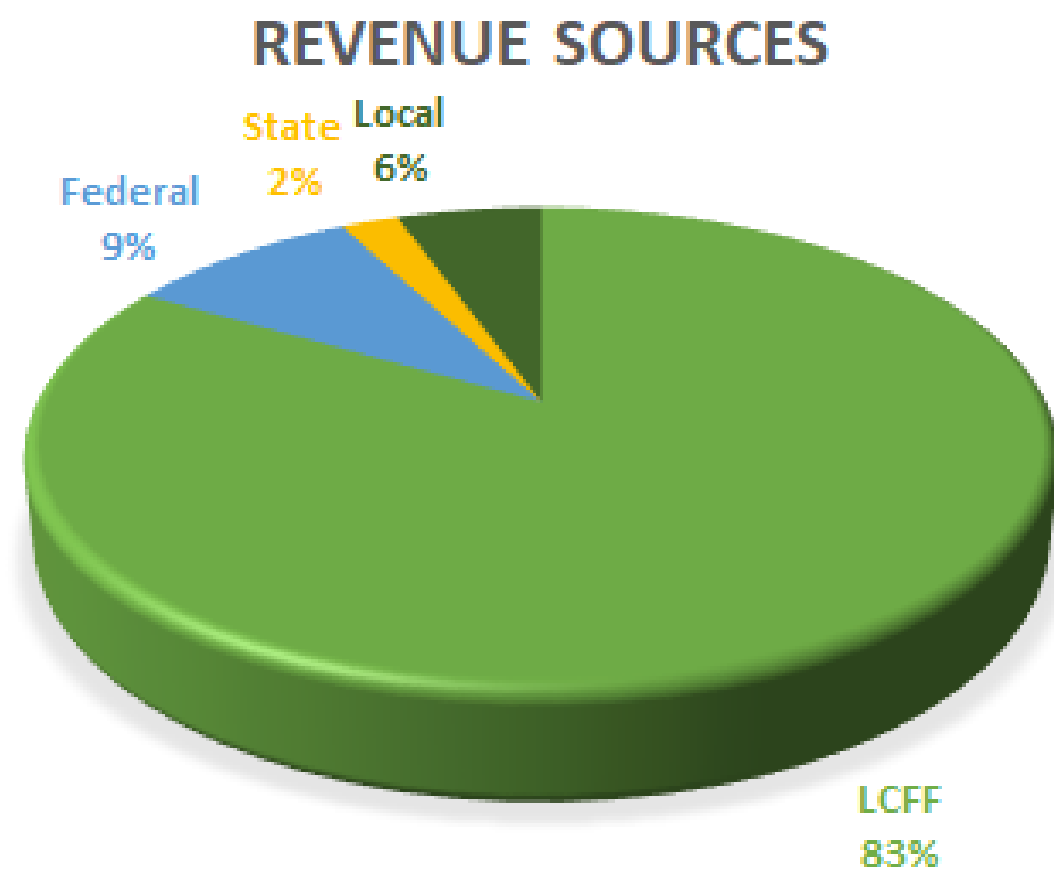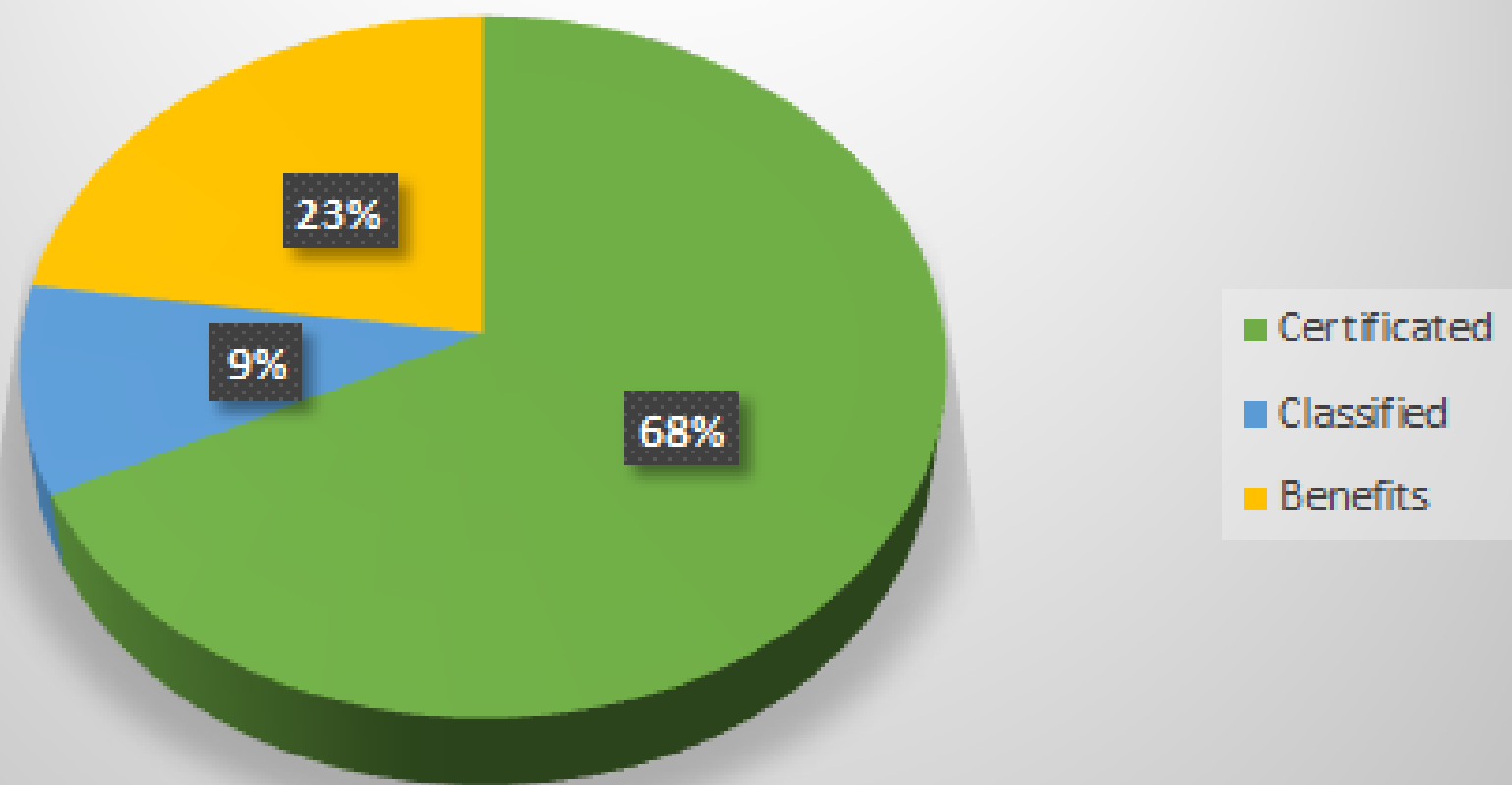
Expenses

ADA

All California public schools are required to report average daily attendance (ADA) at 4 periods throughout the year; Preliminary Budget, P1, P2 and Annual. ADA is the primary tool used to determine revenues available throughout the year to serve the mission of the organization.

California's population has experienced two years of declining growth, which is mirrored in the ADA as shown below:

Statewide ADA
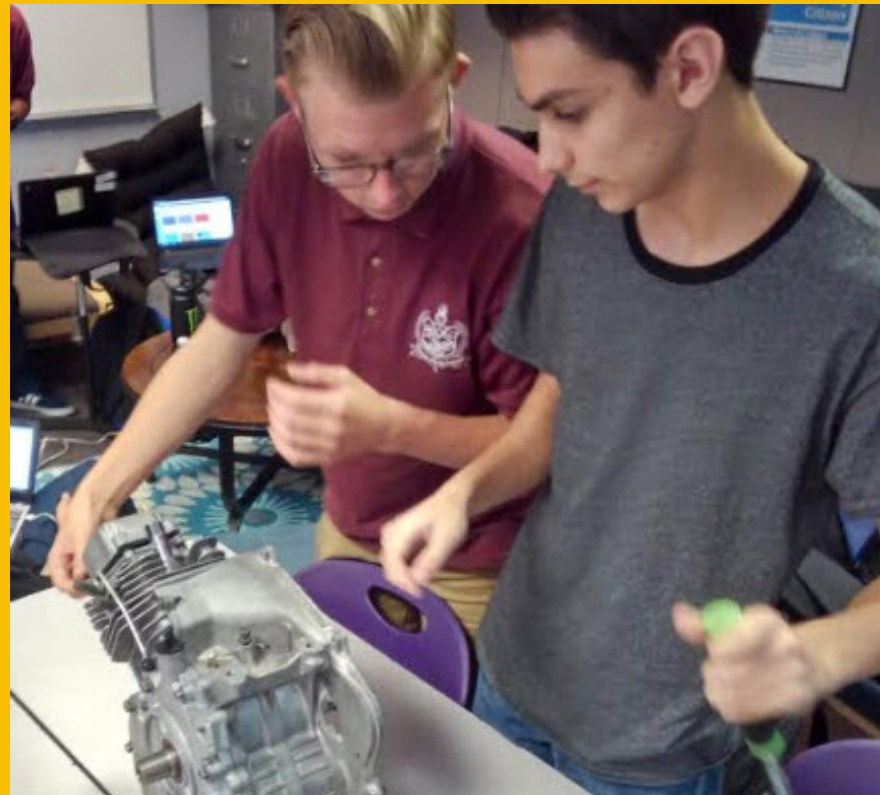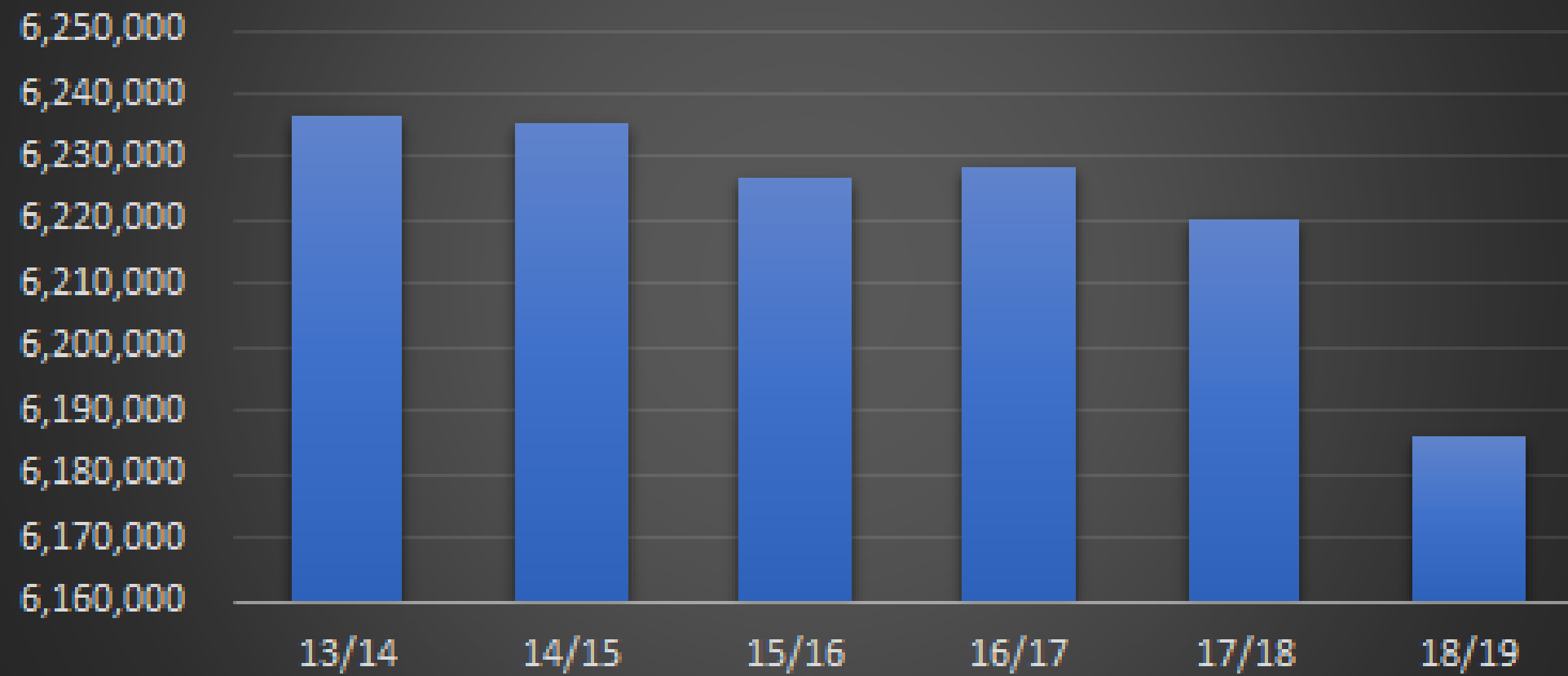
San Diego County ADA
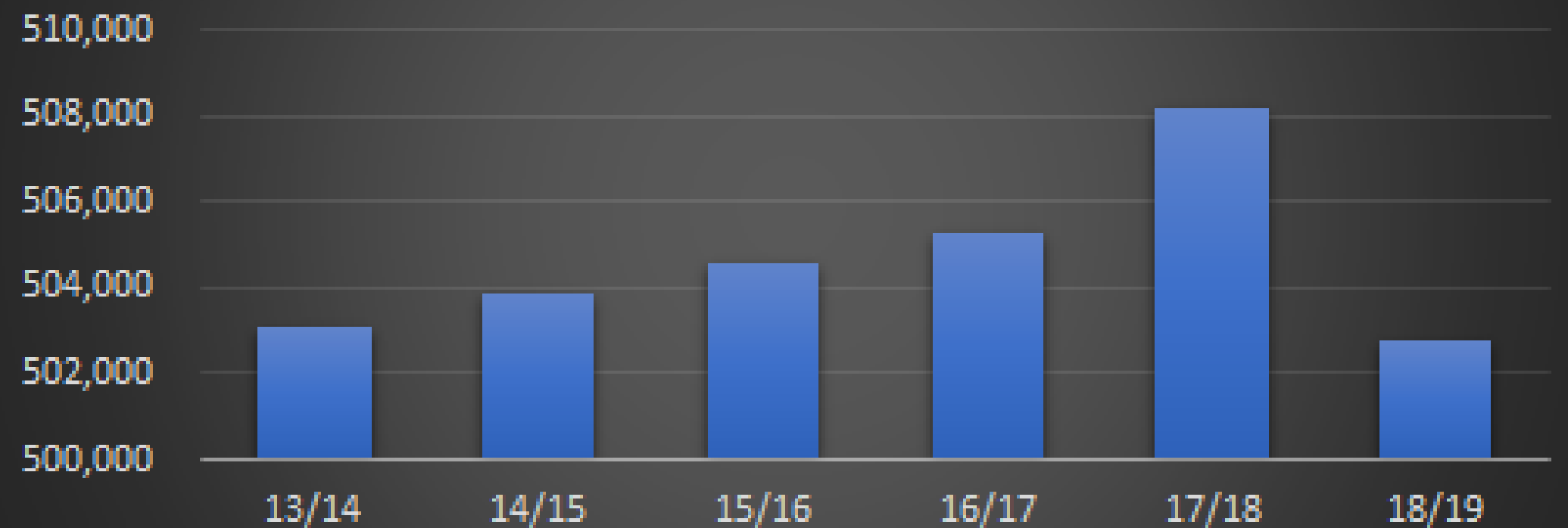
San Diego County Charters ADA
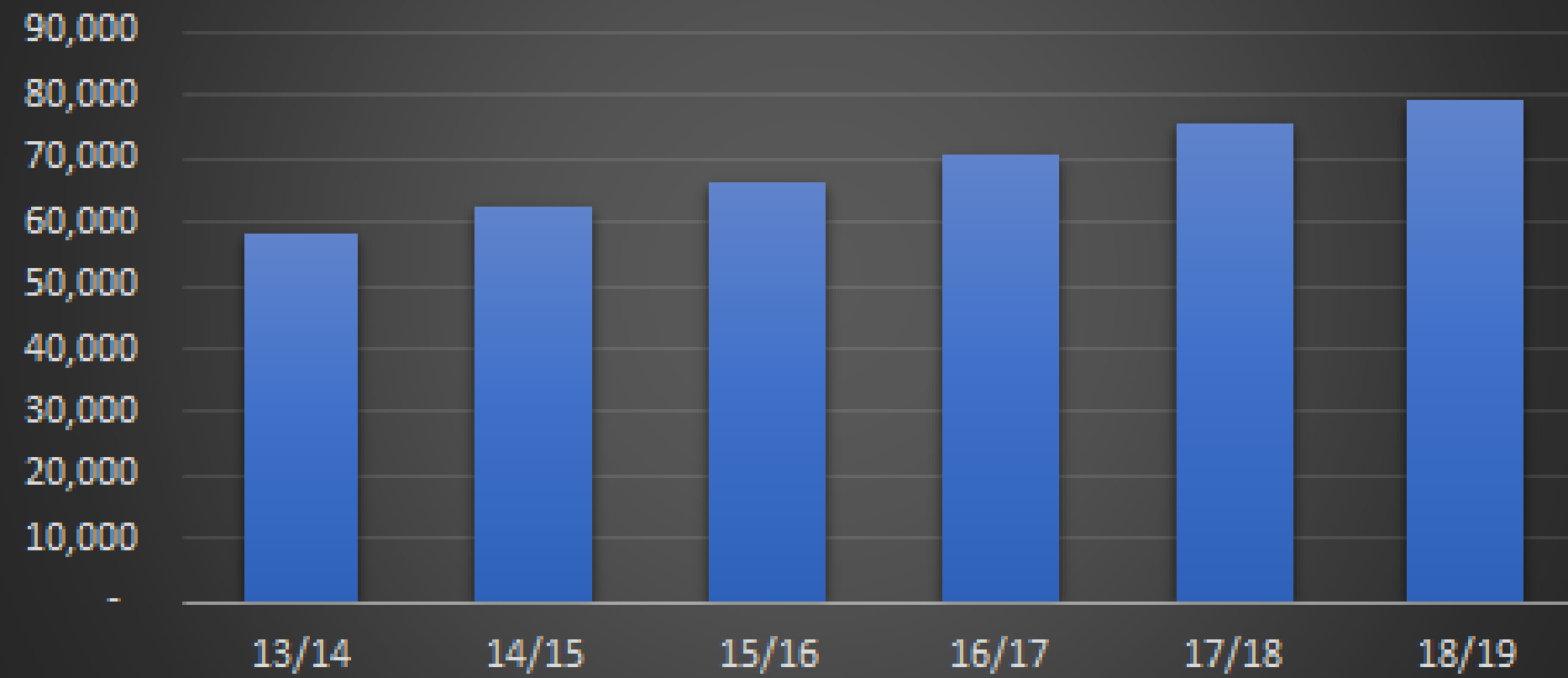
Pacific Springs ADA

ADA by Type

- Academy
- Homeschool

9%

91%
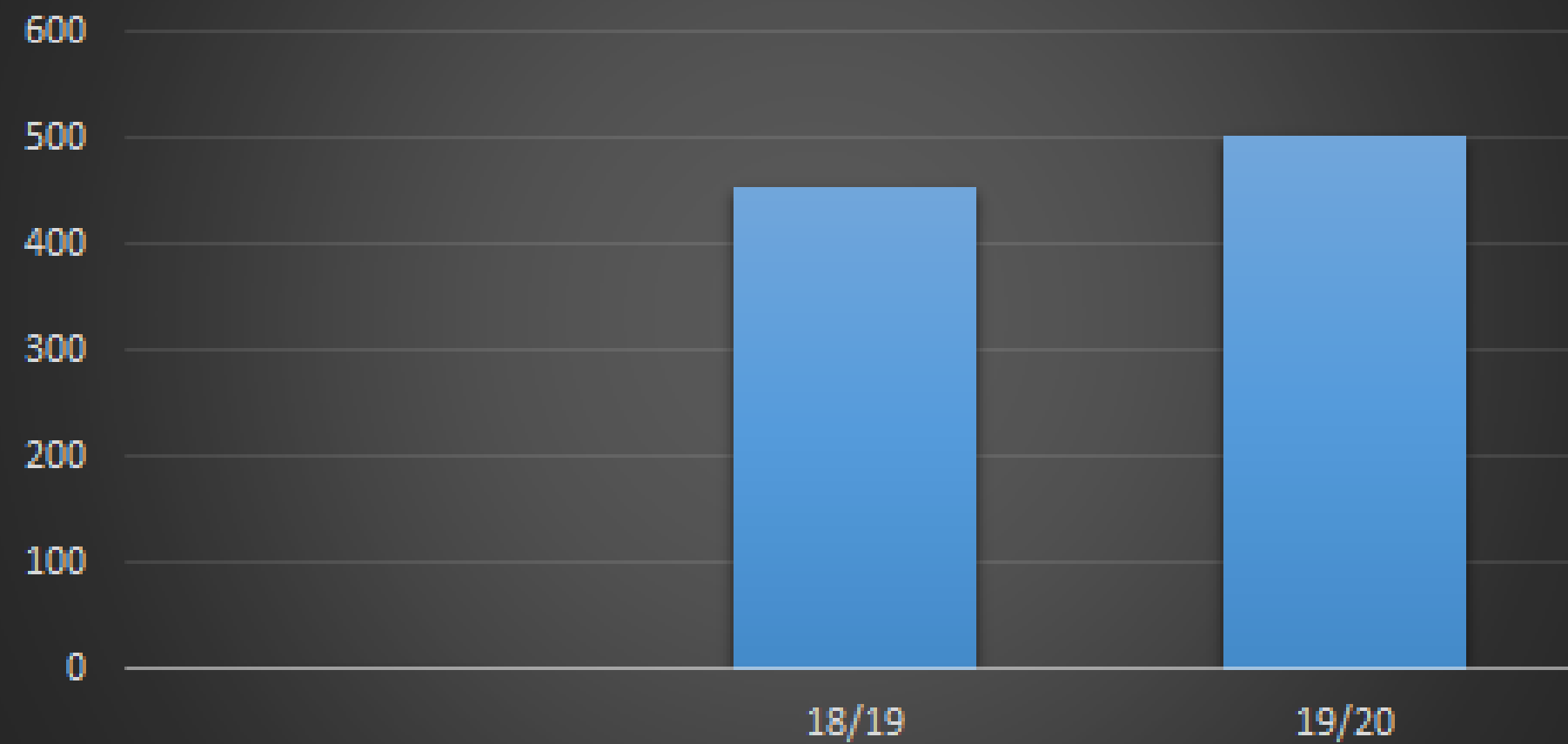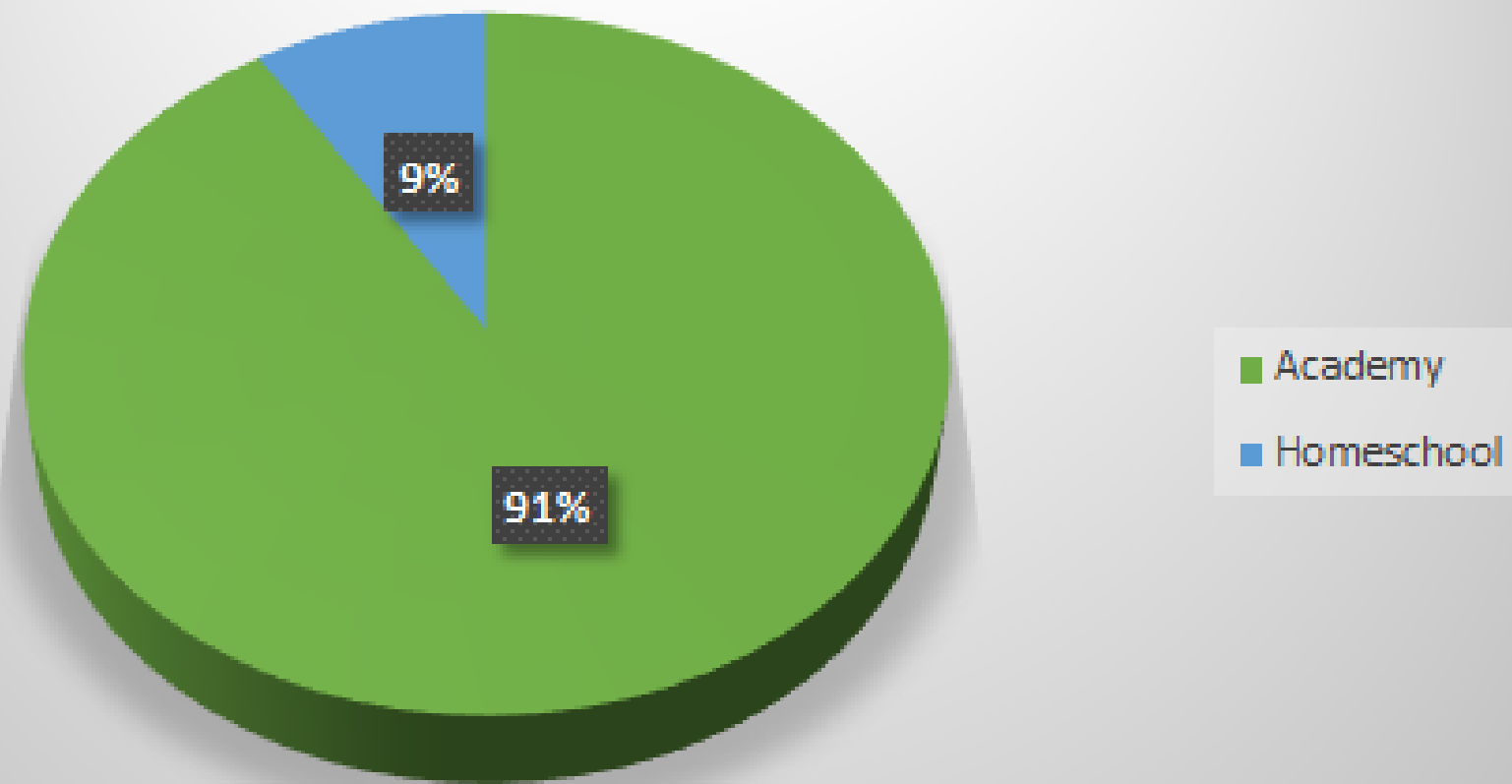
ADA Breakdown by type or program

Staff monitors the projected and actual growth carefully and thoughtfully to ensure it is represented properly and fully supported. We are anticipating growth largely due to increased interest in our programs in part due to the COVID pandemic.

CalSTRS Pensions

Pacific Springs participates in the CalSTRS retirement program. Following legislation passed in 2013 to cover the unfunded liability of future retirees, the employer contribution has been increasing each year to reach the maximum amount of 18.10%. This year the increase was originally slated to rise to 18.4%, however the Governor offered some pension relief by lowering the employer contribution to 16.15%

CALSTRS EMPLOYER CONTRIBUTION

CalSTRS Employer Contribution

18.06%

17.10%

16.28%

16.15%   16.02%

17/18   18/19   19/20   20/21   21/22

Springs CHARTER SCHOOLS

CALPERS EMPLOYER CONTRIBUTION

CalPERS Employer Contribution

22.84%

20.70%

19.72%

18.06%

15.53%

17/18   18/19   19/20   20/21   21/22
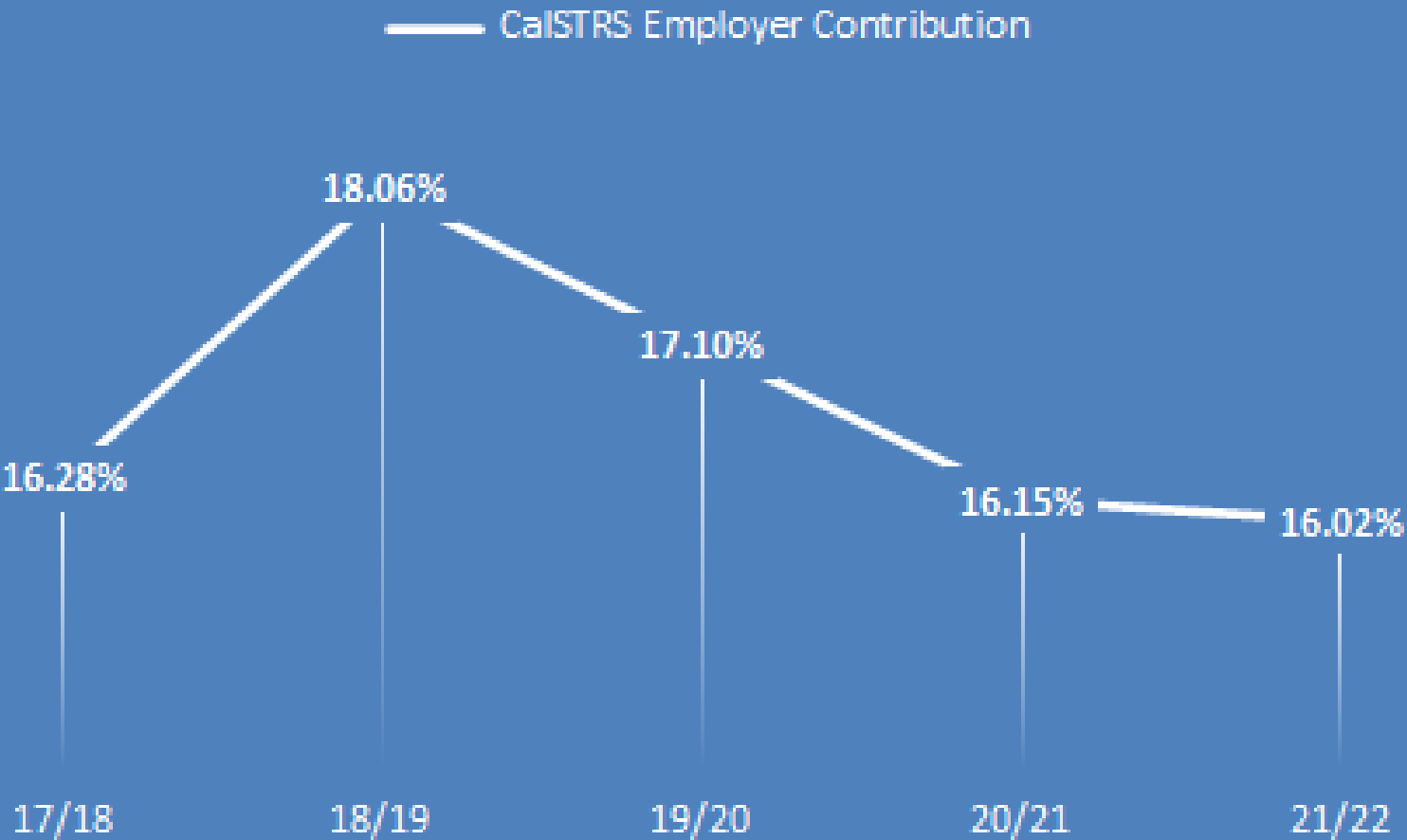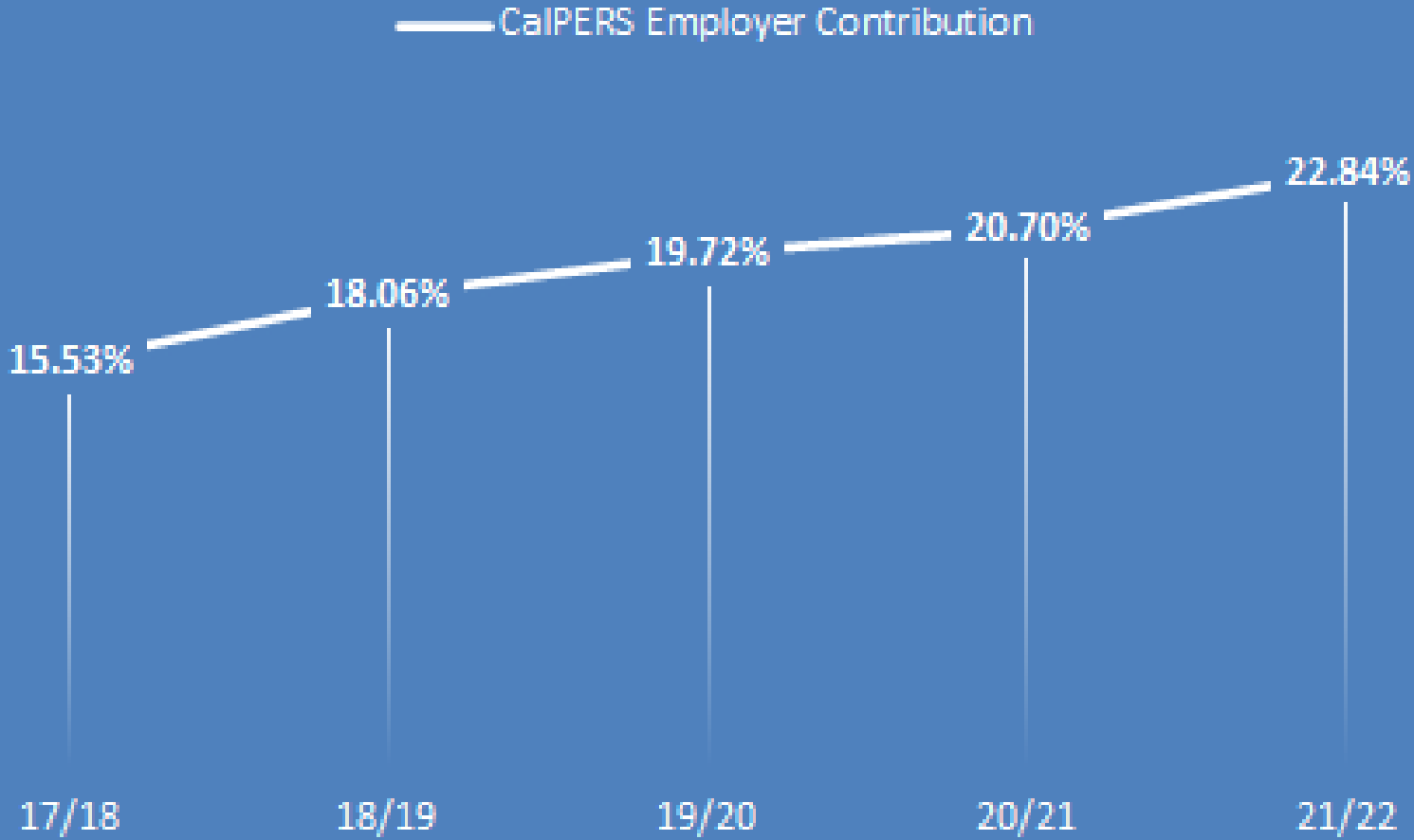
Budget Revision

Adjustments will be made

Adjustments will be made to the budget following the revision of the state budget in late July to early August. The changes and reductions will be compiled within the budget for presentation in September.

In Summary

Staff is proud to present the following budget for your consideration. Pacific Springs continues to operate in a fiscally sound manner, while ensuring the fulfillment of the mission and vision.
We thank you for your support.

Pacific Springs Charter School
2020-21 Prelim
MULTI-YEAR PROJECTION AND ASSUMPTIONS

Description	2020-21 Year 1	2021-22 Year 2	2022-23 Year 3	
P2 ADA	503	553	581	Assuming 10% growth year 1 and 5% growth year 2
Revenues				
LCFF General Purpose Entitlement	$ 2,289,222	$ 2,536,576	$ 2,650,825	See LCFF Calculator for total LCFF Entitlement
LCFF Education Protection Account	$ 100,600	110,660	116,193	See LCFF Calculator for total LCFF Entitlement
LCFF In-Lieu-Of Property Taxes	$ 1,842,343	2,026,577	2,127,906	See LCFF Calculator for total LCFF Entitlement
Federal Revenue	452,150	161,193	164,417	Growth of 2%; Year 2 Reduction of One-Time Revenue
Other State Revenue	110,216	112,420	114,669	Year 2 and 3 Federal Revenues received; Some Title funds received first year
Other Local Revenue	278,590	284,162	289,845	Assumes stable interest rates
TOTAL REVENUES	$ 5,073,121	$ 5,231,588	$ 5,463,854	
Expenditures				
TTL Certificated Salaries	$ 1,651,818	$ 1,651,818	$ 1,651,818	ADA growth + 3% average step/COLA increase
TTL Classified Salaries	$ 233,620	193,620	193,619.50	ADA growth + 3% average step/COLA increase
TTL Benefits	$ 556,861	564,877	587,222	Increasing by 3% plus STRS/PERS increase
TTL Books/Supplies/Materials	$ 261,808	235,627	241,518	2.5% average increase; Reduction of One Time Cost
TTL Services/Operations	$ 2,034,873	1,831,386	1,886,327	Incl Oversight 1% LCFF; Reduction of One Time Cost
TTL Capital Outlay	$ -	-	-	Depreciation
TTL Other Outgo	$ -	-	-	
TOTAL EXPENDITURES	$ 4,738,979	$ 4,477,328	$ 4,560,504	
Net Revenues	$ 334,142	$ 754,260	$ 903,350	
Beginning Balance July 1	911,477	1,245,619	1,999,879	
Plus/Minus Net Revenues				
Ending Balance June 30	1,245,619	1,999,879	2,903,229	
Ending Balance as % of Outgo	26.28%	44.67%	63.66%	
Components of Ending Balance:				
Legally Restricted Balance (est.)	$ 19,000	$ 20,000	$ 20,000	
Fixed Assets	5,000	5,000	5,000	
Designated for Economic Uncertainties	1,221,619	1,974,879	2,878,229	
Total Ending Balance	$ 1,245,619	$ 1,999,879	$ 2,903,229	
Designated for Economic Uncertainties as % of Total Outgo	25.78%	44.11%	63.11%	

Pacific Springs Charter School
2020-21 Prelim
2020-21 Projected Monthly Cash Flow Statement

Description		July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		1,015,702	972,411	843,173	769,809	770,969	730,478	676,340	657,282	641,467	816,942	924,718	821,971	721,832	1,015,702
CASH INFLOWS															
REVENUES															
General Purpose Block Grant	2,289,222	124,370	124,370	223,865	223,865	223,865	223,865	223,865	268,899	268,899	268,899	-	-	114,460	2,289,222
Education Protection Account	100,600	-	-	22,699	-	-	22,698	-	-	22,698	-	-	-	32,505	100,600
In-Lieu-Of Property Taxes	1,842,343	-	-	90,006	180,011	120,007	122,588	125,370	109,092	218,183	218,183	218,183	109,092	331,627	1,842,343
Federal Revenues	452,150	-	-	-	300,000	-	-	13,367	-	55,000	-	55,000	-	28,783	452,150
Other State Revenues	110,216	-	-	-	-	7,654	7,654	32,300	10,000	10,000	10,000	10,000	10,000	12,608	110,216
Other Local Revenues	278,590	-	121,588	15,262	22,480	43,178	4,254	21,236	8,000	8,000	8,000	8,000	8,000	10,591	278,590
TTL REVENUES	5,073,121	124,370	245,958	351,832	726,356	394,704	381,058	416,138	395,991	582,780	505,082	291,183	127,092	530,574	5,073,120
EXPENDITURES															
All Certificated Salaries	1,651,818	-	165,182	165,182	165,182	165,182	165,182	165,182	165,182	165,182	165,182	165,182			1,651,818
All Classified Salaries	233,620	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	18,690	9,344	233,619
All Benefits	556,861	7,581	49,934	49,934	49,934	49,934	49,934	49,934	49,934	49,934	49,934	49,934	49,934		556,861
All Materials & Supplies	261,808	21,817	21,817	21,817	21,817	21,817	21,817	21,817	18,000	13,500	13,500	10,125	8,606	45,355	261,808
All Services and Operations	2,034,873	169,573	169,573	169,573	169,573	169,573	169,573	169,573	150,000	150,000	150,000	150,000	150,000	97,864	2,034,873
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-		-
All Other Outgo	-	-	-	-	-	-	-	-	-	-	-				-
TTL EXPENSES	4,738,979	217,661	425,196	425,196	425,196	425,196	425,196	425,196	401,806	397,306	397,306	393,931	227,230	152,563	4,738,979
OTHER CASH INFLOWS/OUTFLOWS															
Accounts Receivable (net change)		300,000	100,000	50,000											450,000
Loan Proceeds and other Cash Inflows															-
Net Change in Payables		(250,000)	(50,000)	(50,000)											(350,000)
Fixed Asset Acquisitions															-
Loan Repayment and Other Outflows					(300,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)					(350,000)
TTL OTHER INFLOWS/OUTFLOWS		50,000	50,000	-	(300,000)	(10,000)	(10,000)	(10,000)	(10,000)	(10,000)	-	-	-	-	(250,000)
ENDING CASH BALANCE		972,411	843,173	769,809	770,969	730,478	676,340	657,282	641,467	816,942	924,718	821,971	721,832	1,099,843	

Bar chart: ENDING CASH BALANCE by month (July through June and Accruals).
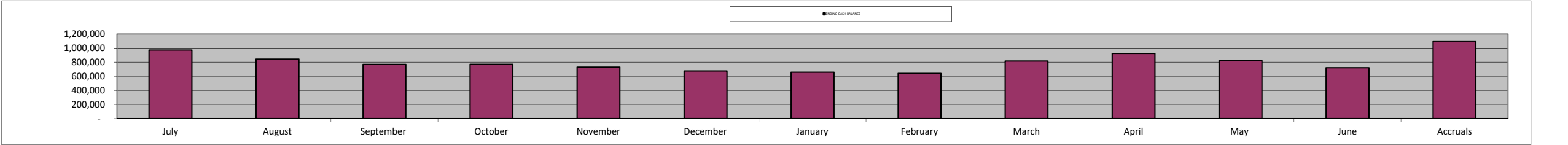
Pacific Springs Charter School
2020-21 Prelim
### 2021-22 Projected Monthly Cash Flow Statement

Description	$ -	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total For Year
BEGINNING CASH		721,832	1,068,966	1,001,539	1,128,209	1,151,002	1,173,794	1,264,551	1,287,343	1,371,719	1,500,443	1,639,561	1,754,051	2,039,728	721,832
CASH INFLOWS															
REVENUES															
General Purpose Block Grant	2,536,576	126,829	126,829	228,292	228,292	228,292	228,292	228,292	228,292	228,292	228,292	228,292	228,292	-	2,536,576
Education Protection Account	110,660	-	-	27,665	-	-	27,665	-	-	-	27,665	-	27,665	-	110,660
In-Lieu-Of Property Taxes	2,026,577	-	121,595	243,189	162,126	162,126	162,126	162,126	202,658	202,658	202,658	202,658	202,658	-	2,026,577
Federal Revenues	161,193	-	-	20,149	-	-	40,298	-	-	40,298	23,028	23,028	-	14,392	161,193
Other State Revenues	112,420	5,621	5,621	10,118	10,118	10,118	10,118	10,118	10,118	10,118	10,118	10,118	10,118	-	112,420
Other Local Revenues	284,162	7,104	7,104	25,833	25,833	25,833	25,833	25,833	25,833	25,833	25,833	25,833	25,833	11,625	284,162
TTL CASH INFLOWS	5,231,588	139,554	261,148	555,246	426,369	426,369	494,332	426,369	466,900	507,198	517,593	489,928	494,565	26,017	5,231,588
EXPENDITURES															
All Certificated Salaries	1,651,818	-	165,182	165,182	165,182	165,182	165,182	165,182	165,182	165,182	165,182	165,182	-	(0)	1,651,818
All Classified Salaries	193,620	15,490	15,490	15,490	15,490	15,490	15,490	15,490	15,490	15,490	15,490	15,490	15,490	7,744	193,620
All Benefits	564,877	7,690	50,653	50,653	50,653	50,653	50,653	50,653	50,653	50,653	50,653	50,653	50,653	-	564,877
All Materials & Supplies	235,627	19,636	19,636	19,636	19,636	19,636	19,636	19,636	16,200	12,150	12,150	9,113	7,746	40,820	235,627
All Services and Operations	1,831,386	152,615	152,615	152,615	152,615	152,615	152,615	152,615	135,000	135,000	135,000	135,000	135,000	88,077	1,831,386
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL CASH OUTFLOWS	4,477,328	195,431	403,576	403,576	403,576	403,576	403,576	403,576	382,525	378,475	378,475	375,437	208,889	136,641	4,477,328
Accounts Receivable (net change)		430,574	100,000	-	-	-	-	-	-	-	-	-	-	-	530,574
Loan Proceeds and other Cash Inflows		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Change in Payables		(102,563)	(25,000)	(25,000)	-	-	-	-	-	-	-	-	-	-	(152,563)
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Repayment and Other Outflows		75,000	-	-	-	-	-	-	-	-	-	-	-	-	75,000
NET INFLOWS/OUTFLOWS		403,011	75,000	(25,000)	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE		1,068,966	1,001,539	1,128,209	1,151,002	1,173,794	1,264,551	1,287,343	1,371,719	1,500,443	1,639,561	1,754,051	2,039,728	1,929,104	
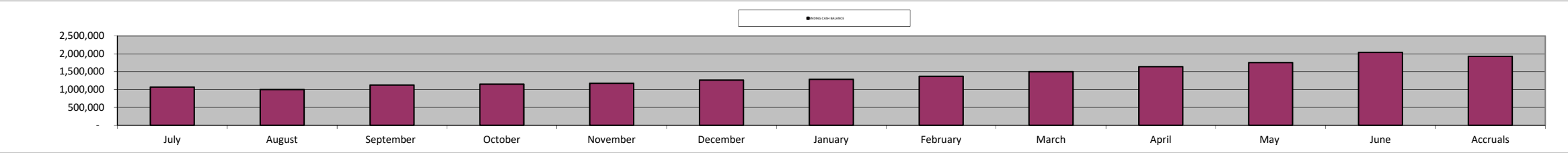
2020-21 Attendance and 185 Staff Calendar

July 2020 (0 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	27	29	30	31

August 2020 (8 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				

September 2020 (21 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		

October 2020 (22 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

November 2020 (15 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				

December 2020 (14 days)
* Finals

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	

January 2021 (19 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

February 2021 (18 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

March 2021 (20 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		

April 2021 (20 days) Easter 4/4

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

May 2021 (18 days)
* Finals

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				

June 2021 (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		

Yellow = Staff Development/Non-Student Day
Green = First Day of Semester
Orange = Last Day of Semester/Staff De
Blue = Holiday/Non-Student Day
Lavender = 185 Credentialed Staff Off/Non-Student Day
Pink = P1/P2

(1st semester – 90 days; 2nd semester – 85 days)

Holidays:
September 7, 2020 – Labor Day
November 11, 2020 – Veteran's Day
November 26, 2020 – Thanksgiving
December 25, 2020 – Christmas Day
January 1, 2021 – New Year's Day
January 18, 2021 – Martin Luther King Day
February 15, 2021 – President's Day
May 31, 2021 – Memorial Day

Student Recesses:
Thanksgiving: November 23-27
Winter: December 21 – January 1
Spring: March 29 - April 2

Springs Charter Schools
Student and Parent Educational Events for 2019-2020 School Year

Educational Events	
9/27/19	Science Fair Orientation
9/27/19	History Day Orientation
10/21/19	Speech Fall Festival (NEW!)
11/20/19	Writing Extravaganza Part 1
12/3/19	Spelling Bee Preliminary (Riverside)
12/5/19	Spelling Bee Preliminary (Santa Ana)
12/9/19	Spelling Bee Preliminary (Chula Vista)
12/11/19	Spelling Bee Preliminary (Temecula)
12/13/19	History Day
12/18/19	Homeschool Science Fair
1/22/20	Math Extravaganza
2/12/20	Schoolwide Spelling Bee
1/31/20	School Wide Science Fair
2/26/20	Reading Extravaganza
3/11/20	Writing Extravaganza Part 2
SPREE	
9/23/19	Rancho Cucamonga
9/30/19	Chula Vista
10/7/19	Orange County
10/16/19	Desert
11/8/19	Temecula
11/12/19	Riverside
Talent Show Auditions	
3/16/20	Temecula and Riverside
3/18/20	Santa Ana
Talent Show & Expo	
4/15/20	Temecula
4/17/20	Santa Ana
4/20/20	Riverside
Summer Camp **6/22 – 6/25/20**	

S.P.R.E.E.

Student Parent Regional Educational Events

What is S.P.R.E.E.?

Homeschool S.P.R.E.E. events include fun, make it-take it, educational workshops for our K-8th grade students that will give them a chance to socialize and learn with their peers! Parents will attend workshop sessions and have opportunities to collaborate and exchange ideas with other Homeschool parents. Workshops are provided by our fabulous ESes, credentialed staff, and vendors! Each event is a little bit different overall, but will last approximately three hours.

This year our theme for students is: "There is NO place like Springs!"

DATE	TIME	LOCATION
9.23.19	10:00 am—1:00 pm	RC Student Center, 8968 Archibald Ave., Rancho Cucamonga, CA
9.30.19	10:00 am—1:00 pm	Otay Learning Center 1615 Mater Dei Drive Chula Vista, CA
10.7.19	10:00 am—1:00 pm	OC Student Center, N. Grand Ave., Santa Ana, CA
10.16.19	10:00 am—1:00 pm	UCR Palm Desert, 75080 Frank Sinatra Dr., Palm Desert, CA
11.8.19	10:00 am—1:00 pm	Temecula Learning Center 27447 Enterprise Circle Temecula, CA
11.12.19	10:00 am—1:00 pm	Riverside Student Center, 3050 Chicago Ave., Riverside, CA

27740 JEFFERSON AVE, TEMECULA, CA 92590 | 951.252.8800

Springs
CHARTER SCHOOLS

Power Tools
15 learning strategies
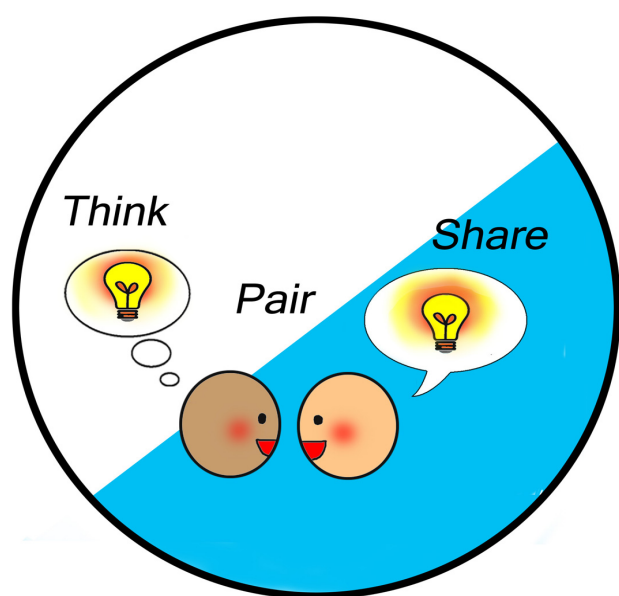
Think Pair Share

A cooperative learning technique that supports students to think through questions using these three distinct steps.

SQ3R

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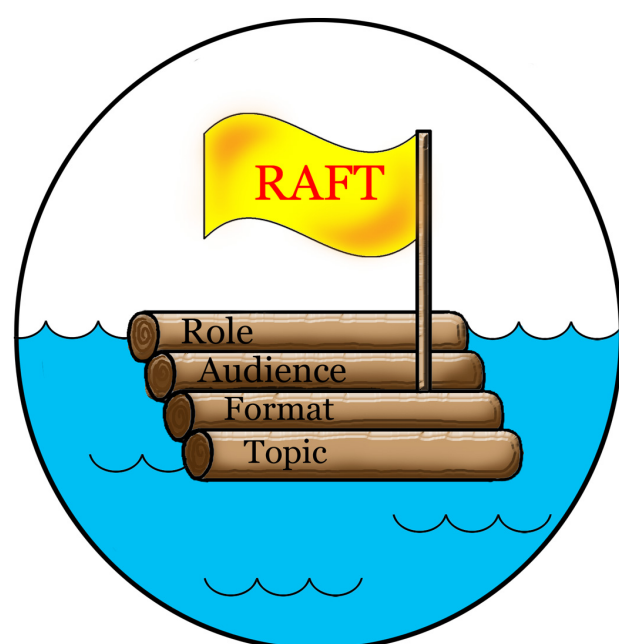
RAFT

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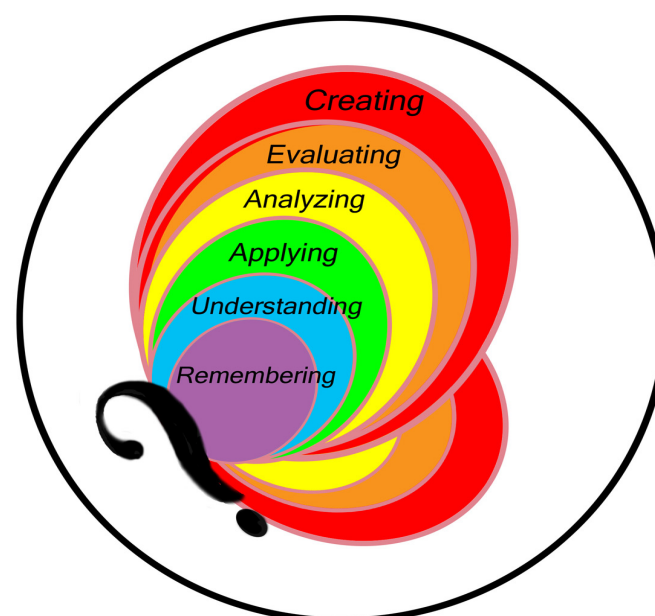
Questioning

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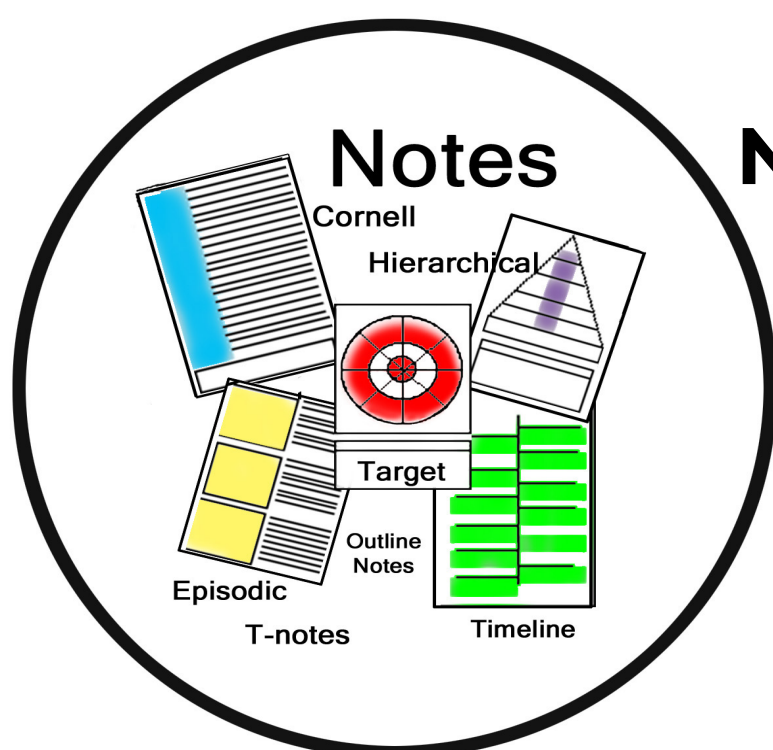
Notes

A method to help students break down and organize information.
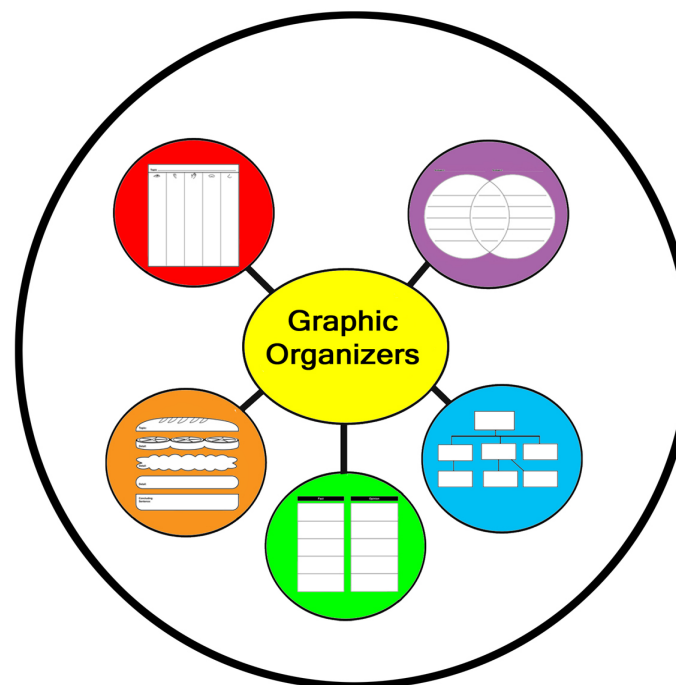
Graphic Organizers

A strategy that encompasses a variety of note-taking formats that show relationships among ideas and helps scaffold learning.
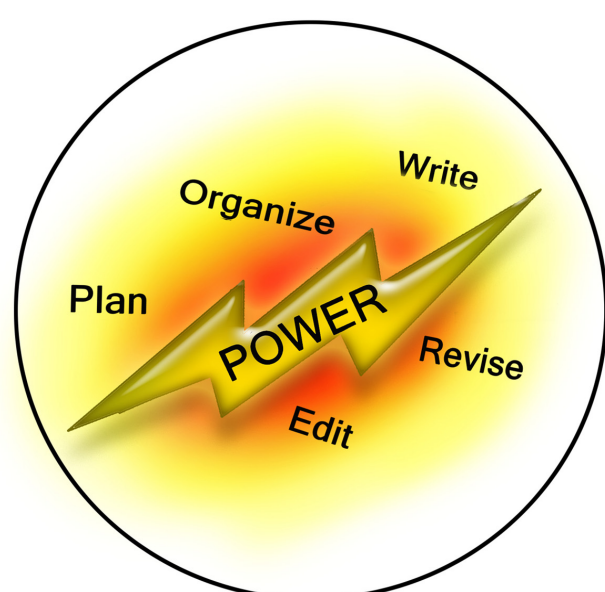
POWER Writing

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

Journal

A writing strategy to help students process information, organize, reflect and to promote writing fluency.

Springs
CHARTER SCHOOLS
Power Tools
15 learning strategies
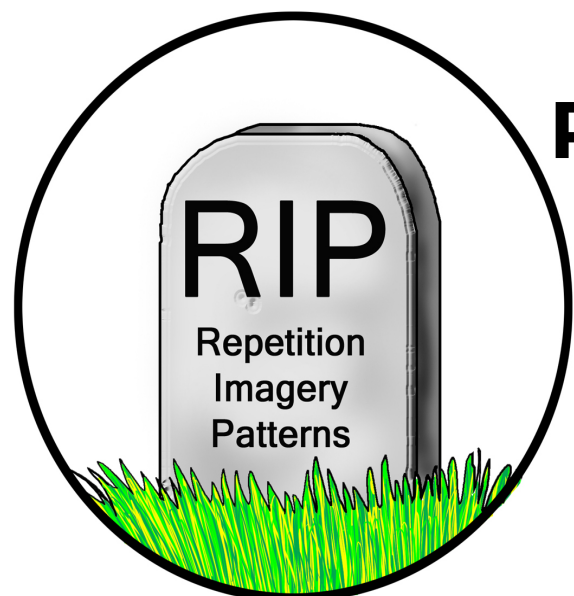
RIP
Repetition, Imagery & Pattern
A strategy to increase retention by using repetition, images, and patterns.
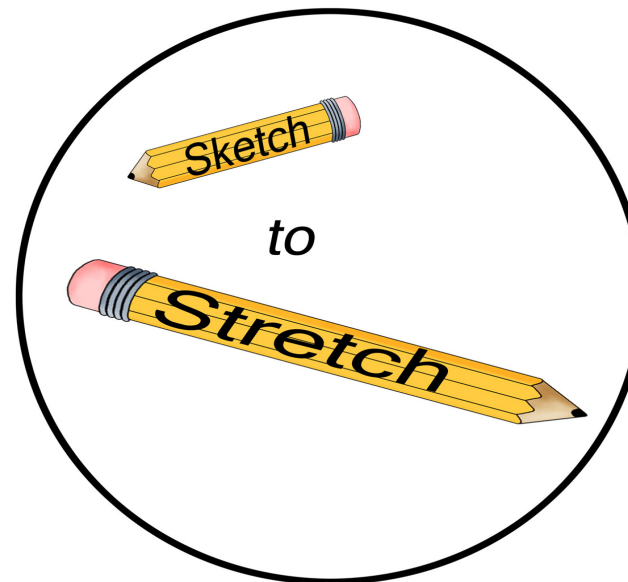
Sketch to Stretch
A strategy that teaches students to visualize the main idea and concepts and to stretch their thinking and understanding.
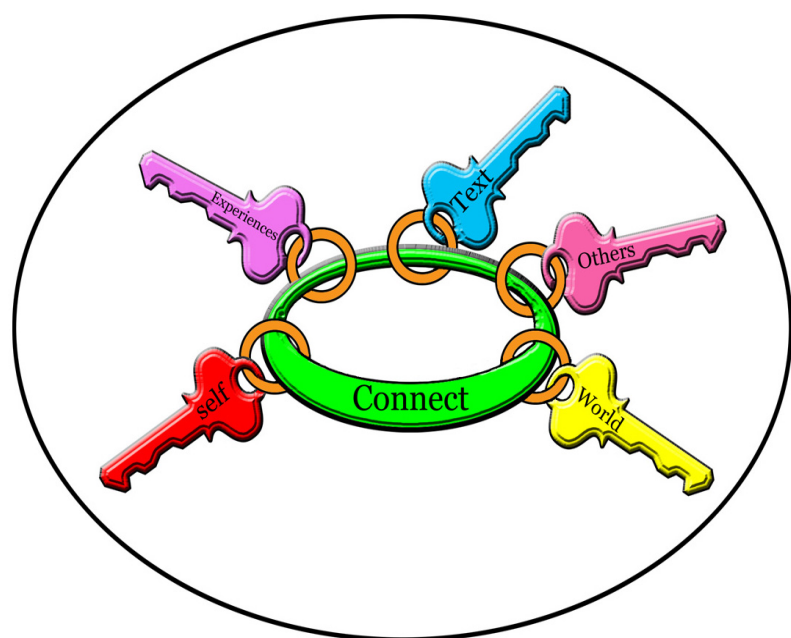
Connect
An active reading strategy that helps students connect to things that they already know about.

Cover and Tell
A reading comprehension strategy that enables a student to independently, break up their reading into smaller parts, giving them a chance to focus on what they just read and retell the information.
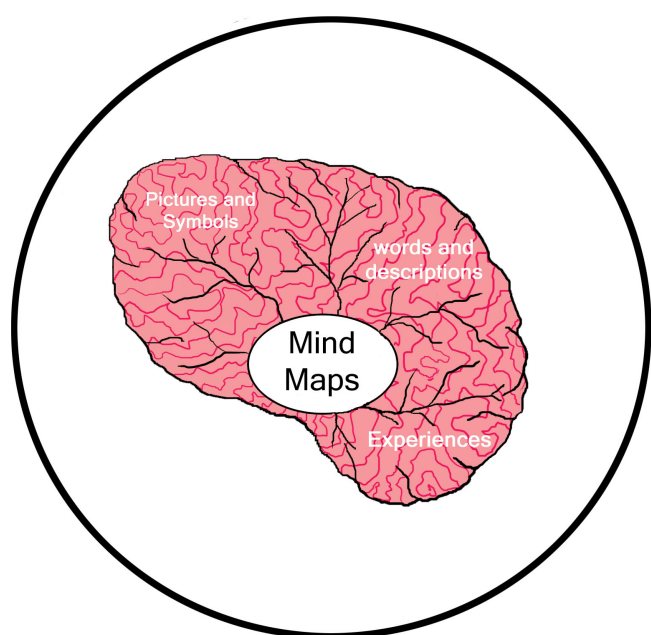
Mind Maps
A strategy for helping students order and structure their thinking through mentally mapping words and/or concepts.

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

VIP
A strategy is used to support readers in their efforts to navigate through the text, comprehend challenging material, reflect on key points or ideas, make connections, and clarify understanding.

Grade 2 I CAN!s and CAN I?s

Mastery Trackers (coming soon)

I CAN!s	Standard	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 **I CAN! read second grade books and poems.**	**Key Ideas & Details RL 2.1-3 Knowledge & Ideas RL 2.7, 2.9**	a) CAN I? ask and answer questions such 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 **I CAN! use text features to read and understand stories and poems.**	**Craft & Structure RL 2.4-2.6**	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 **I CAN! understand history books, science books, and diagrams.**	**Key Ideas & Details RI 2.1-2.3 Knowledge & Ideas RI 2.7-2.9**	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 **I CAN! use text features to help me understand informational texts.**	**Craft & Structure RI 2.4-2.6**	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 **I CAN! write paragraphs to give my opinion, provide information, or retell an event.**	**Text Types and Purposes W 2.1-2.3**	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 **I CAN! improve my writing to stay on topic.**	**Production & Distribution of Writing W 2.5-2.6**	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.

2.7 I CAN! Research a question with my peers. (Item not tested on Milestone)	Research to Build and Present Ideas W 2.7-2.8	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 I CAN! participate in group conversations about what we are reading. (Item not tested on Milestones)	Comprehension & Collaboration SL 2.1 SLSL 2.3	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 I CAN! present information about a topic. (Item not tested on Milestones)	Presentation & Knowledge of Ideas SL 2.4-2.6	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 I CAN! use print or digital tools to find the meaning of words and phrases.	Vocabulary Acquisition and Use L 2.4	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 I CAN! understand words with similar meanings.	Vocabulary Acquisition and Use L 2.5, 2.6	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).

Reading & Language Convention Skills			
Reading Foundations		Language Skills	
Phonics and Word Recognition RF 2.3	Fluency RF 2.4	Convention of Standard English L 2.1	Conventions of Standard English L2.2a-e
2.12 I CAN! sound out words I don't know.	2.13 I CAN! understand what I'm reading.	2.14 I CAN! use proper grammar when I write and speak.	2.15 I CAN! write with correct capitalization, punctuation, and spelling.
a) distinguish between **long** and **short vowels** when reading regularly spelled **one-syllable** words. b) read words with common **vowel teams**. c) **decode** regularly spelled two-syllable words with long vowels. d) **decode** words with common **prefixes** and **suffixes**. e) identify and use	a) read with **purpose** and **understanding**. b) read out loud with **accuracy**, at a **natural pace**, and use **expression**. c) use **context** to understand what I'm reading or to **self correct**.	a) use **collective nouns** (e.g., group). b) form and use **irregular plural nouns** (e.g., feet, children, teeth, mice, fish). c) use **reflexive pronouns** (e.g., myself, ourselves). d) form and use the past tense of common **irregular verbs** (e.g., sat, hid, told). e) use **adjectives** and **adverbs**, and choose between them depending on what is to be modified.	a) **capitalize** holidays, product names, and geographic names. b) use **commas** in **greetings** and **closings** of letters. c) use an **apostrophe** to form **contractions** and frequently occurring **possessives**. d) 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).

homophones. f) recognize and read my second grade **sight words**.		f) 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).	e) consult **reference materials**, including beginning **dictionaries**, as needed to check and correct spellings.

Reading Suggestions, Grade Band 2-3

Literature	Informational Text
Stories Gannett, Ruth Stiles. My Father's Dragon Averill, Esther. The Fire Cat Steig, William. Amos & Boris Shulevitz, Uri. The Treasure Cameron, Ann. The Stories Julian Tells MacLachlan, Patricia. Sarah, Plain and Tall Rylant, Cynthia. Henry and Mudge: The First Book of Their Adventures Stevens, Janet. Tops and Bottoms LaMarche, Jim. The Raft Rylant, Cynthia. Poppleton in Winter Rylant, Cynthia. The Lighthouse Family: The Storm Osborne, Mary Pope. The One-Eyed Giant (Book One of Tales from the Odyssey) Silverman, Erica. Cowgirl Kate and Cocoa **Poetry** Dickinson, Emily. "Autumn." Rossetti, Christina. "Who Has Seen the Wind?" Millay, Edna St. Vincent. "Afternoon on a Hill." Frost, Robert. "Stopping by Woods on a Snowy Evening." \ Field, Rachel. "Something Told the Wild Geese." Hughes, Langston. "Grandpa's Stories." . Jarrell, Randall. "A Bat Is Born." Giovanni, Nikki. "Knoxville, Tennessee." Merriam, Eve. "Weather." Soto, Gary. "Eating While Reading." **Teacher Read-Aloud Stories** Kipling, Rudyard. "How the Camel Got His Hump." Thurber, James. The Thirteen Clocks White, E. B. Charlotte's Web Selden, George. The Cricket in Times Square Babbitt, Natalie. The Search for Delicious Curtis, Christopher Paul. Bud, Not Buddy Say, Allen. The Sign Painter Read-Aloud Poetry Lear, Edward. "The Jumblies." Browning, Robert. The Pied Piper of Hamelin Johnson, Georgia Douglas. "Your World." Eliot, T. S. "The Song of the Jellicles." Fleischman, Paul. "Fireflies."	**Informational Texts** A Medieval Feast. Gibbons, Gail. From Seed to Plant Milton, Joyce. Bats: Creatures of the Night Beeler, Selby. Throw Your Tooth on the Roof: Tooth Traditions Around the World Leonard, Heather. Art Around the World Ruffin, Frances E. Martin Luther King and the March on Washington St. George, Judith. So You Want to Be President? Einspruch, Andrew. Crittercam Kudlinski, Kathleen V. Boy, Were We Wrong About Dinosaurs Davies, Nicola. Bat Loves the Night Floca, Brian. Moonshot: The Flight of Apollo 11 Thomson, Sarah L. Where Do Polar Bears Live? **Teacher Read-Aloud Informational Texts** Freedman, Russell. Lincoln: A Photobiography Coles, Robert. The Story of Ruby Bridges Wick, Walter. A Drop of Water: A Book of Science and Wonder Smith, David J. If the World Were a Village: A Book about the World's People Aliki. Ah, Music! Mark, Jan. The Museum Book: A Guide to Strange and Wonderful Collections D'Aluisio, Faith. What the World Eats Arnosky, Jim. Wild Tracks! A Guide to Nature's Footprints Deedy, Carmen Agra. 14 Cows for America

2nd Grade Math

My I CAN Mastery Tracker!

Even the hardest puzzles have a solution at Camp Springs!

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

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

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

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

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

6 I CAN count, read, compare, write, order, and place numbers from least to greatest in value up to 1,000 by using the symbols <, >, and =. ☐

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

8 I CAN add and subtract three digit numbers and add more than two big numbers using what I know about place value and properties of operations. ☐

9 I CAN add and subtract within 1000 using models, drawings, regrouping, properties, estimation and correct understanding of place value. ☐

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

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

12 I CAN tell time to the nearest 5 minutes using a.m. and p.m. and know the number of minutes in an hour, days in a week, and days in a month. ☐

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

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

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

Springs CHARTER SCHOOLS

Springs
CHARTER SCHOOLS

EMPIRE SPRINGS   HARBOR SPRINGS   RIVER SPRINGS   CITRUS SPRINGS

PARENT
CERTIFICATION

Empowering Parents

Springs Charter Schools is excited to offer our Parent Certification Program for our Homeschool parents. his program is optional.

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

Upon completion of all requirements, parents will receive:

Homeschool Certification through Springs Charter Schools

Recognition as a member of an elite community of homeschool parents

and....

An additional bonus of $300 in instructional funds per family

REQUIREMENTS

COMPLETE 3
CORE COURSES

4 ELECTIVES

1 FINAL PROJECT

CORE COURSES

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

Course 1: Educational philosophy, goal setting, pacing, planning, and scheduling

Course 2: Recognizing your student as a unique learner and brain-based instructional strategies to engage students

Course 3: Assessment AS instruction

ELECTIVES

Four electives can be met by the following options:

Attendance at the SCS Annual Parent Ignite! Conference in August (this counts as 2 electives)

Attendance at SCS Workshops offered throughout the year

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

Read and review an educational book

Be a part of an active co-op

Participate with your student in Springs events such as the Writing Contest, Spelling Bee, History Day, Science Fair, Talent Show and/or Meet the Expert

FINAL PROJECT

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

For more information contact Michelle Sullivan (951-201-1706) or via email at parent.certification@springscs.org

2021 English 1 Pacing Guide

Weeks	I CAN!s	Reading	Mastery Assignment
Week 1	Course Orientation/Portfolio Sample		
Weeks 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.	Short Stories	Character analysis due in Week 4
Weeks 5-8	I CAN #2 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.	Informational articles/videos on science topic Topic in curriculum: Green Roofs	2 page explanatory essay due in Week 8
Weeks 9-12	I CAN #3 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 #4 demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Reinforce throughout school year)	Memoir Recommended: *I Am Malala* OR *Born a Crime* (Young Readers Editions)	Write a proposal citing evidence from memoir due in Week 12
Weeks 13-16	I CAN # 5 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Informational articles/videos about designing babies	Formal Presentation: slide show or letter to ethics board
Week 17	Milestone 1	On Demand Writing	

Week 18-20	Redos and Second Portfolio Sample Collection		
Weeks 21-24	I CAN # 6 determine a theme 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.	*To Kill a Mockingbird* OR *House on Mango Street*	Essay
Weeks 25-28	I CAN #7 conduct research projects to answer questions to solve a problem using evidence from multiple sources on the subject. Students will write and edit work using MLA guidelines for documentation and formatting to avoid plagiarism.	Informational Articles, Web Articles, Videos	Research Paper
Weeks 29-30	I CAN # 8 determine a central idea of an informational 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.	"Undercover Parent"	Objective Summary
Weeks 31-32	I CAN # 9 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.	"Stay Hungry, Stay Foolish" by Steve Jobs OR "I Have a Dream" MLK	Formal Presentation of Speech Analysis
Weeks 33-35	I CAN #10 identify 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.	"The Dog That Bit People" or "Leiningen Versus the Ants"	First Person Fictional Narrative
Week 36	Milestone 2	On Demand Writing	

2021 English 1

1. Log into your CANVAS course for English and click "Grades."
2. Use this form to track which assignments you have completed this semester and determine which assignments you still need to complete.
3. Missing assignments with "M" or "-" and assignments with "R" or a score of "1" as the grade MUST be submitted or redone to show mastery.
4. Mastery assignments MUST earn a score of 2 or better to earn a unit for the I CAN.

Mastery Tracker	
I CAN	*Mastery Assignment*
❏ **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.	**Week 04 I CAN 1 Mastery Assignment** Date Submitted: Score:
❏ **I CAN #2** 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.	**Week 08 ENG E: I CAN 2 Mastery Assignment** Date Submitted: Score:
❏ **I CAN #3** cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Week 12 (I CAN 3) Mastery Assignment** Date Submitted: Score:
❏ **I CAN #4** demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**Week 12 (I CAN 4) Mastery Assignment** Date Submitted: Score:
❏ **I CAN # 5** produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**Week 16 (I CAN 5) Mastery Assignment** Date Submitted: Score:
❏ **I CAN # 6** determine a theme 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.	**Week 24 (I CAN 6) Mastery Assignment** Date Submitted: Score:
❏ **I CAN #7** conduct research projects to answer questions to solve a problem using	**Week 28 (I CAN 7) Mastery Assignment**

evidence from multiple sources on the subject. Students will write and edit work using MLA guidelines for documentation and formatting to avoid plagiarism.	Date Submitted: Score:
❏ **I CAN # 8** determine a central idea of an informational 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.	**Week 30 (I CAN 8) Mastery Assignment** Date Submitted: Score:
❏ **I CAN # 9** 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.	**Week 32 (I CAN 9) Mastery Assignment** Date Submitted: Score:
❏ **I CAN #10** identify 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.	**Week 35 (I CAN 10) Mastery Assignment** Date Submitted: Score:

2020-2021 Algebra 1 Pacing Guide

Weeks	Units	ICANs	Mastery Assignment
Weeks 1-4	Functions	ICAN #1 DISTINGUISH CHARACTERISTICS OF GRAPHS AND DESCRIBE PATTERNS WITH EXPLICIT AND RECURSIVE FORMULAS	ICAN #1 Mastery Assessment and constructed response
Weeks 5-6	Linear Regression	ICAN #2 ANALYZE AND INTERPRET LINEAR REGRESSION MODELS	ICAN #2 Mastery Assessment and constructed response
Weeks 7-10	Linear Equations	ICAN #3 GRAPH, SOLVE AND MODEL WITH LINEAR EQUATIONS AND INEQUALITIES	ICAN #3 Mastery Assessment and constructed response
Weeks 11-13	System of Equations	ICAN #4 GRAPH, SOLVE AND MODEL WITH SYSTEM OF EQUATIONS AND INEQUALITIES	ICAN #4 Mastery Assessment and constructed response
Weeks 14-16	Absolute Values	ICAN #5 ANALYZE AND GRAPH ABSOLUTE VALUES AND PIECEWISE FUNCTIONS	ICAN #5 Mastery Assessment and constructed response
Week 17	Milestone	Final Semester 1	
Weeks 18-19	Exponential Functions	ICAN #6 CREATE, GRAPH AND MODEL EXPONENTIAL FUNCTIONS.	ICAN #6 Mastery Assessment and constructed response

Week 20-21	Exponential Equations	ICAN #7 MANIPULATE, ANALYZE, AND SOLVE PROBLEMS AND SITUATIONS INVOLVING EXPONENTIAL EQUATIONS.	ICAN #7 Mastery Assessment and constructed response
Weeks 22-25	Statistical Modeling	ICAN #8 USE STATISTICAL MODELING TO ANALYZE UNIVARIATE AND BIVARIATE DATA AND COMPARE DISTRIBUTIONS.	ICAN #8 Mastery Assessment and constructed response
Weeks 26-28	Quadratic Graphs	ICAN #9 DESCRIBE THE CHARACTERISTICS OF QUADRATICS AND HOW THEY SHAPE A GRAPH.	ICAN #9 Mastery Assessment and constructed response
Weeks 29-34	Quadratic Modeling	ICAN #10 MODEL AND SOLVE QUADRATIC EQUATIONS AND INEQUALITIES IN A VARIETY OF TECHNIQUES.	CAN #10 Mastery Assessment and constructed response
Weeks 35-36	Milestone	Final Semester 2	

2020/2021

2020-2021 Algebra 1 Mastery Tracker

1. Log into your CANVAS course for Algebra 1 and view your gradebook.
2. Use this form to track which assignments you have completed this semester and determine which assignments you still need to complete.

To earn each unit, each of the mastery assignments for the I CAN must score a 2 or higher.
Directions:

- Color the box for each mastery Assignment green when you pass it with a 2 or higher.
- When ALL mastery assignments for the I CAN are green, color the Units Earned square green
- Revise and re-submit any assignments whose score is lower than a 2. Once a 2 is earned, then color the square green.

I CAN	Mastery Assignment #1	Mastery Assignment #2	Units Earned
❏ I CAN #1			1
❏ I CAN #2			1
❏ I CAN #3			1
❏ I CAN #4			1
❏ I CAN # 5			1
❏ I CAN # 6			1
❏ I CAN # 7			1
❏ I CAN # 7			1
❏ I CAN # 8			1
❏ I CAN # 9			1
❏ I CAN # 10			1

2021 Spanish 1 VHL LIVE Pacing Guide

Weeks	I CAN!s	VHL Work	Mastery Assignment
Week 1	Course Orientation/Portfolio Sample		
Weeks 2-6	ICAN #1 Learn to use nouns and articles; use and recognize numbers from 1-30; use the present tense of the verb Ser (to be) and I can tell time.	Chapter 1: Hola, ¿qué tal?	VHL Online Assignments
Weeks 7-11	ICAN #2 Learn how to conjugate -er verbs in the present tense; form basic questions; use the verb Estar (to be) and I can use and recognize numbers 31 and higher.	Chapter 2: En la clase	VHL Online Assignments
Weeks 12-16	ICAN #3 Use descriptive adjectives and possessive adjectives; conjugate -er and -ir verbs and use the irregular verbs Tener (to have) and Venir (to come).	Chapter 3: La familia	VHL Online Assignments
Week 17	Milestone 1	Chapters 1-3	
Weeks 18-20	Redos and Second Portfolio Sample Collection		
Weeks 21-25	ICAN #4 Talk about pastimes/hobbies, team sports and other athletic activities. I will be able to use the verb Ir (to go) in the present tense and will learn how to use stem-changing verbs such as the: e >ie, o > ue, e > i verbs to express mine and other's activities.	Chapter 4: Los pasatiempos	VHL Online Assignments

Weeks 26-30	ICAN #5 Talk about vacations and travel. I will learn how to use the verb Estar (to be) with the Present Progressive verb tense, be able to identify major differences between the use of the verbs Ser and Estar and will learn how to use Direct object nouns and pronouns.	Chapter 5: Las vacaciones	VHL Online Assignments
Weeks 31-35	ICAN #6 Talk about the seasons of the year and the weather. I will learn the differences between the verbs Saber and Conocer (both meaning "to know") and I will be able to use indirect object pronouns. I will learn about shopping, negotiating prices and I will be able to talk about past actions and events using the preterite tense. I will be able to use Demonstrative adjectives when speaking about various items.	Chapter 6: De compras	VHL Online Assignments
Weeks 32-35	ICAN #7 Learn about cultural differences in greetings and social interactions and also learn about centers of culture in various Spanish-speaking countries. ICAN #8 Begin to comprehend slow-speaking native speakers and use beginning grammatical structures when speaking and writing.	Chapters 1-6	VHL Online Assignments
Week 36	Milestone 2	VHL Chapters 4-6	

2021 Spanish 1 VHL LIVE

1. Log into your CANVAS course for Spanish and click "Grades."
2. Use this form to track which assignments you have completed this semester and determine which assignments you still need to complete.
3. Missing assignments with "M" or "-" and assignments with "R" or a score of "1" as the grade MUST be submitted or redone to show mastery.
4. Mastery assignments MUST earn a score of 2 or better to earn a unit for the I CAN.

Mastery Tracker	
I CAN	**Mastery Assignment**
❏ ICAN #1	**Week 06 (I CAN 1) VHL Assignments** Date Completed: Score:
❏ ICAN #2	**Week 11 (I CAN 2) VHL Assignments** Date Completed: Score:
❏ ICAN #3	**Week 16 (I CAN 3) VHL Assignments** Date Completed: Score:
❏ ICAN #4	**Week 25 (I CAN 4) VHL Assignments** Date Completed: Score:
❏ ICAN #5	**Week 30 (I CAN 5) VHL Assignments** Date Completed: Score:
❏ ICAN #6	**Week 35 (I CAN 6) VHL Assignments** Date Completed: Score:
❏ ICAN #7	**Weeks 32-35 (I CAN 7) VHL Assignments** Date Completed:

	Score:
❏ ICAN #8	**Weeks 32-35 (I CAN 8) VHL Assignments** Date Completed: Score:

2020-2021 The Living Earth Pacing Guide

Weeks	Units	ICANs	Mastery Assignment
Week 1	Introduction & Portfolio Sample		
Weeks 2-4	How do our bodies maintain balance?	ICAN #1 Use models and investigations to illustrate the role of hierarchical organization of interacting systems in feedback mechanisms that maintain homeostasis.	ICAN 1 Mastery Assignment #1: Runner's Collapse
Weeks 5-8	How do our bodies use energy and matter?	ICAN #2 Use a model to illustrate how the flow of energy and the cycling of matter through the processes of photosynthesis and cellular respiration power life processes and build various macromolecules.	ICAN 2 Mastery Assignment #1: Living Roofs
Weeks 9-12	How do organisms grow and develop?	ICAN #3 Use a model and construct an explanation based on evidence for the role of mitosis, meiosis, and protein synthesis in creating specialized, differentiated, cells and complex organisms.	ICAN 3 Mastery Assignment #1
Weeks 13-16	How are there so many different kinds of organisms?	ICAN #4 Make and defend a claim based on evidence regarding how characteristics are inherited, can vary, and explain their frequency and variation in a population.	ICAN 4 Mastery Assignment #1
Weeks 17-18	Milestone		

2020/2021

Labs (throughout semester)		ICAN #5 Plan and conduct investigations to illustrate science concepts using proper scientific methods, formal lab write up formats, and the CER process.	Mastery Lab #1: Systems Interactions Lab Mastery Lab #2: Life's Energy and Matter Mastery Lab #3: TBD Mastery Lab #4: TBD
Week 19	Introduction & Portfolio Sample		
Weeks 20-23	How can populations change over time?	ICAN #6 Construct an explanation based upon scientific information and evidence that genetic variation among organisms affects survival and reproduction.	ICAN 6 Mastery Assignment #1
Weeks 24-27	How does biodiversity affect us?	ICAN #7 Use mathematical representations and evidence to support explanations for the importance of biodiversity and the factors that affect it in ecosystems.	ICAN 7 Mastery Assignment #1
Weeks 28-31	Why does Earth look so different than it used to?	ICAN #8 Evaluate evidence and use scientific reasoning to explain why the Earth looks so different than it used to and construct an argument about the coevolution of Earth's systems and life.	ICAN 8 Mastery Assignment #1
Weeks 32-34	How can we make a positive impact on Earth and organisms?	ICAN #9 Construct an explanation based on evidence of human impact on earth, as well as design, evaluate and refine a solution to reduce human impact on earth to lead toward a more sustainable existence.	ICAN 9 Mastery Assignment #1
Weeks 35-36	Milestone		

2020/2021

Labs (throughout semester)		ICAN #10 Plan and conduct investigations to illustrate science concepts using proper scientific methods, formal lab write up formats, and the CER process.	Mastery Lab #1 Mastery Lab #2 Mastery Lab #3 Mastery Lab #4

2020-2021 The Living Earth Mastery Tracker

1. Log into your CANVAS course for The Living Earth and view your gradebook.
2. Use this form to track which assignments you have completed this semester and determine which assignments you still need to complete.

I recommend that you highlight each box as follows to identify mastery/non-mastery:

YELLOW: You have submitted an assignment and are waiting for it to be graded.
GREEN: You earned a 3 or a 4 out of 4
ORANGE: You earned a 2 (these should be re-done, but it is not mandatory)
RED: Assignment is missing or you earned a 1 (EVERY Mastery assignment must earn a grade of 2 or higher in order to earn full credits for this course!)

Mastery Tracker			
I CAN	**Mastery Assignment**		
❏ I CAN #1	Week 04 BIO E: ICAN 1 Mastery Assignment: Runner's Collapse - SG Submit date: Grade:		
❏ I CAN #2	Week 08 BIO E: ICAN 2 Mastery Assignment: Living Roofs - SG Submit date: Grade:		
❏ I CAN #3	Week 12 BIO: TBD: ICAN 3 Mastery Assignment - SG Submit date: Grade:		
❏ I CAN #4	Week 16 BIO: TBD: ICAN 4 Mastery Assignment - SG Submit date: Grade:		
❏ I CAN # 5	Week 04 BIO F: ICAN 5 Mastery Lab #1: Systems Interactions Lab - SG Submit date: Grade:	Week 08 BIO F: ICAN 5 Mastery Lab #2: Life's Energy and Matter - SG Submit date: Grade:	Week 12 BIO: ICAN 5 Mastery Lab #3: TBD - SGLab #3 Submit date: Grade:	Week 16 BIO: ICAN 5 Mastery Lab #4: TBD - SG Submit Date: Grade:
❏ I CAN #6			

❏ I CAN #7	Submit date: Grade:	
❏ I CAN #8	Submit date: Grade:	
❏ I CAN #9	Submit date: Grade:	
❏ I CAN #10	Submit date: Grade:	Submit Date: Grade:

REMEMBER: You must pass ALL 5 Mastery assignments with a grade of 2 out of 4 or higher in order to earn full credits.

Healthy Curriculum Choices (K-8)

Springs Charter Schools wants to help you choose a balanced curriculum plan for your student. Look around and explore all the curriculum and supplemental options we offer!

Boxed Sets

Moving Beyond the Page

Starfall

Springs Box

Math
Ready Core Math
Starfall Math
Spring Into Math
I CAN! Math Class

Manipulatives
Hands-On Math Kit

Math "Main Entrees"

Ready Core Math
Starfall Math
Spring Into Math
I CAN! Math Class
Saxon
Primary Mathematics
Math in Focus (Review)
Dimensions

"Sides & Desserts"
Common Core Support Coach
ST Math
IXL
Prodigy
Khan Academy
Rocket Math

Language Arts – "Main Entrees"

Thematic Curriculum

Bookshark

Reading
StudySync
Lightning Literature (1st-4th)
Lightning Literature (7th-8th)
Brave Writer: Mechanics & Literature
Springs created Literature Bundles

Writing

Jot It Down
The Writer's Jungle
Winning with Writing
IEW
Write Shop
Write Shop Primary
Write Shop Junior
Time 4 Writing

Spelling
Soaring with Spelling & Vocabulary
All About Spelling
Spelling Workout
Spell and Write

Grammar
Growing with Grammar

"Sides & Desserts"
Common Core Support Coach
Daily Language Review
Daily Grams
Starfall Online
Spelling City
Lexia
Reading Plus
RAZ Kids
IXL
Grammarly
ReadWorks
Read Theory
Flocabulary
Reading A-Z

Phonics
All About Reading
Explode the Code workbook
Explode the Code online
Advanced Reading Phonics Workbook

History – "Main Entrees"

Houghton Mifflin Social History
Story of the World

My World Interactive:
Social Studies
American History
World History
Studies Weekly

"Sides & Desserts"
IXL

Science – "Main Entrees"

Harcourt Science
Glencoe Science
Science Fusion
Sassafras Science
Mystery Science
Studies Weekly Science

"Sides & Desserts"
Muse
Science in a Nutshell
IXL

Springs
CHARTER SCHOOLS

Springs
CHARTER SCHOOLS

Online Registration

River Springs Charter School Student Agreement

Student Name: _Student, Fictitious_   Student SSID #: __

Grade Level: _09_   Program: _Keys College & Career Prep_

Contract Begins: _08/26/2019_   School Year: _2019-2020_

Contract Ends: _06/11/2020_   Duration: _175 Days_

Date Last Attended Previous School: _01/01/2019_

Manner, Time, Frequency, Place for Submitting Assignments & Reporting Progress:

Manner: _Face-to-face learning plan meeting_

Time: _8 a.m. to 4 p.m._

Frequency: _At least once every 20 school days_

Place: _Parent home, school site, or other agreed upon location_

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.

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.

Measurements of Academic Accomplishment or Course Credits: Per this contract, a student enrolled for a full semester must attempt a full course of study to include a minimum of 20-course credits (grade 9-12) or four core courses/ICANS (grades K-8) to prove academic accomplishment. This is reflected in the student's course list in the charter's student information system.

1

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.

Parent Name: Parents, Fictitious   Signature: *Fictitious Parents* _____ Date: 02/03/2020

Student Name: Student, Fictitious   Signature: *Fictitious Student* _____ Date: 02/03/2020

TITLE	the Registration Packet for Springs Charter Schools
FILE NAME	registration_signature.html
DOCUMENT ID	6a2c0e8349a6a3cb018be593d0603ebedd9f6c3a
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

This document was signed on oasis.springscs.org

Document History

SENT	**02 / 04 / 2020** 22:38:06 UTC	Sent for signature to Fictitious Parents (cheryl.smallman@springscs.org) and Fictitious Student (renee.albright@springscs.org) from registration@springscs.org IP: 76.79.82.69
VIEWED	**02 / 04 / 2020** 22:38:06 UTC	Viewed by Fictitious Parents (cheryl.smallman@springscs.org) IP: 76.79.82.66
VIEWED	**02 / 04 / 2020** 22:38:25 UTC	Viewed by Fictitious Student (renee.albright@springscs.org) IP: 76.79.82.66
SIGNED	**02 / 04 / 2020** 22:38:23 UTC	Signed by Fictitious Parents (cheryl.smallman@springscs.org) IP: 76.79.82.66
SIGNED	**02 / 04 / 2020** 22:38:36 UTC	Signed by Fictitious Student (renee.albright@springscs.org) IP: 76.79.82.66
	02 / 04 / 2020 22:38:36 UTC	The document has been completed.

TITLE	the Registration Packet for Springs Charter Schools
FILE NAME	registration_signature.html
DOCUMENT ID	6a2c0e8349a6a3cb018be593d0603ebedd9f6c3a
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

This document was signed on oasis.springscs.org

Document History
COMPLETED

The I CAN! Incentive Program was implemented in 2011 as a prize program for mastering new skills.

The I CAN! statements were developed by our Instructional Support team based on state standards and grade level courses were created in Moodle. Students achieve mastery of each I CAN! by earning 80% or better on the mastery quiz or other assessment like the practice quizzes in OARS. In 2014 the I CANs were re-aligned to the new Common Core State Standards.

Here's how it works:

- ✓ The ES and parent determine what the student already knows and what they still need to learn.
- ✓ The ES will set a personalized "I CAN" goal for the year, as well as monthly goals, with the student and parent. These goals are tracked on the I CAN Scope & Sequence folder.
- ✓ The student will work on mastering their "I CAN" goals a little bit each day, showing mastery by receiving 80% on the mastery quiz.
- ✓ The ES will check student progress each month. If the student has mastered at least one goal, they get to pick a prize from the prize box.
- ✓ For each 5 "I CANS" mastered, the student will receive a colored bracelet. If students stay on track, they will have a rainbow of colors by the end of the year.
- ✓ There are special food coupons and prizes as students gain more "I CANS".
- ✓ Once the student meets their mid-year goal, they are awarded a special I CAN t-shirt. Our T-Shirt Ice Cream Social Ceremony will be in January.
- ✓ Students who reach their year-end goals by Spring Break will receive a special medal at a free trip to a regional fun park.

How-To Guide for teaching the SCS I CANs!

I CAN: 3.2

I CAN: show that I have memorized my multiplication facts (0-12).

Pre-Requisite Skills

Students should understand the concept of finding equal groups and how to group items.

Students should understand the concept of repeated addition.

Manipulatives To Use In This Lesson

Multiplication facts worksheet: Print up a multiplication facts worksheet with various facts to show mastery.

Flash Cards: Write a multiplication fact on an index card with the answer to the fact on the back. Practice each fact aloud until the answers come easily and quickly.

White Board and dry erase marker to practice drawing arrays.

Work Out a Problem!

Let's practice with these problems:

5 x 4 =

3 x 2=

10 x 8=

5 x 7=

9 x 1=

0 x 0=

5 x 6=

11x 10=

12 x 6=

(Answers: 20, 6, 80, 35, 9, 0, 30, 110, 72)

Real Life Application

Using real life examples is key to helping your student remember how to multiply their basic facts.

1. When out to eat, ask your student to multiply how many forks and knives your family will need. Introduce this concept as repeated addition. For example, a family of 6 will need 1+1+1+1+1+1 forks, or 6x1=6. If each family member needs 2 napkins, then the repeated addition would be 2+2+2+2+2+2=12 or 6x2=12.

2. When counting money, have your student use their knowledge of repeated addition. For example, when using dimes, have your student count 8 dimes. 10+10+10+10+10+10+10+10=80 or 10x8=80.

3. Look in the student's environment for naturally occurring arrays such as a shoe rack, a row of pictures in the house, or rows of flower pots outside.

Key Vocabulary and Activities

"Here are the words we will be using for this lesson and other multiplication lessons. I will write the words and definitions. I will say each out loud. Please repeat the words and definitions after me. Now you can copy these into your Math Journal."

Multiply: the same number added to itself more than once

Array: a set of objects displayed in rows and columns

Multiplication Fact: two numbers that are multiplied together

Equal: the same amount or number of objects in each group

Product: the number that is the answer to a multiplication problem

Factors: the numbers that are being multiplied together

Vocabulary activity: Go to this website for a computerized flash card activity on the above vocabulary:

http://quizlet.com/24290670/32-i-can-math-booklet-flash-cards/

Concept Information

Multiplication is repeated addition. In order to show mastery of this concept, students should be able to show how to draw an array to show the concept of a multiplication fact.

Students should be able to answer their multiplication facts in a test form for facts with 0-12's.

In order to teach multiplication to your student, you should know how to do repeated addition in order to convert those repeated addition facts into multiplication facts. For example, you should be able to convert 4+4+4 into 4x3. Both have the same answer and are the same concepts, they just use different vocabulary.

Tips and Tricks

Try using songs:

School House Rock has a good multiplication song for counting by 3's. It's called "Three is a Magic Number."

http://www.amazon.com/Schoolhouse-Rock-Special-Anniversary-Edition/dp/B00005JKTY

Hide multiplication flash cards around the house and offer small rewards, such as a sticker for each fact that is correct.

Try answering multiplication facts while doing jumping jacks or something else physical to encourage muscle memory with multiplication fact memory.

Try writing the facts in shaving cream or in chalk.

Introductory Lesson Plan
I Do, We Do, You Do

I Do:

"Today we are going to learn how to do arrays. An array will help us show how to do our multiplication facts. I will show you what an array looks like for 1x2. The factors are 1 and 2 and the product is 2.

Here's another example for 2x3:

The factors for this problem are 2 and 3. The product is 6.

We Do: "Now let's try one together. Let's try 3x3. You draw it on your white board and I'll draw one on my paper." Have your student use any shape they want to draw an array to demonstrate 3x3. The finished product will have three rows of three objects, like this:

The factors of this problem are

3 and 3. The product of this

problem is 9.

Introductory Lesson Plan
I Do, We Do, You Do

You Do:

"Now I'd like you to try to draw one on your white board. Let's try 4x2." Have your student use shapes to draw an array with 4 rows and 2 objects in each row. If your student is not quite ready, practice together with a few more problems until they can do one themselves.

Here are a couple more examples of facts to practice:

"Now let's try 5x4." Have your student draw an array with 5 rows with 4 objects in each row.

"Now let's try 7x3." Have your student draw an array with 7 rows with 3 objects in each row.

If your student could use another practice, use the array for 8x4. This array should show 8 rows with 4 objects in each row.

The goal of practicing these arrays is to begin to memorize the multiplication problems and give the student a strategy for solving the multiplication fact.

When your student is confident with drawing arrays, move to using repetition through flash cards to practice facts. Write the multiplication fact on one side of a note card with the answer on the back. Consider grouping all the multiplication facts that start with 2 in one stack. Help your child memorize those before moving on to the 3's, 4's, etc.

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

Online Lessons & Activities

- Analyze Characters
- Analyze Story Elements
- Determine Theme
- Analyze Story Elements
- Identify Mood
- Narrator's Point of View
- Brain Pop: Point of View - Watch the video, then complete the activity, play the game and take the quiz.
- Learningpod: Answer questions about mood, details, and descriptions
- Learnzillion Read-Aloud Video: "The Devil and the Scavenger"
- Learnzillion: Point of View

Written Work

- I CAN! ELA Center Overview: Story Maps
  - Story Map Visual Element Tool

- Compare & Contrast Activity
- Character Read and Roll
- Roll and Answer Reading Response
- Literature Discussion Cards

Projects & Performance Tasks

- Scholastic: Character Scrapbook
- Scholastic: Downloadable Book Files for Determining Plot, Characters, Setting in Popular Novels

Tips, Tricks, & Cheats

4.3

I CAN determine factor pairs and multiples for the numbers 1-100 and determine whether a number is prime or composite. (4.OA.4)

Online Lessons

Khan Academy
Khan AcademyLessons - Factor Pairs
Khan Academy – Prime & Composite
Khan Academy – Factors & Multiples

i-Ready
Factors
Multiples
Divisibility Rules

Additional Practice

Practice #1 – Prime & Composite Numbers
Practice #2 – Identify Factors
Practice #3 - Multiples
Practice #4 – Missing Factors

Online Games & Activities

Not a Factor Game
Multiples & Factors Game
Prime or Composite Game
Monkey Drive Game

Written Work

Factor Pairs to 100
Triple Digits Divided By Single Digits
Prime and Composite Numbers

Projects & Performance Tasks

Identifying Multiples
The Locker Game
Multiples of 3, 6 and 7
Numbers in a Multiplication Table

2019-2020

9/19/2019
Springs Charter School
Personalize Learning Department

TABLE OF CONTENTS

Purpose of MTSS (Multi Tier Systems of Support)

MTSS 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 MTSS process begins when the student has been identified through universal screening measures.

MTSS is a three-tier 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-tiered 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.

MTSS Defined

A Multi-Tiered System of Support (MTSS) is a process that provides high-quality, personalized learning, evidence-based instruction matched to students' academic, social, and behavioral needs. Adjustments to instruction and interventions are based on students' performance and rate of success. MTSS promotes a well-integrated system, matching all students; general, gifted, and special education with appropriate intervention and enrichment supports. MTSS was previously referred to as RTI (Response to Intervention). Tier level supports, within MTSS, change based on learner's need. The layers of these supports are available according to targeted needs, but they are not permanent. Supports are identified within tiers to match the intensity of support needed, the learners are not identified as "RTI."

Key Principles of MTSS
- Intervene early
- Use a multi-tiered model of service delivery
- Match instruction to the learners' needs
- Use progress-monitoring data to adjust instruction within each tier
- Use evidence-based interventions and instruction
- Monitor student-progress frequently
- Using PLC (Professional Learning Community) and STAR Teams to ensure that interventions are implemented consistently and effective
- Encourage parent involvement with consistent communication in all steps of the process

Benefits of MTSS
- Improves education for ALL students
- Eliminates the "wait to fail" situation that prevents at-risk students from receiving services earlier rather than later
- Provides instructionally relevant, easily understood information through personalized learning techniques
- Diagnostic Assessments allows us to KNOW what each student KNOWs to improve mastery of students' skills
- STAR Teams encourage collaboration among teachers, administrators, counselors, special education teachers and families

Data-Driven Decision Making Model

MTSS at SCS is based on a problem-solving model wherein data drives the decision-making process at all tiers. The MTSS team (also referred to as the STAR (Support, Teach, Accelerate, Reach) 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.

MTSS Support Requirements
Outlined below are the levels and functions of the MTSS supports and (MTSS) Meeting process for Springs Charter School.

Tier 1 Supports

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 their highest potential of academic success. Universal screening at the Tier 1 level occurs through school-wide Milestones, i-Ready Diagnostic, state test results and progress monitoring through other formal and informal assessments. Regularly scheduled staff meetings are held to discuss and document interventions and progress for all students (PLC).

Frequency of Tier 1 Progress Monitoring
Each program will review data during PLC meetings to discuss and document each of their student's progress and ongoing monitoring at least once during each semester. It is recommended that data reviews are conducted at the beginning of the year, and more frequently for students who are demonstrating the greatest areas of need. Staff will keep an assessment folder in each student's file and will document progress.

Tier 2 Supports

There are four reasons for a student to receive Tier 2 supports.
1. Tier 1 Team Referral
2. Parent request
3. Staff referral
4. Diagnostic reports indicating the student is 1 year behind

All Tier 2 supports and discussions will happen during PLC meetings and with MTSS Coordinator as needed. Additional staff who work directly with the student may be asked to provide valuable information to the teacher in creating an intervention plan. Upon creating an intervention plan the teacher will notify the parent of the plan detailing the why and how of the intervention. Additionally, the teacher will maintain an evidence folder of goals, assessments and work samples. Progress monitoring will occur with the ES/TOR and the PLC team on a regular basis. ES/TOR will conference with the parent and student regarding the results of progress toward the goal. If at any time progress is stagnated or regression is noticed the ES/TOR and MTSS Coordinator will schedule a meeting plan next steps and discuss the new plan with the parent. ES/TOR may want to add a brief note in OASIS confidential notes.

Frequency of Tier 2 Progress Monitoring
All Tier 2 PLC conversations are intended to provide an overview of the student's academic strengths and areas of concern, assessment scores, previously attempted interventions, progress monitoring, samples of student work and professional opinions from staff who work directly with the student. Follow-up Tier 2 collaborations occur during PLC meetings and continue until the student begins to show progress gains or until the initial referral concerns have been resolved.

Identify tier level of need (Tier 2 or 3)
Students who have not shown improvement after implementation of the prescribed interventions at the Tier 1 level should be elevated to Tier 2 level support. Students who have not shown improvement after implementation of the prescribed interventions at the Tier 2 level should be elevated to Tier 3 support with more frequent access to intervention and progress monitoring (see the Criteria to Target Tier 2 students). When staff determines that a Tier 3 meeting is needed to discuss their concerns about student performance with the STAR team or to incorporate a more intensive intervention plan, a digital file will be made, a parent survey will a Tier 3 meeting will be arranged. At this level, the discussion is centered on objective assessment data, documented academic and behavior concerns, rates of progress, and professional staff observations of the student's performance.

Tier 2- Parent requested supports
(2 week response time)
When a parent makes a request for additional assistance for their student, ES/TOR will set up a 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. ES/TOR should be 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. It is at the discretion of the ES/TOR to determine if the student needs tier 2 or tier 3 supports and will provide support and documentation accordingly.

Tier 2 team referral to Tier 3
It is expected that parents/students and staff participate in the Tier 3 process prior to a referral for evaluation for Special Education assessments. This step in the process will ensure legal compliance that all general education services have been exhausted prior to receiving special education services. Clearly documented Tier 2 and 3 supports 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 MTSS Coordinator or administrator, copies of all assessments, evaluations, interventions, and samples of student work must be up to date in students digital evidence folder and the link must be included with the referral. The administrator and Special Education staff will review the documentation and make further recommendations to the local STAR team or begin the assessment process.
The STAR team will continue to meet with staff as needed at 6 week intervals until the assessment process is completed and a final determination for additional services has been made. This step in the process will ensure 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 STAR team will continue progress monitoring at the appropriate tier level support.

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.

Recommendation for Special Education Assessment (2 week response time)
When a 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 MTSS Coordinator, director/principal and to special.education@springscs.org notifying them of the parent's request. Second, a Tier 3 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 identified as tier 2 or 3 level support 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
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
<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, LARP), 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

RSCS RtI

Academy Support

	Identify, Progress Monitoring (PM)	Intervention
Daily Instruction	**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
Target Instruction	<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
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

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 benchmark 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

Criteria to identify and intervene within tier level support

Identify

1. First identify students who are not responding to Tier 1 support as evidenced by multiple measures that include the following:
- Student is Red on i-Ready
- Student has skills gaps <1 below GL on curriculum-based measures
- Milestone 3 scoring in strategic domains
- Dibels
- San Diego Quick
- State Test Results

2. Then look at other risk factors that may indicate a need for intervention:
- Multiple areas of concern – including low academic performance in math, ELA and/or behavior concerns
- Student has Adequate Progress or Attendance Issues – OASIS
- Student had an IEP or was "exited" from an IEP
- High School student is "at risk" of not graduating or has very low grades and/or units earned (transcript review)
- Teacher concerns based on student work and professional observation
- Parent concerns about student low performance.
- Students whose parent(s) have not received a high school diploma or is identified for the free or reduced lunch program
- English Learners who have not scored at the proficient level on CELDT and state assessment in ELA for two years
- Students on a 504 for academic concerns
- Other "risk factors including; environmental change, traumatic event, and other outside factors affecting student achievement.

3. Intervention- Match student need with level support
Interventions should be provided as needed within the classroom and as part of the homestudy personalized learning assignments. Tiered level support is intended to increase with the student needs. Tier level support changes based on student need, as a fluid system tier 1, 2 and 3 level supports will be adjusted to address the sutdent's need.

- Tier 1 support is provided as personalized learning and differentiated instruction for all learners. Tier 1 represents about 80% of your students. If 80% of your class is working below grade level Tier 1 support will be provided as a small group and center instruction including skills in the target area of need (example- using personalized pathways and I Can resources).
- If the student is not responding to tier 1 level support, not making progress toward grade-level goals, increase the intensity of support through Tier 2 (about 15% of your class). Tier 2 support will increase in time and intensity. 30- 45 mins 3 times a week (at least) should be focused on previous skills instruction using researched based explicit

systematic instruction in small groups for about 17-21 weeks. The systematic, explicit instruction will be assessed every 4-6 weeks using progress monitoring assessments to ensure the instruction is meeting the students learning needs. If not, change it up! Try it for another 4-6 weeks and assess again.

- If the student is not responding to Tier 2 support, not making progress toward grade-level goals, then the student should be provided with Tier 3 level support. Tier 3 level support (about 5% of your class) and will increase in time and intensity. 30 mins every day will be dedicated to a small group or one on one instruction using researched based explicit and systematic approach meeting the students learning needs for about 24 weeks. The systematic, explicit instruction will be assessed every 2-4 weeks using progress monitoring assessments to ensure the instruction is meeting the students learning needs. If not, investigate why the intervention is not working: is in being implemented with fidelity, are the goals appropriate, is the student not engaged, and change it up! Try it for another 1-3 weeks and assess again.
- If at the end of the intervention interval the student has not met goals the Coordinator should schedule a meeting with the STAR Team, and possibly the parent, to determine best next steps to address the needs of the student.

Talk to Your MTSS Coordinator if you have concerns about student progress, or questions about the process. They are your resource and a part of your team to ensure ALL students are learning and making AT LEAST 1 year's growth. If the student is working below grade level we need to see MORE than a year's growth to close the achievement gap.

4. **Exit Criteria for students involved in Tier 2/3 intervention support:**
- General exit criteria would be at least 3 data points from progress monitoring that are at or above the goal at grade level, agreement from classroom teacher and interventionist that the student is ready to exit prior to the next benchmark period because there are curriculum resource materials that align with the remaining targeted I CAN! skills.

Tier 2 process for newly identified students
- Identify student needs based on tier level support
- 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
- Put assessment data in student evidence folder
- Schedule an initial Tier 2 meeting with the MTSS Coordinator (starting the end of September)
- Invite additional people as needed, eg. parent(s), Director, EL support, SAI teacher, ACE (Assistant Classroom Educator) and other members of the PS department as needed.

Tier 2 follow up procedures
- Every 4-8 weeks the ES/TOR will progress monitor and assessment data will be input into student file maintained by ES/TOR
- The ES/TOR will consult with the PLC team, MTSS coordinator and/or director to review progress monitoring results

o   If student makes some progress and/or achieves the goal, a new progress monitoring goal is established and the process continues.
o   If student makes little or no progress towards the goal, determine if a follow-up meeting with the MTSS 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 3 Meeting Checklist
❏   Review reason for the meeting
❏   Review results from universal screening measures
❏   Add relevant student information, existing, attempted interventions and accommodations to student evidence folder, and add folder link to OASIS confidential notes
❏   Update Tier 2/3 form with student information
❏   Discuss area(s)of concern and determine specific area of need (can use problem/clarification checklist, parent, student and teacher questionnaires)

Tier 3 Meeting Agenda
●   Discuss strengths and area of concern (5 minutes)
●   Problem Analysis (brainstorm) (2 minutes)
●   Complete student achievement goals (3 minutes)
●   Generate interventions (5 minutes)
●   Determine interventions responsibilities
Who, what, where, when and how (2 minutes)
●   Set up progress monitoring (2 minutes)
●   Schedule follow up progress monitoring meeting as needed if student is not making progress
**Add a brief to OASIS confidential notes and update student evidence folder.

Tier 3 Activities Checklist:
▢   Universal screening or benchmarking conducted at school level
▢   Intervention plan is implemented with fidelity. Parent is using the intervention as prescribed.
▢   Progress monitoring analyzed by ES/TOR every 6-8 weeks 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 MTSS 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 student evidence folder.

MTSS Annual Timeline

September/October
- Data analysis and identification of students within MTSS Tiered level support
- Review Universal Screening data on all students to determine if Tier 1/2/3 support is needed
- Develop students' educational plan to address academic performance concerns
- i-Ready and Milestone window for winter testing and recommended progress monitoring assessment for struggling students. Testing window for Fall: September – October

October/November
- Support tier needs through PLC and STAR Team meetings.
- Student observations by teachers, documentation of individual student interventions within the classroom or home setting
- Collect Student Evidence of progress

December
- Identify and refer students in grade 1-8 for retention/promotion process and begin Tier 3 meetings. Include all parent requested & staff referrals for grade level retention or promotion.

January
- Support tier needs through PLC and STAR Team meetings.
- Student observations by teachers, documentation of individual student interventions within the classroom or home setting
- Collect Student Evidence of progress
- i-Ready and Milestone window for winter testing and recommended progress monitoring assessment for struggling students. Testing window for Winter: January – February

March
- Conduct additional assessments for students needing Tier 2/3 support needs through PLC and STAR Team meetings.
- Student observations by teachers, documentation of individual student interventions within the classroom or home setting
- Continue documentation process
- Meet with Tier 2/3 teams, teacher/ES will ensure parent participation in decision and referral of students for grade level retention/promotion recommendations.
- Meet with STAR team to make recommendations for alternative program placement options for fall enrollment. Program placement alternatives should be determined at the meeting with the student's counselor in attendance.

May/June

- Conduct additional assessments for students needing Tier 2/3 support needs through PLC and STAR Team meetings.
- Student observations by teachers, documentation of individual student interventions within the classroom or home setting
- Continue documentation process
- i-Ready and Milestone testing window and end of the year reporting

Spring Testing window (all students grades Kn-12): May to June

- Review student progress and make recommendations for following year to alternate tier levels of support needed or exit students who indicate grade level performance and progress gains.

Students with Disabilities

Speech Support Requests
Students may be referred for speech support by instructional staff, school administration, and/or parents.

<u>This is a request for support through the MTSS process NOT a request for special education assessment in the area of speech and language.</u> 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 follow the MTSS Process meeting with team to address next steps.

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 MTSS/504 coordinator to evaluate the student's disabling condition and to determine if the student qualifies for a 504 plan and/or to make a referral to the MTSS process for ongoing assessment and interventions.
Timelines during this process are extremely time-sensitive and should take a high priority on the STAR Team or student center principal/regional director's schedule. All steps in the 504 referral process will be documented through the MTSS process.

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 through MTSS. If concerns in progress arise ES/TOR will provide appropriate tier level support and progress monitoring of the MTSS process. Team will ensure that students recoup any academic deficits incurred in achieving grade level standards in those areas.
In order to achieve these goals, the charter school will:

- Provide all students with the opportunity to participate in high quality curricular activities that address academic standards
- Offer programs based on student need and sound educational pedagogy
- Provide for and honor parent options
- Provide high quality staff development
- Embrace parent involvement in the educational process
- Provide a process for monitoring the effectiveness of the program.

Springs Charter School is committed to developing in English learners academic proficiency in English, academic achievement at parity with native English speakers, a positive self-image, and reclassification to Fluent English Proficient as well as developing in all students an appreciation of the cultural and linguistic diversity English learners bring to the community.

Grade Level Retention/Promotion

Kindergarten

Under California Education Code 48011, the general provisions for retention or promotion of students enrolled in Kindergarten require the parent or guardian of the child and the school district to agree that the child may continue in kindergarten for not more than an additional school year. At SCS, all kindergarten students will automatically be promoted to the first grade at the completion of the school year. Parent and staff that wish to retain a kindergarten student should use the Kindergarten Retention Form available on the SCS website under Staff Resources.

In cases where the Education Specialist or other staff (Teacher of Record, Advisor, Program Director) does not agree with the parent's request to retain or promote a Kindergarten student, the staff member must submit their reasons for objection to the director. The team will make the determination for retention or promotion. The parent has the right to appeal the decision of staff to the program director, Senior Administrative staff, and the Executive Director of the charter school.

Grades 1 through 8

California Education Code requires that school staff identify students who are being considered for retention and/or promotion as early as possible in order that assessments and instructional interventions can be attempted and measured for success. Parent and/or staff recommendations for retention or promotion of students in grades 1-8 must be targeted for intervention within the MTSS 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 MTSS process prior to end of December.
- A Tier 2/3 meeting is held between staff and parents to discuss concerns and the possibility of retention and to develop an assessment/intervention plan. Additional Tier 2/3 meetings are held regularly (every 4 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 MTSS process.
- If a decision is made to retain, a Retention/Promotion Request Form must be completed by the MTSS team administrator or program director and must include participation with the student's counselor. 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 interventions?
- What will be the social/emotional and developmental impact on the student if a determination to retain or promote is made?
- What other considerations may be factors affecting the student's academic achievements?

High School
Grade level placement for high school students is based on both a minimal unit completion and grade level benchmark courses attempted. Grade level placement is based on a transcript review according to the guidelines described in the SCS High School Advisement Handbook.

Students with an IEP or 504
Refer all retention/promotion determinations for students with IEPs and 504s to the IEP/504 multidisciplinary team (ie.. the student's case manager or the site counselor) early in the school year.

Universal Screening
Universal Screening is a general outcome measure used to identify underperforming students and to determine the rate of increase for the school, classroom, and student. A Universal Screening will not identify why students are underperforming; rather it will identify which students are not at the expected performance criteria for a given grade level in reading and mathematics. The key feature in a screening measure is the accuracy in classifying a student as "at risk" or not "at risk." Although it is important that overall student achievement consistently be evaluated using multiple measures, universal screening is important because it represents the first point of entry into subsequent MTSS tiers.

Universal Screening measures for all SCS students:
1. I-Ready for grades KN through 12
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 common core standards. Assessment results are used to personalize learning within the learning plan.
Grades: Kn - 12
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 12th 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 the 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.

State Testing

CAASPP State Testing Program
Purpose: They measure students' progress toward achieving California's state-adopted academic content standards, which describe what students should know and be able to do in each grade and subject tested.
Grades: 3 through 8 and 11
Testing Time: Typically 2 to 4 days, depending on the student, grade level, and course schedule. Eg. Students in grades three through eight take a computer based test for various subjects.

Schedule for the CAASSP Administration
CAASSP is administered annually in the spring. For exact dates, refer to SCS Master Calendar and the SCS assessment department.

Milestone Tests

Purpose: Milestone tests measure students' progress toward achieving the 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 Determine Grade Level Equivalency

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
Student Placement Level	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
Student Placement Level	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	417 - 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
Student Placement Level	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 Assessment Tool Box binder or on Moodle under RTI Resources. **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	
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.	Grade	Reader Measures (Interquartile Range, Mid-Year)	Text Measures (from the Lexile Map)
• For example:	1	Up to 300L	200L to 400L
On the Math Assessment, a student in fourth grade needs to score between 400 and 574 to be considered on-grade-level for math.	2	140L to 500L	300L to 500L
	3	330L to 700L	500L to 700L
On the Reading Assessment, a student in fourth grade needs to score between 557 and 627 to be considered on-grade-level for reading.	4	445L to 810L	650L to 850L
• Note that these charts reflect overall scores for both Math and Reading. There are different scale-score ranges for each domain.	5	565L to 910L	750L to 950L
	6	665L to 1000L	850L to 1050L
**adapted from i-ready user guide	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

Benchmark Assessments

There are three additional assessments required for all SCS Students Involved in Tier 2/3 level support. 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 MTSS 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						
Phoneme Segmentation Fluency (PSF)	40+ 25-39 0 - 24	Established Emerging Deficient	Not administered during this period		Not administered during this period	
Nonsense Word Fluency (NWF) CLS	27+ 18 – 26 0 – 17	At or above Below At Risk	43+ 33 - 42 0 – 32	At or above Below At Risk	58+ 47 - 57 0 – 46	At or above Below At Risk
Nonsense Word Fluency (NWF) WWR	1+ 0	At or above Below At Risk	8+ 3 – 7 0 - 2	At or above Below At Risk	13+ 6 – 12 0 - 5	At or above Below At Risk
Dibels Oral Reading Fluency (DORF) cwpm	Not administered during this period		23+ 16 - 22 0 – 15	At or above Below At Risk	47+ 32 - 46 0 – 31	At or above Below At Risk
DORF Accuracy	Not administered during this period		78%+ 68%-77% 0%-67%	At or above Below At Risk	90%+ 82%-89% 0%-81%	At or above Below At Risk
DORF Retell	Not administered during this period		Not administered during this period		15+ 0 - 14	At or above Below At Risk
Second Grade						

Nonsense Word Fluency (NWF) CLS	54+ 35 - 53 0 - 34	Establish ed Emerging Deficit	Not administered during this period		Not administered during this period	
NWF -WWR	13+ 6 – 12 0 - 5	Establish ed Emerging Deficit				
Oral Reading Fluency (DORF)	52+ 37 – 51 0 - 36	At or above Below At Risk	72+ 55- 71 0 – 54	At or above Below At Risk	87+ 65 - 86 0 – 64	At or above Below At Risk
DORF Accuracy	90%+ 81%-89% 0- 80%	At or above Below At Risk	96%+ 91%-95% 0- 90%	At or above Below At Risk	97%+ 93%-96% 0- 92%	At or above Below At Risk
Retell	16+ 8-15 0 – 7	At or above Below At Risk	21+ 13 - 20 0 - 12	At or above Below At Risk	27+ 18 – 26 0 - 17	At or above Below At Risk
Third Grade						
Oral Reading Fluency (DORF) cwpm	70+ 55 - 69 0 - 54	At or above Below At Risk	86+ 68 - 85 0 - 67	At or above Below At Risk	100+ 80-99 0 - 79	At or above Below At Risk
DORF Accuracy	95%+ 89%-94% 0- 88%	At or above Below At Risk	96%+ 92%-95% 0 – 91%	At or above Below At Risk	97%+ 94%- 96% 0- 93%	At or above Below At Risk
Retell	20+ 10-19 0-9	At or above Below At Risk	26+ 18-25 0-17	At or above Below At Risk	30+ 20-29 0-19	At or above Below At Risk
Daze	8+ 5 – 7 0 - 4	At or above Below At Risk	11+ 7 – 10 0 - 6	At or above Below At Risk	19+ 14 – 18 0 - 13	At or above Below At Risk
Fourth Grade						
Oral Reading Fluency (DORF) cwpm	90+ 70-89 0-69	At or above Below At Risk	103+ 79-102 0-78	At or above Below At Risk	115+ 95-114 0-94	At or above Below At Risk

DORF accuracy	96%+ 93%-95% 0-92%	At or above Below At Risk	97%+ 94%-96% 0-93%	At or above Below At Risk	98% 95%-97% 0-94%	At or above Below At Risk
Retell	27+ 14-26 0-13	At or above Below At Risk	30+ 20-29 0-19	At or above Below At Risk	33+ 24-32 0-23	At or above Below At Risk
Daze	15+ 10-14 0-9	At or above Below At Risk	17+ 12-16 0-11	At or above Below At Risk	24+ 20-23 0-19	At or above Below At Risk
Fifth Grade					
Oral Reading Fluency (DORF)	111+ 96 – 110 0 - 95	At or above Below At Risk	120+ 101 – 119 0 - 100	At or above Below At Risk	130+ 105 – 129 0 - 104	At or above Below At Risk
DORF Accuracy	98% + 95%-97% 0%- 94%	At or above Below At Risk	98%+ 96%-97% 0- 95%	At or above Below At Risk	99%+ 97%- 98% 0- 96%	At or above Below At Risk
Retell	33+ 22-32 0 - 21	At or above Below At Risk	36+ 25-35 0 - 24	At or above Below At Risk	36+ 25-35 0 - 24	At or above Below At Risk
Daze	18+ 12 – 17 0 - 11	At or above Below At Risk	20+ 13 – 19 0 - 12	At or above Below At Risk	24+ 18 – 23 0 - 17	At or above Below At Risk
Sixth Grade					
Oral Reading Fluency (DORF)	107+ 90 – 106 0 - 89	At or above Below At Risk	109+ 92 – 108 0 - 91	At or above Below At Risk	120+ 95 – 119 0 - 94	At or above Below At Risk
DORF Accuracy	97% + 94%-96% 0 – 93%	At or above Below At Risk	97% + 94%-96% 0 – 93%	At or above Below At Risk	98% + 96%- 97% 0 – 95%	At or above Below At Risk
Retell	27+ 16- 26 0 - 15	At or above Below At Risk	29 + 18 – 28 0 - 17	At or above Below At Risk	32+ 24 – 31 0 - 23	At or above Below At Risk

Daze	18 + 14 – 17 0 - 13	At or above Below At Risk	19+ 14 – 18 0 - 13	At or above Below At Risk	21+ 15 – 20 0 - 14	At or above Below At Risk
Seventh Grade						
Oral Reading Fluency (ORF)	135+ 114-134 0 - 113	At or above Below At Risk	146+ 126-145 0 - 125	At or above Below At Risk	157 + 134-156 0 - 155	At or above Below At Risk
DORF Accuracy	97% + 94%-96% 0 – 93%	At or above Below At Risk	97% + 94%-96% 0 – 93%	At or above Below At Risk	98% + 96%- 97% 0 – 95%	At or above Below At Risk
Retell	27+ 16- 26 0 - 15	At or above Below At Risk	29 + 18 – 28 0 - 17	At or above Below At Risk	32+ 24 – 31 0 - 23	At or above Below At Risk
Daze	18 + 14 – 17 0 - 13	At or above Below At Risk	19+ 14 – 18 0 - 13	At or above Below At Risk	21+ 15 – 20 0 - 14	At or above Below At Risk
Eight Grade						
Oral Reading Fluency (ORF)	141+ 115-140 0 - 114	At or above Below At Risk	153+ 126-152 0 - 125	At or above Below At Risk	159+ 132 -158 0 - 131	At or above Below At Risk
DORF Accuracy	97% + 94%-96% 0 – 93%	At or above Below At Risk	97% + 94%-96% 0 – 93%	At or above Below At Risk	98% + 96%- 97% 0 – 95%	At or above Below At Risk
Retell	27+ 16- 26 0 - 15	At or above Below At Risk	29 + 18 – 28 0 - 17	At or above Below At Risk	32+ 24 – 31 0 - 23	At or above Below At Risk
Daze	18 + 14 – 17 0 - 13	At or above Below At Risk	19+ 14 – 18 0 - 13	At or above Below At Risk	21+ 15 – 20 0 - 14	At or above Below At Risk

Using Dibels NEXT to Determine Grade Level Equivalency
There is no direct correspondence between correct words per minute and a specific grade level. Within any classroom or grade, there will be a range of readers and a range of reading materials. For example, in a fifth-grade classroom there will be some readers who are ahead of the typical reader (about 250L above) and some readers who are behind the typical reader

(about 250L below). To say that some books are "just right" for fifth graders assumes that all fifth graders are reading at the same level. Dibels assessments are intended to use for goal setting and progress monitoring. However, the following chart can be referenced as a guide for determining grade level equivalency. Administer the Dibels benchmark probe for oral reading fluency to determine number of correct words per minute the student read. Refer to the following chart and find the column for the time in which the test was administered. I.e. fall, winter, or spring. Next, go down and find the correct number of words read per minute. Refer to the grade level equivalency for that row. For example, if a student read 105 cwpm in the fall.

Oral Reading Fluency (DORF) Target Rate Norms

Grade	Fall (WCPM)	Winter (WCPM)	Spring (WCPM)
1		20-40	40-60
2	30-60	50-80	60-90
3	60-90	80-100	90-110
4	80-100	90-110	110-130
5	110-130	120-140	120-150
6	100-140	120-150	120-160
7	120-150	120-160	130-170
8	120-160	130-170	140-180

Source: Adapted from "AIMSweb: Charting the Path to Literacy," 2003, Edformation, Inc. Available at www.aimsweb.com/norms/reading_fluency.htm. Data are also adapted from "Curriculum-Based Oral Reading Fluency Norms for Students in Grades 2 Through 5," by J. E. Hasbrouck and G. Tindal, 1992, Teaching Exceptional Children, 24, pp. 41-44.

Dibels Early Release Math Benchmark Assessment
Purpose: Dibels Math measures are brief indicators of larger skill areas. As indicators they are meant to be quick, efficient predictors of overall mathematics success. The measures are not designed for in-depth diagnostic testing, as with other curriculum based measures (CBM), an analysis of error patterns can provide instructionally relevant diagnostic information. It may be highly predictive of later mathematic success.
● Ages: K through 10
    Testing Time: 5-10 minutes
    Administration: Individual and/or large group

The Dibels Early Release Math assessment are comprised of the following measures:
- Beginning Quantity Discrimination
- Number Identification
- Next Number Fluency
- Advanced Quantity Discrimination
- Missing Number Fluency
- Computation
- Concepts and Applications

Grade Level Time Limits for Worksheets
Each worksheet has multiple pages. The time limits are for the entire worksheet, not each page.

Grade	Time Limit per Worksheet
2	5 minutes
3	12 minutes
4	10 minutes
5	14 minutes
6	16 minutes

At a minimum for baseline and benchmark data collection, students in Tier 2and 3 should be assessed at the beginning, middle, and end of an academic year to allow for timely instructional feedback. The progress monitoring materials are used for more-frequent assessment of students whose performance needs to be closely monitored to ensure they are making adequate progress.

Interpreting Dibels Early Release Math Scores
The first time the Dibels Math is administered, refer to the following table to determine the baseline scores and determine if student is "at risk." Below Benchmark is considered at the 50%th percentile. The goal for the end of the school year would be greater than "Below Benchmark." For example, at the end of first grade, the goal is that the lowest student in the class would fall within "Below Benchmark" according to the grade level charts below.

Table 1. Design or Target Odds of Achieving Subsequent Early Numeracy or Computation Goals, DIBELS Math Benchmark Score Levels, and Likely Need for Support

Target odds of achieving subsequent early numeracy or computation goals	Visual Representation	DIBELS Math Score Level	Likely need for support to achieve subsequent early numeracy or computation goals
80% to 90%	■	At or Above Benchmark *scores at or above the benchmark goal*	Likely to Need Core Support
40% to 60%	◪	Below Benchmark *scores below the benchmark goal and at or above the cut point for risk*	Likely to Need Strategic Support
10% to 20%	☐	Well Below Benchmark *scores below the cut point for risk*	Likely to Need Intensive Support

DIBELS Math Benchmark Goals and Cut Points for Risk for 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

<u>Purpose</u>**:** To assess a student's necessary auditory discrimination skills and determine readiness for the Barton Reading program.

<u>Ages</u>**:** There is a student screening for Grades K – 12 and a tutor screening

<u>Administration</u>: Individual

<u>Time</u>**:** 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.

- Math Mastery Lab 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.
- 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.
- IXL Math provides practice in grade level content to add to personalize math assignments. Immediate feedback and 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)

An objective of MTSS 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 can be found in MTSS Google Site.

For a more detailed list refer to the GSIP Handout.

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

Math Fact Fluency	● Build Math Fact Fluency and Increase Accuracy ● Math Fact Fluency ● Math Facts Through Incremental Rehearsal
Math Computation	● Cover-Copy-Compare ● Incremental Rehearsal ● Self-Monitoring & Performance Feedback

Progress Monitoring

Progress monitoring is a technique that provides continuous feedback about the effectiveness of the instructional program and the student's achievement. I-Ready, and OARS are the tools SCS recommends for Tier 1 progress monitoring. For Tier 2/3 the basis of the program is weekly, direct measurement of a student's progress toward a specific goal. I CAN's can be used as a progress monitoring tool.

Purposes

Progress monitoring using Curriculum Based Measures has many valid educational purposes. The most important purposes are:
- to monitor a student's progress on a frequent and consistent basis
- to provide continuous feedback on the effectiveness of a specific instructional intervention
- to establish a system for accountability for student achievement
- to provide data on student progress which can assist teachers in making data based decisions regarding the need to change or maintain current instructional strategies
- to graphically display a student's progress over time in a way that can easily be shared with parents and other professionals involved in the student's education

Example of a Progress Monitoring Schedule

Students at low risk (Tier 1):	Monitor progress 3x's a yr using Scantron	Probe given 3 x's a yr
Students at some risk (Tier 2):	Monitor progress every 6-8 wks	Probe given 1-2 x's per week
Students at high risk (Tier 3-Special Education):	Monitor progress weekly	Probe given daily

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 MTSS 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.

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)

Area of Concern	G.L.E. Goals		Goal	Weekly Progress	Progress Monitoring Tool	Recommended Interventions	Benchmark Assessments
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
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.reading a-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,	Dibels ORF with Retell Dibels DAZE Readwork Passages with question sets

| | | | | | graphic organizers
● Reciprocal Teaching
● Passages with vocab and comprehension questions
● RAZ Kids
● Reading Plus
● Comprehension Skills and Strategies Lessons | |

Area of Concern	G.L.E. Goals	Goal	Needed Weekly Rates of Progress	Progress Monitoring Tool	Recommended Interventions	Benchmark Assessments
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	Spelling Inventory (also found in Assessment Toolbox) Fry's Word List(s) Assessment Reading a-z High Frequency Word Assessment Dolch Sight Word Assessment

Area of Concern	G.L.E. Goals	Goal	Needed Weekly Rates of Progress	Progress Monitoring Tool	Recommended Interventions	Benchmark Assessments
					● Student Interactive: Word Wizard	
Math Compu-tation Math Problem Solving	1st: 22 digits 2nd: 36 3rd: 39 4th″ 78 5th: 60 6th: 62 7th: 55 5th: 75 digits 6th: 93 7th: 80	Increase number of digits answered correctly (cd) in two minutes	1st: .6 digits 2nd: .9 3rd: .6 4th″ .9 5th: .6 6th: .6 7th: .5 8th: .6 9th: .1 10th: .3 5th: .8 digits 6th: 1.1	Numberfly! to create CBM Early Math Fluency probes online kindergarten and first grade probes Dibels Math: Computation PM Dibels Math: Concepts and Application PM	● Cover-Copy-Compare ● Incremental Rehearsal ● Problem Interspersal ● Self-Monitoring & ● Performance Feedback ● i-Ready ● Ten Marks; Free or Premium with assessment and instruction ● Problem Solving - Applied Practice ● ST Math ● Fluency: Timed tests using math facts- daily ● Practicing Basic Skills in Math, Using resources from two plus two is not Five ● Rocket Math; daily fluency practice with a partner ● Extra Math Practice ● www.timezattack.com ● www.IXL.com	● K-6: Dibels Math ● Ten Marks Premium Assessment ● i-Ready Diagnostic ● Rocket Math Probe

When Behavior Impacts Academic Progress
When behavior impacts academic progress it is appropriate to respond with MTSS. 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 Team in creating an appropriate intervention plan. The teacher and parent are valuable team members to answer these specific questions: when is the behavior occurring, What happens before, during and after the behavior? Are there "triggers" which initiate the student to use the behavior? What does the behavior look like, and/or sound like? How often does the behavior occur? How long does the behavior last? Are there times during the day when the student uses the behavior more often? Is the student using the behavior to gain something or avoid something? The team will use the problem solving process to isolate the purpose of the behavior and create an intervention plan to teach appropriate skills to affect a positive change in behavior. The same MTSS Tiered approach will be followed to address these concerns.

Promote Positive Behavior: Using Behavior Intervention (Tier 1 & 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 Appropriate Tier Level Support
- Conference with student Parent contact (e.g., phone, e-mail, notes)
- Parent conference
- Offering the student choices
- Reflection center*
- Detention
- In-school suspension
- Positive Practice*
- Peer consequences*
- Reflective essay*
- Required relaxation*
- Positive Behavior Support Plan (PBSP)

Positive Behaviors (Tier 1 and 2)
Looks Like: hands to self, feet on the floor, thinking before doing, participating in lesson, following directions, focusing on your own learning, kind facial expressions, pleasant body language, proper personal space, and looking others in the eye when talking.

Sounds Like: Soft tone of voice, kind and non-threatening words, pleasant "I trust you," and "I feel comfortable," asking questions, asking permission, sharing ideas, admitting mistakes and celebrating accomplishments, "I'm sorry," "I appreciate you," and I'm proud of you," "Excuse me," "Thank you," and "Please."

Feels Like: The environment is comfortable and safe for everyone, free from harm, threat or worries, productive, self- controlled, self -directed, proactive, best effort, proud of work, and people's feelings, thoughts and beliefs are being given sensitive consideration.

Reminder: Positive Behavior Support

- ✓ **Remember** who is in charge—you! Don't get into any power struggles with students.
- ✓ **Remember** don't yell or lose your temper. To achieve a calm, orderly, and controlled environment, you must remain calm and controlled.
- ✓ **Remember** don't make threats, especially those that students know you will not or cannot carry out. Example: —If you don't behave like a third grader, I'm going to send you back to second grade.
- ✓ **Remember** give students strong, direct statements instead of making your commands questions. Example: Instead of saying, "Will you please stay in your seat?" Make it a clear statement by saying, "Stay in your seat."
- ✓ **Remember** don't use the word try. The word try gives permission to fail. You want your students to comply not to try. Example: Instead of saying, "Try to be on time" Say, "Be on time."
- ✓ **Remember** to use a get ready to listen signal to alert students that you are about to give important information. Then speak in a normal voice. **Don't** speak over the students

even if some are not ready to listen. When they miss the direction, they will be ready to listen next time. When you give the signal, students who are ready to listen will pressure those who are not.

✓ **Remember** give a direct statement only once. Tell students exactly what you expect and, whenever possible. Then, do not repeat the statement. Example: "If you have a question, raise your hand. I will only call on students who quietly raise their hand and wait to be called on.

✓ **Remember** don't use sarcasm, ridicule, or labels. Students will learn respect by being respected.

✓ **Remember** use your students' names to praise positive behavior as well as to discipline. Examples: "Fred, I noticed that you picked up the trash around your desk and I appreciate your showing responsibility, and Suzie, I expect everyone to stop and listen when I give the freeze signal."

Glossary of Positive Behavior Intervention and Support with Examples

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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 MTSS 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 Obtain students attention.
- o Make eye contact.
- o Offer choices or state clearly what you need the student to do.
- o Walk away from situation.
- o 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 Teacher asks: What are you doing?
- o Student responds: I am…..
- o Self-management
- o Teacher asks: What do you need to be doing?
- o Student responds: I need to….
- o Self-instruction
- o Teacher asks: What are you going to do now?
- o Student responds: I have to…..
- o Self-reinforcement
- o Teacher asks: Let me know when you finish.
- o Student responds: I did……

Break tasks into manageable sections- Students may misbehave to escape activities that they find too hard or tedious. Consider breaking a larger task into smaller or easier 'chunks' that the student will more willingly undertake. If the student must complete a large number of subtasks, include an occasional 'fun break'.

Bullying Prevention- Proactive approach to prevent bullying behavior within the school setting. Your counselor provides annual staff development, student and staff surveys and has multiple resources available to provide direct instruction lessons, whole class lessons and school site assemblies on the proactive approach to bullying prevention.

Calm down break- The student must first identify when they are getting too tense, excited, or angry, and then take a short break away from the setting or situation until they have calmed down sufficiently. "Cool Tools" is a great resource!

Capturing Kids Hearts –Curriculum that uses strategies to create a positive learning environment.

Contingent observation this involves telling a student who is doing something in appropriate to step away from the activity, sit and watch the appropriate behavior of other students while the teacher intentionally reinforces them. After a brief period of observation, the teacher prompts the student to rejoin the activity, and reinforces the desired behavior.

Check in/out Strategy System for daily check in time for student to meet with teacher at least twice during the day to discuss progress, and successes for the day so far. This is an effective strategy for students using behavior to get attention from the teacher.

Coping skills This intervention involves teaching a student appropriate ways to cope/deal with frustration, anger, embarrassment, etc. Teaching coping skills is a proactive way to increase positive behavior.

Corrective feedback This involves providing information which points out areas in need of attention. Giving corrective feedback does not have to be a negative punishing experience but one that will give needed information. Feedback should be specific, simple, and immediate. Types of corrective feedback include:

- 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

- Anticipate problems and ―pre-correct‖ (e.g., ―I see a tricky word in the next sentence – the word is _____ -let me know if you need help when you get to that word. ‖)
- Provide adequate cues
- Ensure large numbers of successful repetitions to ensure learning

Extinction- This refers to a behavior reduction procedure that is used to decrease problem behaviors that have a history of being reinforced, by removing the source of reinforcement. This is typically used with attention seeking behaviors, but can also be used with behaviors that are maintained by escape from demands or access to a preferred item or activity.

- Because an inappropriate behavior is ignored or not reinforced, the student may exert greater effort to obtain the reinforcement strategy and there may be a dramatic increase or burst of the inappropriate behavior initially. It is very important to keep this phenomenon in mind when utilizing extinction, and to refrain from giving in and providing reinforcement. Inadvertently ―giving in‖ and reinforcing the behavior will serve to make the behavior worse. Also, when eliminating a problem behavior using extinction, it is always necessary that you teach the individual a new behavior to replace the inappropriate behavior.
- Extinction is not appropriate when the behavior is dangerous to the student or others. In such an instance, extinction should be combined with other procedures. Extinction is a technical procedure that requires staff training
- See examples of *planned ignoring, eliminate audience, peer ignoring, time-out, and follow through.*

Follow through-When a consequence is set to occur for a behavior or if the instructor states that a certain consequence will occur, then it is important to follow through with the consequence if the particular behavior occurred. This should be done for both positive consequences (e.g., delivering a reward contingent on appropriate behavior) and negative consequences (e.g., losing a privilege contingent on inappropriate behavior). It should also be done to ensure that the student does not receive the ―pay-off‖ for a behavior (e.g., continue to present the work demands even though the student's behavior is occurring to escape). Follow through with what we say will communicate to the student that we are consistent and that they can expect that we will always do what we say we are going to do. Example:

- **Pre-K:** Allison starts crying when she is asked to clean up the puzzle pieces. The teacher continues to prompt Allison to clean up, providing more intensive prompts (i.e., gestures, gentle guidance) until the puzzle is complete.
- **Elementary:** Mary earned enough stickers today to receive a reward. The teacher makes sure to let her grab her reward at the end of the day.
- **Secondary:** Billy used inappropriate language during football practice today. His football coach told him to sit out for the first 5 minutes of the practice game.

Functional communication skills- Students who do not have appropriate communication and social skills will often vent their school related frustrations in disruptive and inappropriate ways. Example: A student experiencing difficulty in mathematics may attempt to avoid such work by acting out in the classroom. An appropriate functional communication skill may be to signal the teacher either verbally or with a predetermined nonverbal sign (i.e., hand raise) whenever the student feels frustrated. The teacher will then respond to the student to find out if he/she

needs extra instruction, assistance with the assignment, or a brief break from work.

Gestural prompting- This involves prompting a student with the use of body language such as pointing, touching, looking, or placing something in front of a student to enforce an already discussed and specific expectation. Example: Juan comes into the classroom and is sitting on top of his desk. The teacher can simply walk over to him, make eye contact, and point or drag his eye to the chair in a request to have the student sit in his seat.

Goal Setting- This involves looking at a task and breaking it down into small attainable sections and setting a reward for completing the section. As the student meets the goal, the level of difficulty should increase.

High rates of positive responses- This refers to the frequent use of positive comments or actions to students who demonstrate appropriate behavior. Teachers create a positive environment by frequently praising the student for appropriate behavior and correct academic responses. Positive responses should be specific, so students can repeat the desired behaviors. If too general, students may not know which behaviors to repeat. The recommended ratio of positive to negative responses is at least 4:1. Examples:

- 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 **Pre-K»** Jordy's truck is taken away after he repeatedly runs it over the fingers of his playmates. The truck is placed on the shelf and the timer is set for four minutes.
- o **Elementary»** While the other third grade students continue to earn points toward a Friday activity, Sam's opportunity for reinforcement is removed for five minutes when he shouts out in class.
- o **Secondary»** Glen is removed from the P.E. soccer game for sixteen minutes after yelling obscenities at the goalie. He has to watch from the sidelines. Removal of student from a reinforcing setting into a setting with a lower reinforcing value.
- o **Pre-K»** Torie continually bothers her classmates while sitting on the mat during story time. She is put in a chair away from the group for three minutes with calm behavior. During this time, she cannot see the storybook pictures as well as before.
- o **Elementary»** During morning circle, Timmy touches other students and makes inappropriate noises. The students respond by fussing at Timmy and laughing at him. The teacher's assistant removes Timmy from circle and places him in a time out chair away from the group and facing away from his peers. She tells him that his 3 minute time out will begin when he is quiet. The assistant turns her back and refrains from giving Timmy any attention. When 3 minutes has elapsed, Timmy is allowed to return to circle time.

Incidental teaching- This involves providing structured learning opportunities in the natural environment by using the child's interests and natural motivation. Incidental teaching is unique in its focus on child directed teaching, in other words, following the child's lead regarding interests within naturally occurring daily activities. It involves being intentional and planning for those —teachable moments that are initiated by the child. There are four levels of prompts that can be utilized:

- 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 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 must be specific and each time a student earns a sticker or check it must be paired with specific verbal praise.

Instructional pacing- This refers to the speed or rate at which the teacher presents instructional material and tasks to the learner. Understanding your students' academic ability and keeping pace with it can be a behavior intervention for both those students that complete assignments, get bored, and act inappropriately and also for students who act inappropriate due to their frustration of not understanding. A brisk pace of instruction enhances attention and increases the number of response opportunities. Individualizing and differentiating the pace of instruction plays a major role in student behavior. Example:

- 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 finish work. Allow the child to read a book or do an activity on the computer until the other kids are done.

Minimize or eliminate distracting materials- Extra materials on a student's desk or around the room can be the cause of distraction.

Modeling- A student learns behavior by observing a modeled response. Students are watching how the teacher interacts with not only other students but other adults and by modeling a positive and appropriate behavior we can increase appropriate behaviors in students.

Modify task length-Present brief tasks instead of a longer task. This will provide more breaks for the child, and give them a sense of progress. A student who works slowly/methodically may become frustrated with lengthy assignments so the teacher may want to shorten tasks.

Momentum training with relaxation strategies- Teachers use a series of requests related to relaxation. Requests to use deep breathing, muscle tension-relaxation cycles, or stretching can be incorporated into direct instruction and a momentum routine.

Monitoring- This involves systematically monitoring a student during a task. Example: Checking on a student at 10 minute intervals and/or providing verbal or non- verbal redirection when needed. Non-verbal monitoring can include eye contact and proximity.

Monitoring checklist- Create a checklist for appropriate behaviors, which is reviewed by both teacher and student. The checklist may be as simple as identifying 3-5 appropriate behaviors, the five days of the school week, and space to check-off when those behaviors are demonstrated. The checklist must be consistently monitored by both teacher and student so that progress can be followed.

Mystery motivator- This is an incentive system that is designed to promote appropriate behavior by delivering a "mystery" reward. The teacher specifically defines the target behavior and the need to increase or decrease it. Then, the teacher creates a motivating environment by covering up the reward and building some motivation for the student by referring to it often and giving vague clues about it that will spark the student's interest.

Natural opportunities- The instructor provides a verbal prompt to the student as a reminder to do the appropriate behavior when the teacher notices that the student's behavior is starting to escalate.

Non Verbal Reminders- Written lists of expectations: Teacher provides the student with a list written out in front of them of the behavior expected. Picture cards: Teacher can use picture cards to teach/remind students of various rules/expectations. Signals: The teacher uses a signal to communicate when to use the appropriate behavior or when to stop engaging in the inappropriate behavior.

Observational learning- While the target child is observing, the teacher gives specific public praise to children other than the target student when they show appropriate behaviors. When praising these behaviors, the teacher clearly describes the praiseworthy behaviors. When the target child 'imitates' the same or similar appropriate behaviors, the teacher immediately praises him or her.

Offer choices- Giving the student a choice of tasks (even if they are not preferred tasks) will often reduce inappropriate behavior from occurring by allowing them to have some degree of control. Only give choices when you are willing to allow the student to experience the natural consequences based upon their choice. Examples:
- 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.

- Secondary» The student takes home a note indicating class performance, assignments completed, and upcoming test dates. The note must then be signed by one of the parents and returned to the teacher

Participation in extracurricular activities- Identify and encourage student to become involved in an activity that matches the abilities and skills of the student.

Peer consequences- If the teacher finds that the student's peers play an important role in influencing the inappropriate behavior, the teacher may try to influence the student's inappropriate behaviors indirectly by providing consequences for selected peer behaviors. Examples:
- If classmates encourage the student to make inappropriate comments by giving positive social attention (e.g., laughing), the teacher may start a group response-cost program and deduct points from the class total whenever a peer laughs at inappropriate comments.
- A teacher who wants to increase the social interactions that a socially isolated child has with her peers may reward selected peers with praise each time that they approach the isolated child in a positive manner.

Peer ignoring- This intervention involves teaching the peers or entire class to ignore another student's inappropriate behavior. Typically, this involves the student's turning away from the student when inappropriate behavior occurs or not responding to the student. It can also include providing attention when the student starts to behave more appropriately. The teacher must rehearse and practice with the students and then reinforce the group when they participate.

Peer involvement and influence- The use of same-age and/or cross-age peers for structured social engagements, and as buddies. Examples:
- **Pre-K»** Debbie has difficulty sitting on the rug during circle time in her preschool class. The teacher assigns Kathy to sit next to Debbie on the rug so that Kathy can model appropriate behavior.
- **Elementary»** Beth and Jean are struggling to remember to take their homework home in fifth grade. The school psychologist assigns them to check each other's backpacks at the end of the day to make sure they have the homework they need.
- **Secondary»** Kimberly walks next to Kyle in his wheel chair to the lunch room and carries his tray to a table of friends in the lunch area.

Peer Mentor/tutor opportunity- This involves allowing another student to aide/mentor/tutor the student or allowing the student to be a mentor of a younger student in a lower grade. The latter option can be a great way to improve self -confidence and also helps to reinforce foundational skills.

Personal connection with student- Establishing set times and methods for providing special attention for a student. A teacher makes it a point to check in with a student each morning in order to find out how his/her homework was the evening before.

Personal interests used for motivation- Incorporating student interest in to a given task or activity. Example: A reading assignment can cover a topic that the student likes (i.e. sports, fishing, and any related items). Many students are motivated by music and integrating music into lessons can be motivating for students.

Planned activities for transition time- Provide the structure for a student to close one activity and to do what is necessary before initiating the next one. Allowing students to assist in everyday housekeeping tasks that are necessary can be helpful.

Planned ignoring- This is an extinction procedure that involves withdrawing attention when an inappropriate behavior is occurring. This is most effective for behaviors that are primarily occurring to gain attention. Over time, the person learns that they do not get your attention for engaging in that behavior. Planned ignoring should never be used alone. It should always be paired with a reinforcement procedure for appropriate behavior. When inappropriate behavior occurs you can either:

- 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.

- The student is moved away from negative peer influences and near more positive peer influences.
- Arrange seating so as to prevent congestion
- Strategically arrange student seating so that individuals prone to misbehave are adequately separated from one another.

Premack Principle (If this, then that…)- States that people are more likely to complete an undesirable task if they know that upon completing the task they will have immediate access to something they highly desire. This intervention is used quite often in both educational and home settings. The teacher states a non-preferred behavior or activity must take place before a preferred behavior or activity can be accessed. Examples:

- Jeremy's teacher told him that when he completes his geometry worksheet, she will allow him to read his book for 10 minutes.
- Isabella wanted to go to circle time, but she had not cleaned up her work area. The teacher stated, —If you clean up your work, then you can go to circle time.

Preview Rules rules/behavioral expectations- Some students misbehave because they are impulsive and do not always think through the consequences of their misbehavior before they act. These students can benefit from having the teacher briefly review rules and/or behavioral expectations just before the students go into a potentially challenging situation or setting (e.g., passing through the halls; going to an assembly). If the instructor has a classroom reward system in place, he or she can strengthen the rules preview by reminding students that the class can win points for good behavior.

Preview schedule- Having the teacher preview a student's schedule daily (or even more frequently) can help those children who seem to misbehave because they do not respond well to unexpected changes in schedule or cannot remember what their schedule is.

Private approach to student- The instructor quietly approaches the student, points out the problem behavior and how it is interfering with class work or interrupting instruction. The instructor reminds the student of the academic task in which he or she should be engaged. The student is politely offered the choice to improve behavior or accept a negative consequence. Privately approaching a student can help him or her to save face and reduce the likelihood that the student will become defensive or defiant.

Problem solving skills- Problem solving involves 1) identifying the problem, 2) determining why the problem is occurring, 3) developing solutions, and 4) making a choice.

Progress reports- Using a daily or weekly system to document and communicate student's behavioral progress. Subjectively, the teacher may write a brief note at the end of the day or week to describe the student's overall behavior. Objectively, the teacher collects data daily to determine the progress of interventions.

Prompting- A visual, auditory, or physical cue is presented to a student to facilitate a given response. However, overuse of prompting may result in a high level of dependency on prompts. Be conscious of students for whom a physical cue is aversive. Examples:

- **Pre-K»** When it is time to clean up at pre-school, Mrs. Kindly turns the cleanup music on.
- **Elementary»** While Sarah is learning to print in kindergarten, she is given papers on which there is a dot where each letter should start.

Proximity control- Teacher proximity or adult proximity depending on the resources available is essential in changing student behavior (discouraging off-task behavior). Examples:

- 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 teacher 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. Pate takes data as well to compare with Michael's.

Setting clear expectations and rules- A way of letting the student know what is clearly expected of them and what will happen when the student meets or does not meet the expectation. The expectation should be reasonable and something the student can achieve. Set the expectation by stating the expectation and letting the student know what he or she can earn and not earn for meeting or not meeting the expectation. This puts the responsibility of earning that privilege in their hands. When the student meets or does not meet the expectation, the teacher must follow through with the pre-determined consequences. Emphasize that they are making the decision by how they act. It is not you choosing for them on what will happen. Examples of methods: Capturing Kids Hearts, Teaching with Heart, Universal Expectations, School Rules, Class Rules, and Classroom Contracts.

Social skills- These include skills such as social problem solving, cooperative play and work, turn-taking, and conversational skills. Increasing the appropriate use of these skills will help facilitate positive and appropriate interactions with peers and adults.

Social stories/Comic book conversations- A social story or comic book conversation is written specifically for the student and the situation (i.e. Joe waits for his turn) and must be visually provided for the student. This teaching method involves prompting understanding of the social context of various social situations. The social story is a tool to help lessen the stress of social situations.

Specific, or modified, instructions- Prior to the assignment, the teacher gives the student more specific or modified instructions in order to assist in overall comprehension of information. The teacher may provide additional or individual verbal instructions, written instructions, pictorial instructions, visual guides, completed model of task, etc.

Specific verbal praise- When the student engages in a positive behavior that the teacher has selected to increase, the teacher praises the student for that behavior. Along with positive comments (e.g., ―Great job!"), the praise statement should give specifics about the behavior the child demonstrated that is being singled out for praise (e.g., "You really kept your attention focused on me during that last question, even when kids around you were talking!"). The praise should be a simple and concise statement given immediately after the behavior. Specific verbal

praise should always be paired with other types of reinforcement in order to communicate to the student why they are receiving the other type of reinforcement. Example:

- 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

Token Economy- A token economy is a system in which a token is administered to students when appropriate behaviors are displayed and the tokens can be exchanged later for reinforcer. Ideas of tokens can include:

- Plastic or metal chips
- Marks on a blackboard
- Points marked on a paper point card
- Stars
- Holes punched in a card
- Stickers
- Paper clips
- Beans in a jar
- Happy faces
- Play money

Tolerance skills- Students who frequently become angry at peers or who may be set off by certain triggers may be taught to tolerate or accept certain situations by using coping skills to keep them from reacting inappropriately.

Transitions supports- Transitioning from one environment to another or one activity to another can be a difficult process for many students. If supportive tools are built into the transition process, appropriate behaviors may increase during this time. Examples: Hallway peer buddy, close adult proximity, and pictorial signs with transition expectations posted in the hallway.

Use of manipulatives- Classroom or academic manipulatives to teach a skill. Examples: Behavior charts, math blocks, positive word charts, and message boards.

Use of positive referrals- This intervention is the use of a form that recognizes a student for displaying the appropriate target behavior(s) by filling it out and making a specific comment about the behavior, when it happened, and possibly reporting it to someone the student sees as a powerful adult within the school setting.

Verbal prompting-This involves prompting a student with a verbal remark that states the expected behavior. Example: A student comes into the room and sits backwards in their chair to talk to another student. The teacher verbally prompts the student by saying, ―Joe, face forward.

Verbal rehearsal- Establish a system which the student verbally, or in a written form, repeats rules or expectations. Example: Teacher and student have an agreement specifying that before each class change and student verbally reviews the rules and expectations.

Verbal reminders- The instructor review rules and expectations prior to an assignment or problem times.

Visual schedule- An organized schedule that could be pictorial or written. A schedule can help a student progress through the day but it can also break down specific tasks throughout the daily progression.

Visual strategies- The instructor places visual prompts on the student‗s desk, in the student‗s planner, on a nearby wall, or any other area that will prompt the student to engage in the appropriate behavior

REFERENCES

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 MTSS 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.

Multi-Tiered Systems of Support– Multi-Tiered Systems of Support (MTSS) 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.

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 MTSS.

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.

STAR- Acronym for Support, Teach, Accelerate and Reach. A team which includes all parties necessary for a multi-disciplinary team which could include: an administrator, counselor, special education representative, ACE, teacher, grade level team, and other staff as needed. The STAR Team 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. STAR Team uses a data-driven process to plan individualized supports and interventions and the method of assessing their effectiveness. It is also a collaborative platform for staff to brainstorm effective strategies to address specific student needs.

Strategy – A loosely defined collective term that is often used interchangeably with the word —intervention; however strategies are generally considered effective instructional/behavioral practices rather than a set of prescribed instructional procedures, systematically implemented.

Student 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
2020-2021

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Special Education Procedural Guide

INTRODUCTION

Pacific Springs Charter Schools (PSCS) 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. 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).

PSCS is a member of the El Dorado Charter School Special Education Local Plan Area (SELPA). All policies and procedures are in alignment with the SELPA.

PSCS 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

PSCS provide for the identification and assessment of the exceptional needs of an individual, and the planning of an instructional program to meet the assessed needs. Identification procedures include systematic methods of utilizing referrals of pupils from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures are coordinated with school site procedures for referral of pupils with needs that cannot be met with modification of the regular instructional program. *(EC 56302)*

Parents and staff work closely to address academic or behavioral performance and concerns of individual students. Parents will be contacted whenever there is a concern about their child's academic or behavioral performance. Parents may also contact their child's teacher or school site administrator with concerns about their child's academic or behavioral performance. Concerns may be addressed in an RtI meeting. This meeting may be initiated by school staff or parents/guardians/student. During the RtI meeting, the Team can document concerns and which strategies are being implemented or will be implemented to attempt to address the student's concerns related to their learning.

For more information regarding Child Find procedures refer to the El Dorado Charter School SELPA parent handbook:
http://charterselpa.org/wp-content/uploads/2017/08/CAC_Charter_Parent_Handbook-English_2016-2017.pdf

If a parent makes an oral request for a special education assessment for their child, it is the responsibility of PSCS 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 PSCS must respond within 15 days. Director of Special Education or Designee will notify RtI team of the parent request. PSCS will hold an RtI meeting within 10-15 days to address the parent's concerns. 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.

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 more information regarding Child Find procedures refer to the El Dorado Charter School SELPA parent handbook:
http://charterselpa.org/wp-content/uploads/2017/08/CAC_Charter_Parent_Handbook-English_2016-2017.pdf

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 more information regarding Child Find procedures refer to the El Dorado Charter School SELPA parent handbook:
http://charterselpa.org/wp-content/uploads/2017/08/CAC_Charter_Parent_Handbook-English_2016-2017.pdf

PROCEDURAL SAFEGUARDS

Parents of children with disabilities enrolled in PSCS have specific education rights under the Individuals with Disabilities Act (IDEA). These rights are called Procedural Safeguards. Individuals serving as surrogate parents and adult students aged eighteen and over who receive special education services are also entitled to these Procedural Safeguards. A copy of the Notice of Procedural Safeguards and Parents' Rights must be offered to the parent a minimum of one time yearly. A copy must also be provided to parents:
- Upon initial referral or parental request for evaluation
- When sending out an Assessment Plan and/or Prior Written Notice
- In accordance with disciplinary procedures
- Upon parental request

A copy of the Procedural Safeguards can be found at
http://charterselpa.org/wp-content/uploads/2017/08/Charter_SELPA_Procedural_Safeguards_English_revised_January_2009_August2013contacts__Updated_8-9-13.pdf

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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.
  - o May occur more often if needed, but no more than once per year, unless the IEP team agrees
  - o Parent and LEA may agree in writing that triennial assessments are not necessary and may also agree to limit the scope of the review
  - o 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
  - o Exception for school breaks in excess of 5 school days
  - o If a verbal request is made by the parent, PSCS must assist the parent in making the request in writing EC 56043 (I) EC 56343.5
- ***Initial Assessment and IEP Development***
  - o Attach Procedural Safeguards and Prior Written Notice (PWN) within15 calendar days from date of referral
  - o Exception of school breaks in excess of 5 school days
  - o 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.
  - o ITP's must be reviewed annually EC 56043 (g) (l) (h) EC 56341.5 (e) EC 56345 (a) (8)
  - o 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 PSCS should respond without unnecessary delay 34 CFR 300.502 (b). All requests for IEEs are to be referred to the Director of Special Education.
- ***Student Records Request:*** Provide parent(s) with copies of student records after an oral or written request within 5 business days *EC 56043 (n) EC 56504*

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o   Provide new LEA/District with special education records within 5 business days after request for records from new LEA/District is received

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. PSCS shall initiate and conduct meetings for the purpose of developing, reviewing, and revising the IEP of each individual with exceptional needs. (EC 56340). PSCS, 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 PSCS 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. PSCS 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. PSCS will arrange for an interpreter to provide the necessary assistance.
    - Member Excusal: IDEA 2004 allows for the excusal of some IEP team members. Excusal includes members unable to attend the meeting at all, or members that may need to arrive late or leave early.
        - Not Necessary: A member of an IEP team may not be required to attend an IEP meeting in whole or in part, if the parent of a child with a disability and PSCS agree that the attendance of such member is not necessary because the

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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 PSCS 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.
- PSCS 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.

IEP CONTENT

The IEP is a written statement determined in a meeting of the IEP team and shall include, but not be limited to, all of the following: (EC 56345)

- The present levels of the pupil's educational performance
- The measurable annual goals, including benchmarks or short-term instructional objectives
- The specific special educational instruction and related services and supplementary aides and services to be provided to the pupil, or on behalf of the pupil, and a statement of the program modifications or supports for school personnel that will be provided for the pupil in order to advance appropriately toward attaining the annual goals, to be involved and progress in general curriculum and to participate in extracurricular and other nonacademic activities
- The extent to which the pupil will be able to participate in regular educational programs
- The individual modifications in the administration of state or district wide assessments of pupil achievement that are needed in order for the pupil to participate in the assessment
- The projected date for initiation and the anticipated duration of the programs and services included in the IEP
- Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved
- A statement of how the pupil's parents or guardian will be regularly informed, at least as often as parents and guardian of non-disabled students, on their progress toward annual goals
- When appropriate the IEP shall also include:
  - Prevocational career education for pupils in kindergarten and grades 1 to 6, inclusive, or pupils of comparable chronological age. 07/ 14R 2/ 15 3
  - Vocational education, career education or work experience education, or any combination thereof, in preparation for remunerative employment, including independent living skill training for pupils in grades 7 to 12, inclusive, or comparable chronological age
  - For pupils in grades 7 to 12, inclusive, any alternative means and modes necessary for the pupil to complete the district's prescribed course of study and to meet or exceed proficiency standards for graduation

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- 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. PSCS must conduct their own evaluations to examine student needs in the school setting and how those needs impact the student's education. An outside report may trigger the need for further assessment, but does not immediately change or determine eligibility in school setting (medical diagnosis versus educational eligibility).   Conversely, a medical diagnosis is not required for determination of eligibility in the school setting.

ELIGIBILITY CRITERIA

A child shall qualify as an individual with exceptional needs if the results of the assessment demonstrate that the degree of the child's impairment requires special education in one or more of the program options authorized by EC § 56361. The decision as to whether or not the assessment results demonstrate that the degree of the child's impairment requires special education shall be made by the IEP team. The IEP team shall take into account all the relevant material that is available on the child. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the child's eligibility for special education (CCR Title 5 § 3030(a)). The disability terms used in defining an individual with exceptional needs under Title 5 §3030(b) include: (1) Autism, (2) Deaf-Blindness, (3) Deafness, (4) Emotional Disturbance, (5) Hearing Impairment, (6) Intellectual Disability, (7) Multiple Disabilities, (8) Orthopedic Impairment, (9) Other Health Impairment, (10) Specific Learning Disability, (11) Language or Speech Disorder, (12) Traumatic Brain Injury, and (13) Visual Impairment.

For detailed information on Assessment Practices, Guidelines, and Eligibility please refer to:
http://charterselpa.org/program-support/procedural-guide/#2

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INTERIM PLACEMENT

Whenever a pupil with an IEP transfers into PSCS the pupil will be provided a free appropriate public education, comparable to those described in the previously approved IEP, in consultation with the for a period not to exceed 30 days. PSCS, 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). PSCS 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, PSCS 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, PSCS will convene an IEP meeting to consider possible solutions to meet student needs

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 PSCS. 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.
- Maintain a daily schedule of filing documents in student files including, but not limited to: Progress Reports, SST/RtI documents, and all IEP documents
- Maintain a weekly schedule of utilizing SEIS and OASIS to monitor student data providing ongoing preparation for CASEMIS and CALPADS submissions in accordance with SELPA policies and to ensure compliance of all IEP timelines for all Annuals, Triennials, Initials, and Interims
- Develop a 60 day calendar based on PSCS 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) PSCS 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.

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Springs Career Technical Education: Preparing Students for College & Career Success!

CTE Industry Sectors

Information Support & Services

Marketing, Sales & Services

Transportation

Health Science & Medical Technology

Hospitality, Tourism & Recreation

Arts, Media & Entertainment
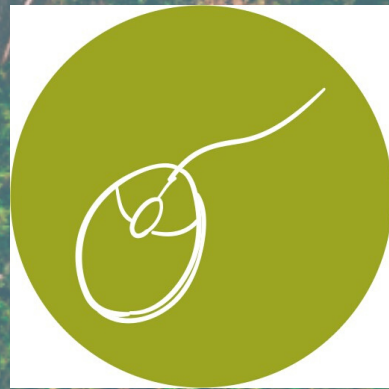
Public Services

Education, Child Development & Family Services

Springs CTE Academic Honor Cord

Students who complete a CTE pathway with a g.p.a. of 3.0 or higher, and complete at least 40 hours in an internship related to the pathway will receive an Honor Cord for graduation.

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CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION

FILED
Secretary of State
State of California

FEB 2 8 2017

1CC

The undersigned certifies that:

1. They are the President and the Secretary of Harbor Springs Charter School, a California nonprofit public benefit corporation.

2. Article Two of the Articles of Incorporation of this corporation is amended to read as follows:

    This Corporation is a Nonprofit Public Benefit Corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public purposes.

    The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools, including, but not limited to, Harbor Springs Charter School, Vista Springs Charter School, Otay Springs Charter School, Bay Springs Charter School and Pacific Springs Charter School.

    Springs Charter Schools, Inc. a California nonprofit public benefit corporation, is the sole statutory member of this corporation. There are no other members.

3. The foregoing amendment of the Articles of Incorporation have been duly approved by the board of directors.

4. The foregoing amendment has been duly approved by the required vote of the sole member.

    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: 2-16-17

Kathleen Hermsmeyer, President

DATE: 2-16-17

Pam Rivas, Secretary

BYLAWS

OF

HARBOR SPRINGS CHARTER SCHOOL
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

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

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1.   PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located in the City of Temecula, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws by amending this Section to state the new location.

Section 2.   OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1.   GENERAL AND SPECIFIC PURPOSES. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools, including, but not limited to, Harbor Springs Charter School, Vista Springs Charter School and Otay Springs Charter School. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1.   CONSTRUCTION AND DEFINITIONS.   Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1.   DEDICATION OF ASSETS.   This Corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI
MEMBERSHIP

Section 1.   SOLE STATUTORY MEMBER. Unless and until these bylaws are amended to provide otherwise, Springs Charter Schools, Inc., a California nonprofit public benefit corporation, shall be the sole statutory member of this Corporation (the "Statutory Member") as the term "member" is defined in Section 5056 of the California Nonprofit Corporation Law. The membership of the Statutory Member in the corporation is not transferable.

Section 2.   ASSOCIATES. Nothing in this Article VI shall be construed as limiting the right of the Corporation to refer to persons associated with it as "members" even though such persons are not members of the Corporation, and no such reference shall make anyone a member within the meaning of Section 5056 of the California Nonprofit Corporation Law, including honorary or donor members. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The Corporation may confer by amendment of its Articles of Incorporation or these Bylaws some or all of the rights of a member, as set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of Directors, on a disposition of substantially all of the corporation's assets, on the merger or dissolution of it, or on changes to its Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of Section 5056. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

Section 3.   RIGHTS OF STATUTORY MEMBER. The Statutory Member (as defined

in Section 5056 of the California Nonprofit Public Benefit Corporation Law) shall have the right, as set forth in these Bylaws, to elect or appoint members of the Board of Directors, to remove members of the Board of Directors, to vote on the disposition of all or substantially all of the Corporation's assets, to vote on any merger and its principal terms and any amendment of those terms, and to vote on any election to dissolve the Corporation, and as otherwise required under the California Nonprofit Public Benefit Corporation Law and/or set forth in these Bylaws.

ARTICLE VII
BOARD OF DIRECTORS

Section 1.   GENERAL POWERS.   Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2.   SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

a.   Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

b.   Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d.   Adopt and use a corporate seal.

Section 3.   DESIGNATED DIRECTORS AND TERMS. The number of Directors shall be no less than three (3) and no more than seven (7), unless changed by amendments to these bylaws. Board members shall be members of one of the following two groups: parents or community members. Board members must reside in San Diego County or in a contiguous county where HSCS students are served. All Directors shall be nominated by the Board, with nominations submitted to the Statutory Member, and appointed only with the written approval of the Statutory Member.   In accordance with California Education Code Section 47604(b), the granting authority has a right to appoint a representative to the Board. If the granting authority appoints a representative, the Board shall have the right to appoint an additional Board Director to maintain an odd number of Directors.

Each director shall hold office unless otherwise removed from office in accordance with

these bylaws for three (3) years and until a successor director has been designated and qualified. Directors may serve no more than two (2) consecutive terms. Each Director must be reappointed to the Board by the last meeting of the fiscal year when their first term ends.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No 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.

Section 5. DIRECTORS' TERM. Director shall hold office for three (3) years and until a successor Director has been designated and qualified.

Section 6. RESTRICTION ON BOARD AUTHORITY. The Board shall not, without the prior written approval of the Statutory Member, authorize or direct any officer of the corporation to perform or commit any of the following acts:

a. Approve the sale, lease, conveyance, exchange, transfer, or other disposition of all or substantially all of the assets of the corporation;

b. Approve the principal terms of a merger of the corporation with another organization;

c. Approve the filing of a petition for the involuntary dissolution of the corporation if statutory grounds for such dissolution exist;

d. Approve the voluntary dissolution of the corporation or the revocation of such an election to dissolve it;

e. Approve, repeal or amend the Bylaws; or

f. Appoint or remove any member of the Board of Directors.

g. Seek a material amendment to the charters of the schools operated by the Corporation pursuant to Education Code section 47607. The Board may not make any material amendments to the charters of the schools operated by the Corporation at any time, including, but not limited to, before submission of the charters to the granting authorities or upon renewal, without the prior written approval of the Statutory Member.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board shall occur in the event of (a) the death, resignation, or removal of any Director; (b) the declaration by resolution of the Board of a vacancy in the office of a Director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit

Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of Directors; or (d) the failure of the Statutory Member to appoint the number of Directors required.

Section 8.   RESIGNATION OF DIRECTORS. Except as provided below, any Director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board as a whole. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective.

Section 9.   DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no Director may resign if the corporation would be left without a duly elected Director or Directors.

Section 10.   REMOVAL OF DIRECTORS. A Director may only be removed by action of the Statutory Member. The Statutory Member may remove a Director with or without cause.

Section 11.   VACANCIES FILLED BY STATUTORY MEMBER. Vacancies on the Board of Directors shall be filled by approval of the Statutory Member.

Section 12.   NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of Directors shall not result in any Directors being removed before his or her term of office expires.

Section 13.   PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings may be held at the principal office of the Corporation. Additionally, the Board of Directors may designate that a meeting be held at any place within San Diego County or adjacent counties that has been designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act ("Brown Act"), California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 14.   MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. Prior written notice of all meetings shall be provided to the Statutory Member.

The Board shall meet annually for the purpose of organization and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board or in the notice of the meeting in accordance with the Brown Act.

Section 15.   REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least seventy-two (72) hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16.   SPECIAL MEETINGS. Special meetings of the Board for any purpose may be called at any time by the Chairman of the Board, if there is such an officer, or a majority of the

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Board of Directors. If a Chairman of the Board has not been elected then the President of the Corporation is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17.   NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board may be held only after at least twenty-four (24) hours' notice is given to the public through the posting of an agenda. Directors and the Statutory Member shall be notified of special meetings in the following manner:

a.   Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice.

b.   Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means (including email) to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c.   The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18.   QUORUM. A majority of the Directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be less than a majority of the Directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 19.   TELECONFERENCE MEETINGS. Members of the Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a.   At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within San Diego County and adjacent counties;

b.   All votes taken during a teleconference meeting shall be by roll call;

c.   If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d.   All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda[1];

e.   Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f.   Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[2]

Section 20.   ADJOURNMENT. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. 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 the Brown Act.

Section 21.   COMPENSATION AND REIMBURSEMENT.   Directors may not receive compensation for their services as Directors or officers and may only receive such reimbursement of expenses as the Board may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 22.   CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the Directors then in office, may create one or more committees, each consisting of two or more Directors and no one who is not a Director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of Directors. The Board may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board resolution, except that no committee may:

a.   Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the Statutory Member or Board of Directors;

b.   Fill vacancies on the Board or any committee of the Board;

c.   Fix compensation of the Directors for serving on the Board or on any committee;

d.   Amend or repeal bylaws or adopt new bylaws;

e.   Amend or repeal any resolution of the Board that by its express terms is not so

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[1] This means that members of the Board who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[2] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

amendable or subject to repeal;

f.   Create any other committees of the Board 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.

The Board may also create one or more advisory committees composed of Directors and non- Directors. It is the intent of the Board to encourage participation and involvement of faculty, staff, parents, students, and administrators through attending and participating in committee meetings. The Board may establish, by resolution adopted by a majority of the Directors then in office, advisory committees to serve at the pleasure of the Board.

Section 23.   MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24.   NON-LIABILITY OF DIRECTORS.   No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 25.   COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Corporation and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII
OFFICERS OF THE CORPORATION AND THE BOARD

Section 1.   OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Treasurer. The corporation, at the Board's direction, may also have one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The Board may also appoint a Chairman of the Board and a Vice-Chair. The corporate officers in addition to the corporate duties set forth in this Article VIII may also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2.   DUPLICATION OF OFFICE HOLDERS. Any number of offices may be

held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3.   ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4.   APPOINTMENT OF OTHER OFFICERS.   The Board may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform duties specified in the bylaws or established by the Board.

Section 5.   REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 6.   RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7.   VACANCIES IN OFFICE.   A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8.   CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time. If there is no President, the Chairman of the Board shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board is elected, there shall also be a Vice-Chair. In the absence of the Chairman, the Vice-Chair shall preside at Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

Section 9.   PRESIDENT. The President, also known as the Executive Director, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

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

Section 11.   SECRETARY.   The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the Directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12.   TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to the Directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

ARTICLE IX
CONTRACTS WITH DIRECTORS

Section 1.   CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

The Corporation shall not enter into a contract or transaction in which a non-Director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1.   LOANS TO DIRECTORS AND OFFICERS. This Corporation shall not lend any money or property to or guarantee the obligation of any Director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a Director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII
INDEMNIFICATION

Section 1.   INDEMNIFICATION.   To the fullest extent permitted by law, this corporation shall indemnify its Directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any   "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1.   INSURANCE. This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its Directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any Director, officer, employee, or agent in such capacity or arising from the Director's, officer's, employee's, or agent's status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1.   MAINTENANCE OF CORPORATE RECORDS. This Corporation shall keep:

a.   Adequate and correct books and records of account;
b.   Written minutes of the proceedings of the Board and committees of the Board,

which shall also be promptly provided to the Statutory Member; and

c.   Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1.   RIGHT TO INSPECT. The Statutory Member and every Director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the Statutory Member or Director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2.   ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, the Statutory Member and any Director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the Statutory Member interest as a Statutory Member or Director's interest as a Director. Any such inspection and copying may be made in person or by the Statutory Member or Director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3.   MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Directors at all reasonable times during office hours.

ARTICLE XVI
REQUIRED REPORTS

Section 1.   ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Statutory Member and itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a.   The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

b.   The principal changes in assets and liabilities, including trust funds;

c.   The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d.   The corporation's expenses or disbursement for both general and restricted purposes;

e.   Any information required under these bylaws; and

f.   An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2.   ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation shall comply with the provisions of California Corporations Code section 6322.

ARTICLE XVII
BYLAWS

Section 1.   BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws, except that the following bylaws provisions may not be amended or repealed without the prior approval of the Statutory Member: Article VI; Article VII, Sections 3,6,7,10, 11, 14, and 17; and Articles XIV-XVII.

Further, no amendment shall make any provisions of these Bylaws inconsistent with the charters of the charter schools operated by the Corporation, the Corporation's Articles of Incorporation, or any applicable laws.

Section 2.   BYLAWS EFFECTIVE. These Bylaws shall not be effective until approved by the Statutory Member.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

Subject:	**Conflict of Interest Code**
Effective Date:	
Revised Date:	
Approved By:	**Board of Directors (Harbor Springs Charter School)**
Policy:	**7003.1**

I.   ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Harbor Springs Charter School hereby adopts this Conflict of Interest Code which shall apply to all governing board members, candidates for members of the governing board, and all other designated employees of Harbor Springs Charter School, as specifically required by California Government Code Section 87300. This Code also conforms with the requirements of Government Code Section 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 are incorporated by reference to this Code.

III.   DESIGNATED EMPLOYEES

Persons at the Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees."   The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV.   STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participate in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

<u>Statements Filed With the Charter School</u>.   All Statements shall be supplied by the Charter School.   All Statements shall be filed with the Charter School. The Charter School's filing

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officer shall make and retain a copy and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Superintendent, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

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 the Corporation's directors are directors and have a material financial   interest).

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EXHIBIT A

Designated Positions

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

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

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

    A. Controller

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

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

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EXHIBIT B

Disclosure Categories

Category 1 Reporting:

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

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

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

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

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

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

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

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

Category 2 Reporting:

A. <u>Investments</u> in or <u>income</u> 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.

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Category 3 Reporting:

A. <u>Investments</u> in or <u>income</u> 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.

Revised 04/19/17

Subject: Student Suspension & Expulsion
Effective Date: June 7, 2018
Approved By: Board of Directors
Policy: 5015.1

Governing Law: The procedures by which pupils can be suspended or expelled—California Education Code Section 47605 (b) (5) (J)

This Student Suspension and Expulsion Policy (hereafter "Policy") has been established in order to promote learning and protect the safety and well-being of all students at the charter school. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the school's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments conform to legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion. It is the intent of the school to administer even-handed discipline and use alternative means of discipline that are "age appropriate and designed to address and correct the pupil's specific misbehavior" in lieu of suspension and expulsion (AB 1729). Alternative means of discipline include but are not limited to, conferences between school personnel, parents, and the pupil, study teams, and participation in a restorative justice program, among others (AB 1729).

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

School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request from the Administration Office.

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

A student identified as an individual with disabilities or for whom school staff has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The school will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students
A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:
    a) While on school grounds
    b) While going to or coming from school
    c) During the lunch period, whether on or off the school campus
    d) During, going to, or coming from a school-sponsored activity

B. Enumerated Offenses
1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
    a) Caused, attempted to cause, or threatened to cause physical injury to another person.
    b) Willfully used force of violence upon the person of another, except self-defense.
    c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any

person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

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

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

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

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

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

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in

sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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

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

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

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

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

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

2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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

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

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

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

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

      iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

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

2. <u>Non-Discretionary Suspension Offenses</u>: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

3. <u>Discretionary Expellable Offenses</u>: Students may be expelled for any of the following acts when it is determined the pupil:

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

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

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

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

e) Committed or attempted to commit robbery or extortion.

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

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

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

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

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

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property

damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act
   1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
      i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
      ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
      iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
      iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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

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

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

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

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

  iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

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

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

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the

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

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

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

C. Suspension Procedure
Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School

officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Superintendent or Superintendent's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Superintendent or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session

(complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person or panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person or panel conducting the expulsion hearing may also limit time for taking the

testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person or panel conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel
 The Superintendent or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records
The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. Right to Appeal

The student or the parent/guardian is entitled to file an appeal of the decision of the Governing Board for an expulsion or a suspended expulsion to the County Board of Education (RCOE). The appeal must be filed within 30 calendar days following the decision of the Governing Board to expel the student.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Superintendent or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

　　1.　Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

　　2.　Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general

education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

    a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

    b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

    a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

    b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

    c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

  a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
  b. The parent has requested an evaluation of the child.
  c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

MEMORANDUM OF UNDERSTANDING
BETWEEN
PACIFIC SPRINGS CHARTER SCHOOL
AND
SPRINGS CHARTER SCHOOLS, INC.

This agreement (or "Memorandum of Understanding" or "MOU") is executed by and between Pacific Springs Charter School ("PSCS") and Springs Charter Schools, Inc. ("SCS"), a non-profit public benefit corporation.

RECITALS:

    A. SCS commenced operation on July 1, 2013.
    B. Written modification of this MOU may be made by mutual agreement as set forth below.

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth, PSCS and SCS do hereby agree as follows:

AGREEMENTS:

I.   **TERM AND RENEWAL**

    A. This MOU shall commence on the date upon which it is fully executed by both parties and shall run concurrently with the PSCS charter.
    B. Any modification of this MOU must be in writing and executed by the Board Chair of each party specifically indicating the intent of the parties to modify this MOU and ratified by each Governing Board.
    C. This MOU will continue in effect until mutually modified in writing except that the MOU shall terminate upon the expiration, rescission, or revocation of the Charter.
    D. To the extent that this MOU is inconsistent with any of the terms of PSCS's Charter, the Charter document shall supersede the terms of this MOU, and both parties shall meet to amend the MOU to achieve consistency.

II.   **LEGAL RELATIONSHIP**

    A. The parties recognize that each is a separate legal entity. Neither party shall be responsible for the debts or obligations of the other.

III. **SPRINGS CHARTER SCHOOLS CONTRIBUTION**

    A. As a non-profit public benefit corporation, SCS was formed to promote the definition of student achievement and to support and promote professional development for public school staff. SCS will be able to provide lower cost materials and labor costs through bulk purchasing and coordination of staff time.

B. Services and materials provided: SCS will be overseeing and funding all staff development, staff appreciation, and Board appreciation/combined meetings for Pacific Springs Charter School. A specific list of the services and materials provided are outlined in Appendix A.

IV. FUNDING

A. PSCS agrees to pay SCS $82 per ADA based on the projected P2 ADA as calculated on the board-approved July 1 budget. SCS will invoice PSCS on or after July 1st for payment. Once PSCS's P2 is certified, SCS will reconcile the account and either charge PSCS or refund the difference to PSCS. Subsequently, the total costs for any additional services SCS provides to PSCS and other affiliated charter schools will be prorated on a per P-2 ADA basis and billed on or before April 1st of each year. PSCS will pay SCS on net 30 terms.

V. SEVERABILITY

A. The terms of this MOU are severable. The parties agree to meet to discuss and resolve any issues or differences relating to provisions in a timely, good faith fashion. In the event of any dispute, claim, question, or disagreement arising from or relating to this agreement or the breach thereof, the parties hereto shall use their best efforts to settle the dispute, claim, question, or disagreement. To this effect, they shall consult and negotiate with each other in good faith and, recognizing their mutual interests, attempt to reach a just and equitable solution satisfactory to both parties. If they do not reach such solution within a period of 60 days, then, upon notice by either party to the other, all disputes, claims, questions, or differences shall be finally settled by arbitration administered by the American Arbitration Association in accordance with the provisions of its Commercial Arbitration Rules.

VI. NOTIFICATION

A. All notices, requests, and other communications under this MOU shall be in writing and mailed to the proper addresses as follows:

For PSCS:
Office of the Executive Director
27740 Jefferson Avenue
Temecula, CA 92590

For SCS:
Board Chairman
27740 Jefferson Avenue
Temecula, CA 92590

VII. ENTIRE AGREEMENT

A. This MOU contains the entire agreement of the parties with respect to the matters covered hereby, and supersedes any oral or written understandings or agreements between the parties with respect to the subject matter of this agreement. No person or party is authorized to make any representations or warranties except as set forth herein, and no agreement, statement, representation, or promise by any party hereto which is not contained herein shall be valid or binding. The undersigned acknowledges that she/he has not relied upon any warranties, representations, statements, or promises by any of the parties herein or any of their agents or consultants except as may be expressly set forth in this MOU. The parties further recognize that this MOU shall only be modified in writing by the mutual agreement of the parties.

B. This MOU shall be governed by and construed in accordance with California law.

Dated: 12/12/2019   _Cheyl Lu Cont_

Board Chairman
Pacific Springs Charter School

Dated: 12/12/19

Board Chairman
Springs Charter Schools, Inc.

Approved and ratified this 12 day of December 2019 by the Board of Directors of Pacific Springs Charter School by the following vote:

AYES: 6
NOES: 0
ABSTAINS: 0

Approved and ratified this 12 day of December 2019 by the Board of Directors of Springs Charter School, Inc. by the following vote:

AYES: 5
NOES: 0
ABSTAINS: 0

Appendix A

- Annual Staff Conference
- Annual Parent Conferences
- Professional Learning Communities/Data Day lunches (2/year)
- Leadership meeting lunches (2/year)
- Core Training for new staff (5 days)
- Supervisors training (1/year)
- Classified meetings (2/year)
- Employee Appreciation Picnic (1/year)
- Personalized Learning Retreat/Training
- Site Coordinator/Safety meetings (2/year)
- Superintendent's networking lunches
- Staff birthday gifts (Springs logoed item)
- 5, 10, and 15 Year Employee Recognition
- Annual Conference Awards
- Thank you notes
- Vendor Appreciation Gifts (1/year)
- Life Event Employee Gifts
- Bereavement Boxes
- Board Appreciation Dinner (1/year)
- Board Terming Gifts
- Board Retreat Gifts
- Board Development Meeting Food
- Board Speakers/Presenters
- Board Meeting Snacks
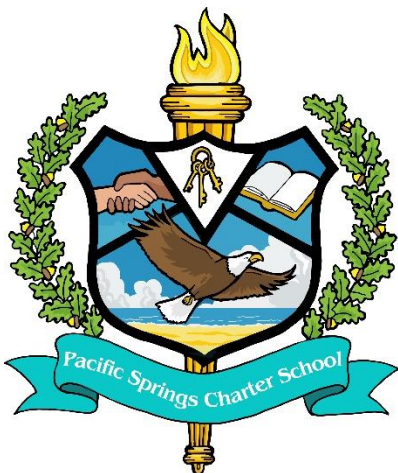
Subject: Graduation Requirements
Effective Date: June 6, 2019
Approved By: Board of Directors
Policy: 5018.1

Graduation Requirements

- English – 4 years (40 units)
- World History – 1 year (10 units)
- US History – 1 year (10 units)
- Economics – 1 semester (5 units)
- American Government – 1 semester (5 units)
- *Mathematics – 3 years (30 units)
- Physical/Earth Science – 1 year (10 units with lab)
- Biological/Life Science with Health – 1 year (10 units with lab)
- Physical Education – 2 years (20 units)
- Post-Secondary Connections (60 units) Completion of a combination of Career Technical Education (CTE) Pathway, University of California or California State University a-g subject admissions, and/or college courses with a C- or better in CTE or academic subjects.

* Math requirement includes at least one year of algebra content.
The Visual Performing Art and/or Foreign Language requirements must be met by a full-year course (10 units of the same course).

NOTE: Students will be expected to be continuously enrolled as full time students in the core courses required for graduation until they have met all the requirements listed.
All graduates will be expected to complete the following requirements with the exception of those who are exempt through AB 167/365/1806/2306 (Homeless and foster youth, adjudicated youth transitioning from juvenile court school, and students of active duty military).

Subject: Independent Study
Effective Date: June 7, 2018
Approved By: Board of Directors
Policy: 5006.1

The Charter School operations shall be governed by Education Code Section 51745 et seq.

K-12 charter school guidelines for independent study and the applicable provisions of the K-12 State Controller's Audit Guide will be utilized in the annual audit.

For pupils in all grade levels offered by the School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be _twenty (20) school days.

When any pupil fails to complete one assignment during any period of twenty (20) school days, the Superintendent or his or her designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of 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.

Procedure

1. A master agreement shall be kept on file for each independent study student for each year the student attends school that complies with Education Code Section 51747 including but not limited to the following:

    ● The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.

- The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.

- The specific resources, including materials and personnel, which will be made available to the pupil.

- A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.

- The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one year, or one- half year for a school on a year-round calendar.

- A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.

- The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

- Each written agreement shall 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. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.

2. The School will ensure that guidelines of Education Code Section 51745.6 and Title 5 California Code of Regulations Section 11704 are met regarding the ratio of ADA to FTE certificated employees.

3. The school 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.

4. It will be made clear to parents that enrollment in school is voluntary. The student will always be eligible to return to his/her local school district.

5. The appropriately credentialed teacher assigned to supervise independent study will complete attendance records, including contemporaneous records, pursuant to Education Code Section 51747.5 (a) and (b) and Title 5 of the California Code of Regulations Section 11704.

Master Plan
for
English Learners

Personalized Learning Department
Revised June 2020

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. In addition, the student's information will be reviewed in CALPADS to ensure accuracy of the HLS.

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). The results of these assessments enable school personnel to determine the English language proficiency level of the student. Based on assessment results, students will be classified as either Initially Fluent (IFEP) or English Learner (EL).

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

English Language Assessment

The state-approved instrument used for initial language assessment is the English Language Proficiency Assessment for California (ELPAC) . The assessment determines the student's English language proficiency level (1, 2, 3, or 4). The ELPAC test should be given only once for initial identification. Annual progress will be monitored using the Summative ELPAC test and will be scored based on 4 proficiency levels (Minimally Developed, Somewhat Developed, Moderately Developed, and Well Developed).

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

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 report to the SCS Assessment Department.

Students with an active Individualized education plan (IEP) or 504 plan will receive the accommodations listed in their current IEP or 504 plan. In addition, any students who qualify for a functional curriculum in their IEP will be given an alternate English language assessment.

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. Designated ELD is provided   for a minimum of 30 minutes per instructional day in grades K-5 and 60 minutes per day in grades 6-12 .   SCS students receive both designated and integrated instruction.

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, as well as 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! Standards 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 mathematics 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. 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 30 minutes per instructional day in grades K-5 and 60 minutes per instructional day in grades 6-12. 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. A high school shadow class for EL students is provided for Math 1. This class includes 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. This class provides 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, as well as 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
- 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, design 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 in 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 support them with appropriate MTSS interventions.

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 ensure 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 has 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 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. Students whose IEP team determines they will take the CAA will also take the Alternate ELPAC assessment.

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

Resource	Description
Brain Pop ESL	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 which 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 ELL	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, provides the texts to build vocabulary and comprehension, and taps into student interest to build confidence and motivation.
Wonders for English Learners	*Wonders for English Learners* offers instruction specifically designed to create learning experiences that increase student engagement, build language skills, and inspire confidence. Lessons emphasize the building of speaking, listening, reading, and writing skills to improve both academic and social language and accelerate progress in the core classroom.
Carousel of Ideas	*Carousel* integrates sentence frames to discuss fiction and non-fiction text while developing oral language with Common Core grammar skills and vocabulary development.

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, as well as local universities, and 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
- Tier II and Tier III MTSS

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, 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 (ELPAC), and 3) core content achievement as measured by district Common Core benchmark ass essments and/or CAASPP.

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

For the **2020-21** 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. ELPAC	-Level 4 overall -No domain score less than 3 *Listening and Speaking only for K-2
2. CAASPP- English Language Arts Or i-Ready Reading *If neither are available, report card grades will be used	-Mid Level 2 (Nearly Met) for CAASPP -i-Ready Reading On Level -3 or higher for grades below 7 -C or higher for grades 7-12
3. Teacher Input and Observation	--SOLOM 20+ points

4. Parent Input	-Parents must agree in writing to Reclassification

If the State Board of Education issues <u>new guidance</u> for reclassification at any point, Springs will update its practices accordingly.

Reclassification of students with an active IEP
Based on guidance from SELPA (Special Education Local Plan Area), an EL student with an active IEP can be reclassified, even if they have not met the minimum 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 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 may be reclassified.

Reclassification process
1) The Assessment Department will screen all 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 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), and 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 onLPAC scores, teacher input, or parent input alone.
   - The Director of Assessment and theELPAC 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: If the State Board of Education issues new guidance for reclassification at any point, Springs will update its practices 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 benchmarks, CAASPP 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 (see EL 3b). This monitoring of RFEP 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 conducts 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:

- ELPI Level 1 - students who are recent English learners or immigrants, and will benefit most from strategies specifically directed at transitioning them to English
- ELPI Level 2L – students who are beginning to initiate conversations in English about their own needs/wants and everyday topics, with high scaffolding for academic topics
- ELPI Level 2H –students who use detail in conversations about their needs, opinions, and desires, and have a growing academic vocabulary, and write with scaffolding
- ELPI Level 3L – students who converse about personal opinions and all academic subjects using academic vocabulary, and write with limited scaffolding
- ELPI Level 3H - students who converse in all personal and academic areas and use language subtleties to tailor writing and speaking appropriately for the given audience
- ELPA Level 5 - students who converse and write in all areas, correcting their own errors in all contexts.

This list is shared with instructors and administrators, with the goal of allowing more targeted and effective instruction 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.

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
Language Arts Multiple Measures	All students, grades K-12	School Accountability
Mathematics Multiple Measures	All students, Grades K-12	School Accountability
English Language Proficiency Test for California (ELPAC)	All English learners Grades TK-12	Articulation School Accountability 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 Compliance Monitoring Tool (CMT) item.

SCS annually determines the number and percentage of English Learners reclassified to fluent English proficient (RFEP) when completing the annual language census via CALPADS.

District English Learner Advisory Committee (DELAC)

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 of a district master plan for education programs and services for English learners.
- Conducting of a district wide needs assessment
- Establishment of district program, goals, and objectives for programs and services for English learners.
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Review and comment on the school district reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- Review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).*

Funding

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

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

Acknowledgements

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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 and evidence, 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 learned phrases, indirect reported speech (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.

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).

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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.

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 precise academic verbs (e.g., indicates 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., stingy, 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.

Interpretive

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. The girl 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.

Connecting and Condensing Ideas

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 select set 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.

Structuring 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 adjectives to noun phrases or 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.

Expanding and Enriching Ideas

Springs CHARTER SCHOOLS

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**MEMORANDUM OF UNDERSTANDING REGARDING CHARTER SCHOOL
OVERSIGHT AND OPERATIONS
by and between
SAN DIEGO COUNTY SUPERINTENDENT of SCHOOLS
ON BEHALF OF THE SAN DIEGO COUNTY BOARD OF EDUCATION,
AND PACIFIC SPRINGS CHARTER SCHOOL**

This Memorandum of Understanding ("Agreement" or "MOU") is executed between the San Diego Superintendent of School's ("SDCSS") on behalf of the San Diego County Board of Education ("SDCBOE"), and Harbor Springs Charter School, Inc. ("HSCS, Inc."), a non-profit public benefit corporation operating a charter school, Pacific Springs Charter School ("PSCS" or "Charter School"), under the SDCBOE's oversight.

I. RECITALS

A.   The San Diego County Board of Education is a county educational agency existing under the laws of the State of California. It is the governing board for the San Diego County Office of Education. SDCBOE and SDCSS are referred to interchangeably herein unless otherwise specified.

B.   Harbor Springs Charter School, Inc. is a California non-profit public benefit corporation that operates PSCS, a public charter school existing under the laws of the State of California and under the chartering authority oversight of the SDCBOE. The term "Charter School" as used in this Agreement shall refer to PSCS. HSCS, Inc., the non-profit public benefit corporation, shall be responsible for, and have all rights and benefits attributable to, PSCS as further outlined herein. Wherever this Agreement obligates PSCS to a particular course of action or prohibits or limits PSCS from a particular course of action, HSCS, Inc. shall also be required to fulfill such obligation and be subject to such prohibition or limitation.

C.   The SDCBOE is the authorizing agency of PSCS, and exercises oversight through the SDCSS. This Agreement is intended to outline the agreement of PSCS and the SDCBOE governing their respective fiscal and administrative responsibilities, their legal relationships and operation of PSCS.

D.   Written modifications of this Agreement may be made by mutual agreement, as set forth in section II.A below. This Agreement was approved by the SDCBOE on June 13, 2018 and by the Board of Directors of HSCS, Inc. on June 7, 2018and shall be effective upon execution by the PSCS Board until terminated in accordance with this Agreement. The executed and approved Agreement shall be provided by PSCS to the SDCBOE on or before June 30, 2018.

E.   The terms of this Agreement are intended by both parties to become part of the conditions, standards and procedures set forth in the Charter document ("Charter") as approved by the SDCBOE on March 21, 2018. As such, a violation of the Agreement shall constitute a violation of the Charter, including for purposes of Education Code Section 47607 controlling charter revocation. In the event of a conflict between the law and the terms of this Agreement, the law shall prevail, and any such conflict terms shall be revised by mutual agreement of the parties or severed from this MOU and nullified. The Parties agree that this Agreement is

consistent with the approved Charter. If the Parties discover any terms of this Agreement conflict with the terms of the Charter, this Agreement shall control the handling or resolution of the particular issue in question.

F.   The Parties recognize that there are many matters related to the operation of PSCS and the effective oversight of HSCS, Inc., which go beyond the provisions included in PSCS' Charter or need further clarification. The County also acknowledges that the operation of PSCS is to be solely carried out by HSCS, Inc. This MOU is intended to address those matters that have not been covered in the Charter and to provide guidance on the oversight policies and procedures of the County. Further, this MOU is intended to outline the Parties' agreements governing their respective fiscal and administrative responsibilities and their legal relationships.

II.   AGREEMENTS

A.   Term

1.   Along with the Charter, this Agreement will govern the relationship between the SDCBOE and PSCS regarding the operation of PSCS and the relationship of the SDCBOE and PSCS.

2.   Any modification of this Agreement must be in writing, executed by duly authorized representatives of both parties, approved by the respective Boards, and must indicate intent to modify or amend this Agreement.

3.   The duly authorized representative of PSCS is the HSCS, Inc. Superintendent, or designee.

4.   The duly authorized representative of the SDCBOE is the San Diego County Superintendent of Schools or any designee thereof.

5.   In order to ensure consistency in communications, all communication regarding any aspect of the operation of PSCS shall be initiated by the designated representative of PSCS with the designated representative of the SDCBOE, unless the designated representative of the SDCBOE delegates this function to another employee of the San Diego County Office of Education.

6.   The term of this Agreement shall cover the term of the Charter commencing on July 1, 2018 and ending on June 30, 2021 (term). If the Charter is renewed, the Parties will negotiate the terms of the Charter. The Parties reserve the right to re-negotiate this Agreement by mutual agreement, and either party may provide 30 days' notice of intent to re-negotiate this MOU to the other party. This Agreement shall be effective upon Board approval of the Parties' respective governing boards and will remain in place until modified or terminated in accordance with this Agreement.

7.   This Agreement shall terminate automatically upon closure of PSCS for any reason, except as may be specified otherwise herein. "Closure" means that all legally required closure processes are completed, including completion of a final audit as required by law.

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8.   Failure to meet and comply with the terms of the Agreement may constitute a material violation of the conditions, standards, or procedures set forth in the Charter within the meaning of Education Code section 47607(c)(1)(A).

B.   State Funding under Local Control Funding Formula

1.   PSCS will be funded in accordance with the Local Control Funding Formula ("LCFF"). PSCS will receive base funding and may receive supplemental, and concentration grants. PSCS will be responsible for providing the State Department of Education with all data required for funding and will comply with all laws and regulations as developed by the Legislature and State Board of Education. All information provided by PSCS shall be truthful and accurate.

2.   LCFF includes accountability requirements. PSCS is required to develop, adopt, and annually update a Local Control and Accountability Plan ("LCAP") using a template adopted by the State Board of Education ("SBE").

3.   PSCS shall comply with the requirements of law in developing its LCAP including but not limited to:

  a.   Consultation with teachers, school personnel, pupils, bargaining units (if applicable);
  b.   Adopt LCAP concurrent with PSCS' budget, submit to both the SDCBOE and to the California Department of Education ("CDE"), and post on PSCS' website.

4.   PSCS shall comply with all accountability measures including the LCAP evaluation rubrics as may be revised by SBE from time to time, as well as the following:

  a.   SBE regulations including, but not limited to, all requirements "to increase and improve" services for targeted students.
  b.   Obtain parent and public input in developing, revising, and updating LCAPs.
  c.   Submit the LCAP to the SDCBOE by July 1.
  d.   Cooperate and comply with all requirements of the State Superintendent of Public Instruction ("SPI") if and/or when PSCS fails to show improvement across multiple subgroups in three out of four consecutive years as determined by SPI.
  e.   PSCS shall ensure that all LCFF funds are spent in accordance with the requirements of the law.

5.   PSCS shall comply with any and all Common Core State Standards ("CCSS") requirements currently in effect during the period of PSCS' operation.

6.   PSCS shall elect to receive funding from the State directly, pursuant to Education Code section 47651.

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7.   Grants written by and obtained by PSCS will come directly to PSCS and not go through the SDCBOE.

8.   If the SDCBOE applies for additional sources of funding in the form of grants and/or categorical funding at the request of and for the benefit of PSCS, which it may do in its sole discretion, the SDCBOE will receive a percentage of the funds to be allocated to PSCS. The SDCBOE will charge the maximum indirect costs as allowed under law or as specified by the specific funding source. Funds shall be allocated to PSCS on a prorated basis based on the formula that generates the funds. For example, if funds are generated on a per eligible student basis, they shall be allocated to PSCS on a per eligible student basis minus the administration fee (i.e., indirect cost fee) charged by the SDCBOE.

9.   PSCS shall cooperate fully with the SDCBOE in any applications made by the SDCBOE on behalf of the students of PSCS.

10.   PSCS agrees to comply with all applicable laws and regulations related to receipt and expenditures of funds.

11.   PSCS agrees that all revenue allocated to PSCS by any federal, state, local agency by PSCS shall only be used to provide educational services and support consistent with its Charter and shall not be used for purposes inconsistent with the approved Charter, this Agreement or any duly approved and authorized amendments to the Charter or this Agreement.

C.   **Legal Relationship**

1.   The Parties recognize that PSCS is a separate legal entity that operates under the supervisorial oversight of the SDCBOE. PSCS is operated as a non-profit public benefit corporation. PSCS shall maintain its status in good standing and compliance with its Bylaws.

2.   HSCS, Inc. shall be wholly and independently responsible for PSCS' operations and shall manage its operations efficiently and economically within the constraints of PSCS' Charter and its annual budget. The SDCBOE and SDCSS shall not be liable for the debts or obligations of PSCS, for claims arising from the debts or obligations of PSCS or for claims arising from the performance of acts, errors, or omissions by PSCS, and PSCS agrees to indemnify the SDCBOE and SDCSS against any such claims as set forth in the Charter and this Section. PSCS will not in any case attempt to avoid a debt, liability or obligation or otherwise shift any debt, liability or obligation to SDCBOE.

It is agreed that it is the Parties' intent that the SDCBOE shall not incur unreimbursed costs or expenses of any type whatsoever as a result of its relationship with PSCS.

PSCS may not enter into a contract or agreement to be managed or operated by any other non-profit benefit corporation (or any other corporation or entity) without the express written prior approval of the SDCBOE.

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PSCS shall not have the authority to enter into a contract that would bind the SDCBOE or the SDCSS, nor to extend the credit of the SDCBOE or the SDCSS to any third person or party. PSCS shall clearly indicate to vendors and other entities and individuals outside the SDCBOE or the SDCSS with which or with whom PSCS enters into an agreement or contract that the obligations of PSCS under such agreement or contract are solely the responsibility of PSCS and are not the responsibility of the SDCBOE or the SDCSS. PSCS shall notify the SDCSS in writing before it incurs a debt (i.e., a loan, but not renewing a lease, for example) or sells receivables in an amount greater than one hundred thousand dollars (100,000), setting forth the amount of debt, the lender, and the general terms of the agreement.

3.   PSCS, will comply with all applicable state and federal laws, including, without limitation, the Ralph M. Brown Act (Gov. Code, § 54950 et seq.), the California Public Records Act (Gov. Code, § 6250 et seq.), and conflict of interest laws applicable to charter schools in California, including without limitation, the Political Reform Act (Gov. Code, § 87100) and Government Code section 1090 et seq.

4.   PSCS shall also comply with all applicable federal and state laws concerning the maintenance and disclosure of student records, including, without limitation, the Family Education Rights and Privacy Act of 1974 (20 U.S.C.A. §1232g) and all applicable state and federal laws and regulations concerning the improvement of student achievement, including, without limitation, applicable provisions of the Elementary and Secondary Education Act of 1965 (20 U.S.C.A. § 6301, et seq.) and agrees to take appropriate remedial action if notified by the SDCBOE, State of California, and/or Office of Civil Rights or other federal or state administrative agency charged with enforcement of these laws, of a violation of any of the foregoing.

5.   Any complaints or concerns (including complaints filed with OCR, CDE, EEOC, or FEHA) received by the SDCBOE about any aspect of the operation of PSCS or about PSCS shall be forwarded by the SDCBOE to PSCS for PSCS to attempt to resolve. The SDCBOE may request that PSCS inform the SDCBOE of how such concerns or complaints are being addressed and PSCS shall provide such information. PSCS shall handle its own uniform complaints pursuant to a Uniform Complaint Procedure adopted in accordance with California Code of Regulations, Title 5, Sections 4600 et seq. The SDCBOE retains the authority to investigate any complaints received, in its sole discretion.

D.   **Educational Performance**

1.   At least 30 days prior to opening, PSCS shall submit the following to the SDCSS:

    a.   The scope and sequence for all subjects for the grades envisioned by the school;

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b. Revised/redesigned "I Can" Statements to reflect the expectations and rigor represented in the CA Content Standards, for each grade and subject.

c. Align Arts enrichment program to CA VAPA standards.

2. *English Learners (EL).* At least 30 days prior to opening, PSCS shall submit to the following to the SDCSS:

a. Process for Initial Identification and Annual Assessment of students.

b. Process for student placement in School's instructional program.

c. Description of ELD program – including appropriate courses and clear instructional pathways for the varied ELs to be included, process for monitoring language and academic content development; and clear description of appropriate English Language Development ELD instruction/courses (both designated and integrated) consistent with CA ELD Standards and Framework. (Varied El groups include factors such as grade levels, years of enrollment, English proficiency, academic progress in primary language, etc.)

d. Process for reclassification, including the school specific criteria that will be used to reclassify students, and subsequent monitoring.

e. Revise and monitor the EL Master Plan to ensure that it accurately depicts the Instructional Program for EL:

1) Correct technical errors (dates, resources, etc.)

2) Provide solid understanding of and plan for EL Program: Student identification, placement, program design and support, and reclassification.

3) Provide appropriate details of PSCS – specific criteria, processes, and policies.

3. *Independent Study.* PSCS will comply with all requirements of statute applicable to the provision of independent study in charter schools, including the Education Code; Part 29, Chapter 5, Article 5.5 (commencing with Section 51745), and applicable regulations.

In order to claim independent study Average Daily Attendance (ADA) on attendance reporting forms, the School must provide prior certification from the School's independent auditor that the School's governing board has adopted policies, and that all forms and procedures are in conformance with independent study statutes (Education Code section 51745 et seq.) and implementing regulations.

E.   Fiscal Relationship

1.   *Oversight Obligations.* SDCBOE oversight obligations include, but are not limited to, the following:

a.   Review and revision of this Agreement and any subsequent agreements to clarify and interpret the Charter and amendments to the Charter and the relationship between PSCS and the SDCBOE.

b.   Monitoring performance and compliance with the Charter and with applicable laws, including, without limitation, by way of the following:

1)   Identifying at least one staff member as a contact person for PSCS;

2)   Visiting PSCS at least once per year;

3)   Ensuring that PSCS submits the reports and documents identified in subsection (D)(1)(h) below;

4)   Monitoring the fiscal condition of PSCS;

5)   Notifying the State of California upon the occurrence of any of the events described in Education Code section 47604.32(e).

PSCS shall promptly respond to all reasonable inquiries of the SDCBOE, including, but not limited to, inquiries regarding its financial records.

c.   HSCS, Inc. agrees that all of its records that relate in any way to the operation of PSCS, including those submitted to the County, shall be treated as public records subject to the requirements of the Public Records Act, as well as Cal. Ed. Code §47604.3.

d.   Any process conducted in compliance with Education Code section 47607 related to the issuance of a notice to remedy or other corrective notice related to PSCS' operations, including document requests, hearings, notices, and investigations, and monitoring efforts to remedy operational problems identified by the SDCBOE.

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e. The SDCSS may, upon request, process PSCS' STRS and PERS in accordance with Education Code § 47611.3. To do so, PSCS will contact the SDCSS and enter into a separate agreement specifying the service and cost. Otherwise, PSCS will be responsible for entering into a contract with STRS and/or PERS. Such arrangements must be made prior to the hiring of any employee whose position is covered by STRS or PERS.

f. Data required to be submitted pursuant to this Section shall be submitted in electronic form if requested by the SDCSS, to extent it is available in electronic form.

g. PSCS shall comply with Generally Accepted Accounting Principles (GAAP) applicable to public school finance and fiscal management. PSCS shall maintain a minimum reserve for economic uncertainties (designated fund balance) in an amount to be determined appropriate by State law but in no case less than 3% of year end expenditures of PSCS, or as otherwise mutually agreed upon by PSCS and the County.

h. For purposes of fiscal oversight and monitoring by the SDCBOE, the SDCBOE requires PSCS to provide information and documentation related to its operations. PSCS shall provide all information and documentation in the form and at the times specified by the SDCBOE. Whether included in the Report or not, PSCS shall provide the SDCBOE with a copy of the following documents, data and reports, in the form and at the times specified.

2. *Data Reporting*

a. Student Data

PSCS shall maintain contemporaneous written records of enrollment and ADA and make these records available to the SDCSS for inspection and audit upon request. PSCS shall submit to the SDCSS a copy of all reports or other documents that the PSCS is required to submit to the State or other public agency in the State, including, but not limited to:

1) First 20 Days Attendance (new schools). Data must be submitted to the CDE no later than 15 days after the first 20 school days have elapsed.

2) P-1 Attendance Report to be submitted to the State each January 15th and reflecting attendance through the last full school month ending prior to December 31;

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3)   P-2 Attendance Report to be submitted to the State each May 1st and reflecting attendance through the last full school month ending prior to April 15;

4)   Annual P-3 Attendance Report to be submitted to the State each July 15th and reflecting the entire fiscal year's attendance (July 1 – June 30).

Such reports will be submitted to the SDCSS concurrently with submittal to the State or other public agency.

PSCS shall submit student enrollment projections to the SDCSS by July 1 of the preceding school year each year. These projections should be consistent with PSCS' budget for the following year.

Copies of amended state attendance reports, if any, shall be provided to the SDCSS within 3 weeks of discovery of the need for making such an amendment. PSCS shall be responsible for reporting all necessary information for the California Basic Education Data System ("CBEDS") to the CDE. Such reports must be generated using the Attendance Reporting software as applicable to charter schools.

In addition to submission of the electronic data files, PSCS will provide hard copies of back-up attendance documents within 7 business days, upon request.

PSCS' student behavior expectation policies shall be provided to the SDCSS annually, by September 1 of each year, and as updated. PSCS shall provide written notice to the District of Residence if a student that leaves PSCS at any time without completing the school year, including when the student has ceased attending PSCS for disciplinary reasons and any other involuntary disenrollment for any reason. If PSCS expels a student, it is obligated to pay any costs of that student's placement in community day school and/or for the continued provision of a Free Appropriate Public Education during the term of expulsion unless the student elects to enroll in another LEA.

PSCS shall inform the District of Residence and the SELPA in writing within 10 days of the date any student ceases to attend PSCS for any reason during the school year, along with the date the student was disenrolled by PSCS, and the reason for disenrollment if known. No student may be involuntarily disenrolled or dismissed from PSCS without compliance with PSCS' Suspension/Expulsion policy or applicable state law.

b. Personnel Data/Credential Data

Staffing data shall be available to the SDCSS on an annual basis and prior to commencement of each school year. Teacher credentials, clearances, and permits shall be maintained on file at PSCS and shall be subject to periodic inspection by the SDCBOE. All employees of PSCS, volunteers who are not parents and who will be performing services that are not under the direct supervision of a PSCS employee, and onsite vendors having unsupervised contact with students will submit to background checks and fingerprinting in accordance with EC Section 45125.1. PSCS will maintain on file, and available for inspection, evidence that clear criminal records summaries based on criminal background checks were conducted and received for all employees prior to employment and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. PSCS shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements. No individual may begin employment or be in contact with students that has not received full clearance.

PSCS shall report employment status changes for credentialed employees based on allegations of misconduct to the Commission on Teacher Credentialing ("CTC") within 30 days pursuant to Education Code sections 44030.5. The SDCBOE shall be provided a copy of such report concurrently with its submittal to CTC.

All staff working at PSCS are employees or contractors of PSCS. PSCS shall have sole responsibility for employment, management, salary, benefits, dismissal and discipline of its employees. HSCS, Inc. is the public school employer pursuant to the Educational Employment Relations Act. PSCS agrees to comply with applicable federal statutory and regulatory requirements for qualified teachers and paraprofessionals used for instructional support as set forth in federal and state law.

c. Budget/Financial Data

1) Budget Data:

A preliminary budget shall be provided to the SDCSS for review by no later than July 1 of each year. All key budget variables, including revenue, expenditure, debt, beginning and ending balance variables shall be defined. Certificated and classified employee salary data, and health benefit plans and policies will be made available upon request.

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A copy of the board approved budget shall be provided to the SDCBOE by no later than July 1 of each year. Copies of budget revisions shall be provided to the SDCBOE within two weeks of revision, upon approval by HSCS, Inc.'s Board of Directors.

A copy of any revisions to PSCS' budget guidelines, policies, and internal controls shall be provided to the SDCBOE within four weeks of adoption of revisions. PSCS shall provide with its budget a copy of the budget guidelines, policies, and internal controls annually by June 30 of each year.

2)   Cash Flow Data/Long-term Debt:

The SDCSS shall be notified in writing anytime PSCS has to borrow money to meet cash flow obligations or long term debt obligations. Financing documents shall be made available for SDCSS review.

3)   Financial Data:

Bank account reconciliations for PSCS will be the responsibility of PSCS.

PSCS shall submit reports to the SDCSS in accordance with Education Code Section 47604.33 using state approved SACS reporting forms as follows:

- Preliminary budget on or before July 1
- First interim financial report on or before December 15
- Second interim financial report on or before March 15
- Final unaudited report for the full prior year on or before September 15

The above reports must be submitted to the SDCSS accompanied by supplemental information including, but not limited to, the following:

- Explanations and budget assumptions for revenues and expenditures.
- Growth in average daily attendance (ADA) and the impact of the growth on liabilities, facilities, etc.
- An organizational chart identifying all charter school employees and respective salary schedules.
- A written summary of any significant changes in the budget or interim reports from one reporting period to the next period.

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- Statement of cash flow for the current and subsequent fiscal year.

- Profit and loss statement.

- Disclosure of all multi-year fiscal obligations, such as loans, lines of credit, etc., for the next three years.

SDCSS may request additional information, as necessary, to evaluate the fiscal condition of PSCS

4) Financial Audit:

PSCS shall provide a copy of PSCS' Audited Financial Report to the SDCSS, the State Controller, and the CDE by December 15 of each year. HSCS' Superintendent will review any audit exceptions or deficiencies and report to HSCS, Inc.'s Board with recommendations on how to resolve them. PSCS' Representative will submit a report to the SDCBOE describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the SDCBOE along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be resolved through the process described in the Charter.

PSCS shall, upon request by the SDCBOE, present a report to the SDCBOE's Board of Trustees on its fiscal solvency. This presentation shall be made at an agendized meeting of SDCBOE and the report shall include review of PSCS' ADA, revenue, expenditures, debt, audit findings, and compliance with revenue based programs and grants such as the Public Charter Schools Grant Program.

d. Governance Data/Meeting Information

Copies of meeting agendas for meetings of the HSCS, Inc. Board shall be posted at the PSCS facility and on PSCS' website at the time they are required to be distributed to the public pursuant to the Brown Act. Copies of meeting minutes of the HSCS, Inc. Board shall be posted on PSCS' website within 5 days after their approval by the governing board.

PSCS shall annually (on or before July 1 of each year) send to the SDCSS a list of directors and officers of HSCS, Inc. PSCS shall notify the SDCSS within 30 days of any change in the composition of these directors and officers.

e. Personnel Policies

An electronic copy of PSCS' Employee Handbook (e.g. personnel and payroll policies) shall be provided by August 15th. If PSCS makes any changes to personnel policies, these will be provided in the Governing Board documents. The employee handbook must detail expectations for employee performance and behavior, due process rights of employees related to disciplinary actions (including termination), compensation and benefit information, and a description of both informal and formal complaint procedures that employees may pursue in the event of disagreements.

f. Risk Management Data

PSCS shall establish and institute risk management policies and practices to address reasonably foreseeable occurrences. Copies of all policies of insurance and memoranda of coverage shall be provided by PSCS to the SDCSS annually no later than two weeks prior to the commencement of school. The SDCBOE, and its officers, officials, employees, agents and volunteers, shall be named as an additional insured. The SDCBOE shall be named as an additional insured. Should insurance expire or lapse for any reason, PSCS shall not operate unless and until full coverage as set forth in Section G. is reinstated. The SDCSS reserves the right to require complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Agreement at any time.

A copy of PSCS' Health and Safety Plan will be maintained by PSCS and shall be made available to the SDCSS within five business days of receipt of a written request from the SDCSS.

g. Programmatic/Performance Audit

PSCS shall prepare annual performance reports and submit them to the SDCSS annually no later than 30 days after CAASPP results are publicly released to PSCS, starting with fall 2019. PSCS will present this report to the SDCBOE at a meeting in the fall of each of year.

The performance report shall include all information necessary to demonstrate that PSCS is meeting the applicable accountability standards and legal requirements as defined by the State of California, the Charter, this MOU, and the Charter LCAP, and is operating in a legally compliant and fiscally responsible manner for the prior school year, including a review of budget and financial status and any debt incurred by PSCS; a discussion of the

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educational program being delivered at PSCS and demonstration of meeting the pupil outcomes identified in the Charter; an analysis of whether student performance is meeting the goals specified in the Charter using data displayed on a school-wide basis and disaggregated by major racial and ethnic categories, socio-economic status, English learner status, and/or disability; an overview of PSCS' admissions practices during the year and data regarding the numbers of students enrolled and the number on waiting lists; student data regarding student discipline, expulsion and any disenrollment including the basis for any disenrollment, if known; analysis of the effectiveness of PSCS' internal and external dispute mechanisms and data on the number and resolution of disputes and complaints; as well as any updates on PSCS' operations.

h. Instructional Materials

A list of core instructional materials by grade and content will be maintained by PSCS and shall be made available to the SDCSS within five business days of receipt of a written request from the SDCSS.

i. Calendar

PSCS' calendar shall be submitted annually to the SDCSS for review.. Any calendar changes will be provided to the SDCSS by May 1 prior to the beginning of a new school year.

j. Other

PSCS shall provide such other documents, data and reports as may be reasonably requested or required by the SDCBOE or the County Office of Education.

3. *Oversight Fees.* PSCS shall pay the SDCBOE one percent (1%) of its revenue to cover the actual cost of oversight. "Charter School revenue" means the amount received in the current fiscal year from the local control funding formula calculated pursuant to Section 42238.02, as implemented by Section 42238.03, or as modified by the Legislature. PSCS acknowledges that the County's actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the County shall not be required to submit documentation of its actual oversight costs.

PSCS shall pay for separately purchased administrative or other services as agreed upon separately.

4. *Administrative Services.* PSCS has the obligation to provide all administrative services necessary to operate PSCS. PSCS may provide these services directly or may contract with a third party to provide services, including the SDCSS. If PSCS purchases administrative services from a third party other than the SDCSS it shall ensure that the SDCSS is able to access PSCS' documents held by the third party service provider. Should PSCS desire to purchase additional administrative or business services not included in this MOU from the SDCSS, PSCS shall request administrative services in writing. If PSCS requests administrative services from the SDCSS in writing, the Parties shall execute an administrative services contract delineating their agreement. Any such contract is incorporated by reference herein and shall govern the Parties' entire relationship with respect to the SDCBOE's provision of administrative services.

F.   Students with Disabilities

1. *SELPA Membership.* PSCS shall be its own local educational agency and shall apply directly for membership in the El Dorado County Charter Special Education Local Plan Area ("SELPA"). PSCS is solely and independently responsible for compliance with the Individuals with Disabilities in Education Act ("IDEA") and State special education laws, in regard to the determination, provision and financing of special education placement and services for all students seeking to and/or enrolled at PSCS. Any change to that status will require immediate revision to this Agreement.

2. At all times it is operational, PSCS will have information posted on the Internet (and will update the posting as quickly as possible whenever the information changes) identifying the SELPA in which it is participating or of which it is a member, including any documentation pertaining to that participation or membership, such as an MOU.

3. *IDEA and Section 504: Anti-Discrimination.* PSCS will ensure that no student is denied enrollment, continued enrollment, or otherwise discriminated against on the basis of special education eligibility or any disability.

4. *Expertise and Responsibility of PSCS.* PSCS is responsible for the management of its special education budgets, personnel, programs and services. PSCS shall employ qualified, credentialed employees or contract with qualified third-party providers to provide all necessary and appropriate special education placement and services to its students. Those individuals shall understand, accept responsibility and provide services for:

     a.   Child Find;
     b.   Interim Programs;
     c.   Referral;
     d.   Assessment;
     e.   Placement;
     f.   Special Education Instruction;
     g.   Related Services, including transportation;
     h.   Due process; and
     i.   Discipline/manifestation determination.

5. *Section 504 FAPE.* PSCS shall comply with Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act ("ADA"), and all Office of Civil Rights mandates for students enrolled in PSCS. PSCS understands that it is solely responsible for its compliance with Section 504 and the ADA, and that this is not a special education service for which special education funds may be used, even though students at PSCS may be eligible for such services under Section 504. PSCS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of the disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of PSCS. Any student who has an objectively identified disability which substantially limits a major life activity such as learning is eligible for accommodation by PSCS. PSCS shall adopt legally compliant Section 504 policies, procedures and forms. These policies, procedures and forms will describe how PSCS will:

    a. Respond to requests from parents for evaluation and/or services;
    b. Conduct evaluations of students;
    c. Convene meetings to determine eligibility and/or placement and services;
    d. Provide regular or special education services necessary to provide FAPE to students with disabilities eligible under Section 504; and
    e. Convene impartial hearings if a parent wishes to contest a decision concerning FAPE.

6. *Designated Employee.* By September 1 of each year, PSCS shall designate a PSCS employee responsible for compliance with this Section and notify the SDCSS in writing of the responsible Individual prior to that date.

7. *Discipline Procedures.* In the case of pending discipline of student with disabilities, PSCS will ensure that it follows procedures to comply with the mandates of State and Federal laws for considering disciplinary action against disabled students. PSCS acknowledges and understands that it shall be solely responsible for such compliance.

G. Site Visits

The SDCBOE will conduct a site visit prior to the opening of a new school and at least one visit during the school year. The site visits will consist of the following:

1. On or before September 1 of the year in which PSCS is first scheduled to begin instruction under the oversight of SDCBOE, (or, if PSCS is scheduled to provide instruction prior to that date, by such date as required by the SDCBOE), SDCSS Staff will meet with the officers of PSCS to ensure PSCS will be operating in compliance with this Agreement and the Charter.

2. The SDCBOE will conduct the initial visit of PSCS facilities by no later than July 31, 2018.

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3. *Periodic Site Visits.*

      a.   The SDCSS will conduct at least two site visits annually in order to assess PSCS' progress in governance and organizational management, educational performance, fiscal operations, and fulfillment of the terms of the charter.

      b.   The site visits may include review of the facility, review of records maintained by PSCS, interviews with the director of the Charter School, staff, and observation of instruction in the classroom, including voluntary and non- disruptive student and parent discussion. The evaluations for each year will be considered in any renewal decision made at the end of the term of the charter. Any deficiencies will be reviewed with PSCS' administration.

      c.   The SDCSS reserves the right to make unannounced visits to PSCS, but shall not impede or interrupt PSCS' education or instructional program.

H.   Insurance and Risk Management

PSCS will obtain its own insurance coverage to cover the operations of PSCS as specified herein.

1.   PSCS must have adopted a resolution with administrative rules and regulations in regards to risk management and safety.

2.   PSCS must adhere to established claim reporting guidelines, especially as they relate to timeliness and completeness of reporting, and providing assistance in the investigation and defense of a claim.

3.   PSCS must follow established guidelines in regards to obtaining appropriate certificates of insurance, additional insured endorsements and hold harmless and indemnification agreements.

I.   Governance

1.   *Posting of Information.* At all times it is operational, PSCS will have the following information posted on its Website and will update the posting as quickly as possible whenever the information changes:

      a.   Articles of Incorporation and Bylaws for HSCS, Inc.;

      b.   Roster and biographies of current governing board members of HSCS, Inc.;

c. The annual calendar of governing board meetings, including a description of how parents and community members will be notified of the meetings.

2. *Governing Board Composition*

a. The Governing Board members of HSCS, Inc. shall not have a financial interest in PSCS as defined by Government Code section 1090 et. seq.

b. The Governing Board of HSCS, Inc. shall not be composed of employees of HSCS, Inc.

c. The Governing Board of HSCS, Inc. shall not be composed of family members of officers of HSCS, Inc. "Family member" means any spouse, domestic partner, parents, siblings, children, any other relative who resides in the same household or is otherwise a dependent as that term is defined by the Internal Revenue Service.

3. *Governing Board Meetings*

a. The HSCS, Inc. governing board shall conduct public meetings at such intervals as are necessary to ensure that the board is providing sufficient direction to PSCS through implementation of effective policies and procedures.

b. All governing board meetings of HSCS, Inc. will be conducted in compliance with the requirements of the Ralph M. Brown Act (Govt. Code §§ 54950 - 54962).

c. HSCS, Inc. shall post all meeting agendas and minutes regarding HSCS, Inc. on the PSCS website.

4. *Brown Act Training.* HSCS, Inc. will provide annual Brown Act training to its governing board members and key administrative staff.

5. *Governing Board Policies.* The HSCS, Inc. governing board will adopt policies and procedures to guide the operation of PSCS. The policies and procedures will include, but not be limited to, the following:

a. *Conflicts of Interest.* PSCS and its employees shall adhere to its conflicts of interest code which shall include provisions indicating PSCS will adhere to the Political Reform Act and Government Code Section 1090. However, should a law, regulation, or applicable court decision clarify which conflicts of interest laws apply to charter schools, the County and HSCS, Inc. agree to comply with the updated law or decision. PSCS will train board members and impacted PSCS employees regarding its conflict of interest policy. Upon request, PSCS will provide verification that all HSCS, Inc. board members and impacted PSCS employees have participated in conflict of interest training.

b. *Internal Fiscal Controls.* PSCS will develop and maintain internal fiscal control policies governing all financial activities. Prior to opening (or as policies are revised), a copy of PSCS' internal control policies and procedures approved by HSCS, Inc.'s governing board will be submitted to the SDCBOE. Such policies and procedures are subject to review during site visits to see that they are being implemented.

c. *Student Supervision.* Policies must include, but not be limited to, the supervision of students while attending school activities, as well as a procedure for visitors to enter and leave the campus.

d. *Discipline Policies.* Policies must include, but not be limited to, lists of the offenses for which students may (and must) be suspended or expelled, the procedures for suspension or expulsion, procedures by which parents and students will be informed about reasons for suspension or expulsion, and of their due process rights in regard to either disciplinary action.

e. *Parent/Student Handbook.* Handbook must include, at a minimum, detailed expectations for student attendance, behavior, and discipline, as well as policies and consequences for bullying and harassment, due process rights related to discipline (including suspension, expulsion, and special education), and a description of formal complaint procedures that parents may pursue in the event of disagreements. In addition to posting this document on the school's website, PSCS will provide a hardcopy of the parent/student handbook to each family at the beginning of each school year if requested by the family.

f. *Health and Safety Plan.* At all times it is operational, PSCS will have the following information posted on the Internet and will update the posting as quickly as possible whenever the information changes:

(A) A copy of the health and safety plan for students and employees.

(B) A statement staff has been trained in health, safety, and emergency procedures.

(C) A calendar of emergency drills for students.

The health and safety plan will address at a minimum, fire emergencies, earthquakes and other natural disasters, civil disorder, accidents, injuries, and other threats to the health and safety of students and staff. PSCS will provide training for staff in responding to emergencies and conduct emergency response drills for its students.

J. Administration

1. *Enrollment and Admissions Documentation.* At all times it is operational, PSCS will have the following information posted on the Internet and will update the posting as quickly as possible whenever the information changes:

a. Procedures for application, the public random drawing, enrollment, and admission.

b. A copy of any application and enrollment forms and information provided to prospective families.

2. *Management Contracts.* PSCS will not enter into a new contract with an education management organization (EMO) or charter management organization (CMO) without first requesting a material revision of the Charter.

Prior to entering into a contract (or as the contract is revised) with an education management organization (EMO) or charter management organization (CMO), PSCS will provide the following information to the SDCBOE:

a. A draft of the proposed management contract.

b. A recent corporate annual report and audited financial statements for the EMO/CMO.

c. A description of the EMO's/CMO's roles and responsibilities for the management of the School and the internal controls that will be put in place to guide the relationship.

d. A list of other schools managed by the EMO/CMO and the academic and operational results of such management.

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e.   A list of and background on the EMO's/CMO's leaders and board of directors.

f.   A letter of assurance from the EMO/CMO that it has conflict of interest policies in place and that none of the principals of either the EMO/CMO or School have conflict of interests.

3.   The SDCBOE will review and must approve all material revisions to the Charter including school management contracts prior to PSCS entering into the contract PSCS must provide the SDCBOE a copy of its agreement, if applicable, with the vendor that will provide business services to PSCS, including but not limited to, payroll, accounting and budgeting, attendance accounting, fiscal reporting, contracts management, and purchasing, specifying the exact services that will be provided, the cost, and the term of the contract. The current MOU with Harbor Springs shall be provided to the SDCSS by June 30, 2018. PSCS will provide copies of any other MOU's or contracts with PSCS' back office service providers upon request.

4.   *Facilities Agreement.* PSCS is responsible to secure its own facilities, including any additional agreements necessary to secure the facilities. In order to operate under the SDCBOE authorization, PSCS must demonstrate by no later than 10 days prior to the start of each school year that it has possession and use of facilities capable of housing its education program as described in the Charter. HSCS, Inc. shall ensure that PSCS' facility is located in an area that is properly zoned for operation of a school and that has received a conditional use permit, and that has been cleared for student occupancy by all appropriate local authorities. All facilities must meet all applicable health and fire code requirements and zoning laws. HSCS, Inc. will furnish the County with all local approvals (Cal. Ed. Code §47610(d)) including applicable fire marshal clearances, certificates of occupancy, signed building permit inspections and approved zoning variances. PSCS cannot exempt itself from applicable local zoning or building code ordinances.

Once open, PSCS may change or open new facilities or sites only with prior approval of the material revision by the SDCBOE. However, PSCS may seek prior approval from the SDCSS in lieu of a material revision to relocate if relocation is necessary due to emergency circumstances (such as flooding); if PSCS is unable to renew an existing lease; or if PSCS wishes to terminate an existing lease.

5.   *Zoning and Occupancy.* PSCS shall maintain documentation on file or know where to access all local approvals including applicable fire marshal clearances, certificates of occupancy, signed building permit inspections and approved zoning variances. PSCS shall make such documents available to the SDCSS if requested; to the extent PSCS has access to such documents. PSCS may not exempt itself from applicable/local zoning or building code ordinances.

6.   *Facility Safety.* PSCS shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code as enforced by the local planning jurisdiction. The facilities shall meet the requirements of the Americans with Disabilities Act and shall be approved by the local fire

marshal for the use intended. PSCS agrees to ensure sprinkler systems (if applicable), fire extinguishers, and fire alarms are tested annually at its facilities to ensure that they are maintained in an operable condition at all times. PSCS shall conduct fire drills monthly and shall maintain records of such drills.

K.   Affirmations and Assurances

The following provisions shall be included as "Affirmation and Assurances" and unequivocally supersede any inconsistent provisions in the Charter Petition.

1.   Throughout this Agreement, the Charter and any attachments, exhibits, and/or appendices hereto, any and all references to PSCS and/or the Charter School and/or the School shall apply with full force and effect to the school itself and the non-profit 501(c)(3) Harbor Springs Charter School ("HSCS, Inc.") corporate entity, and for all purposes related to this Charter or the operations of PSCS, both the School and PSCS, to the extent that they are separate entities, shall be fully obligated to comply with the provisions of this Charter and any attachments, exhibits and/or appendices hereto, without regard to whether one or both of those entities is referenced or specifically listed or identified therein.

2.   Throughout this Agreement, the Charter and any attachments, exhibits, and/or appendices hereto, anytime that PSCS/HSCS, Inc. states that it will follow the requirements of a particular Section of the Education Code or other law, it means that PSCS/HSCS, Inc. will comply with these laws in the same manner as required for California noncharter public schools, except where otherwise specified.

3.   By the terms of this Agreement and the Charter, PSCS and HSCS Inc.'s Board members and employees are obligated to comply with the requirements of Government Code Section 1090 et seq., the Political Reform Act, the Brown Act, and the California Public Records Act to the same extent as if the PSCS were a noncharter California public school district regardless of any arguments regarding the applicability generally of those laws to California charter schools. In the event that the laws/rules/provisions of Government Code Section 1090 et seq. and the Political Reform Act of 1974 permit an action or means of taking action that is restricted or prohibited by the other conflict of interest statute's laws/rules/provisions, the most restrictive law/rule/provision shall control.

L.   School Governance Structure and Parental Involvement

These provisions are the controlling language regarding "School Governance Structure and Parental Involvement" and, as such, unequivocally supersede any inconsistent provisions in Element D as submitted with the Charter Petition.

1.   Should the provisions of the Charter and/or this Agreement conflict with the Articles of Incorporation, Bylaws, policies, or practices of the School or the corporation, the provisions of this Charter shall prevail, unless the Charter is inconsistent with the Agreement, in which case the Agreement shall prevail. PSCS shall provide written notice to SDCSS of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the PSCS

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governing board. Should SDCSS consider the proposed revision(s) to be a material revision to PSCS' governance structure or Charter, PSCS may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter. Should PSCS adopt revision(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to SDCSS within three (3) business days of the adoption of such revision(s). PSCS shall provide to SDCSS copies of all of its Governing Board agendas (including all backup materials), and agendas (including all backup materials) of any other boards and committees, on or before the date required for posting of such agendas in compliance with the Brown Act.

2. <u>Regarding Conflicts of Interest</u> - As such, HSCS, Inc. shall not enter into a contract or transaction that violates Government Code Section 1090 *et seq.*, the Political Reform Act of 1974, Corporations Code requirements for the operation of a nonprofit corporation, or constitutes a conflict of interest in violation of the HSCS, Inc.'s conflict of interest code. HSCS, Inc. shall not enter into a contract or transaction in which a director directly or indirectly has material or financial interest (nor any other corporation, firm, association, or other entity in which one or more of this HSCS, Inc.'s directors are directors have a material financial interest).

3. <u>Board Meetings</u>

All meetings of the Board of Directors shall comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The board meeting will be telephone or video conferenced to allow participation from all locations. Notices, agendas, and minutes of meetings will be posted, recorded and retained in the Harbor Springs Charter School, Inc. files. These records will be accessible for public and District review upon request. The Board of Directors and Harbor Springs Charter School, Inc. staff will be trained at least annually on the requirements of the Brown Act. Pursuant to the Ralph M. Brown Act, the agenda for regular meetings are publicly posted at least 72 hours in advance of the meeting, including a public posting on the school website. The public may directly address the Board at meetings, and members of the public, including parents, are also able to attend Board meetings via teleconference upon request or from any teleconference location.

Should any HSCS, Inc. Board member not be able to physically attend a meeting, due to circumstances such as business travel, that member may teleconference in so long as the requirements of Government Code section 54953(b) are met. Such Board teleconferenced member must timely post the meeting agenda in plain sight to the public at his or her teleconference

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location which is open to the public. During any teleconference meeting, at least a quorum of the body must participate from locations within the boundaries of the jurisdiction of the body. For purposes of the Brown Act, the jurisdiction of HSCS, Inc. shall be San Diego County.

HSCS, Inc. shall keep adequate and correct minutes of the open sessions of the HSCS, Inc. Board.

4.   Contracts – CMO, EMO or Back Office

PSCS shall include the following language in all contracts for the provision of any back office, administrative or consulting services by an educational management organization ("EMO") or charter management organization ("CMO") for the charter school in excess of $10,000:

> "The CMO, EMO or back office provider retained by PSCS and PSCS will, upon request of the SDCSS representatives, SDCSS staff and/or FCMAT, respond to and provide copies of any and all documents related to the operations of the school in the possession and control of the CMO, EMO or back office services provider. Additionally, the CMO, EMO and/or back office provider will respond to any and all reasonable inquiries in the same manner as the charter school, as provided in Education Code section 47604.3. If the CMO, EMO and/or back office provider fail to provide the requested information to SDCSS and/or FCMAT, the charter school will take affirmative steps to terminate the contract between the charter school and its operating organization PSCS and the CMO, EMO and/or back office provider."

5.   Parental Involvement

In addition to encouraging parents to serve on the HSCS, Inc. Board of Directors, and parent participation on the Parent Advisory Council, parents will be encouraged to volunteer at PSCS. The PSCS administration shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at Board meetings; participation in the planning of, or attendance at, fundraising or academic/arts events; or, other activities. No child will be excluded from PSCS or school activities due to the failure of his or her parent or legal guardian to volunteer at the school. PSCS shall provide notice to parents/guardians that parental involvement is not a requirement for acceptance to, or continued enrollment at PSCS.

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M.   Health and Safety Procedures

These provisions are the controlling language regarding "Health and Safety Procedures" and, as such, unequivocally supersede any inconsistent provisions in Element F as submitted with the Charter Petition where inconsistent.

1.   Feminine Hygiene Products

PSCS shall stock the school's restrooms with feminine hygiene products (i.e., tampons and sanitary napkins for use in connection with menstrual cycle) at all times and without charge in accordance with Education Code Section 35292.6, if applicable to PSCS.

2.   Lead Testing of School Water System

PSCS shall cooperate with the community water system and the San Diego County Office of Education to allow lead testing in the water fountains and faucets used for drinking or preparing food at the school site prior to January 1, 2019. If lead levels are found to exceed safe thresholds, PSCS will shut down the fountains or faucets with elevated levels, and will notify the parents/guardians of PSCS students in accordance with Health & Safety Code Section 116277.

N.   Admissions Requirements

These provisions are the controlling language regarding "Admissions Requirements" and, as such, unequivocally supersede any inconsistent provisions in Element H as submitted with the Charter Petition.

1.   Governing Law: Admission policies and procedures consistent with subdivision (d). Education Code Section 47605(b)(5)(H).

2.   Admissions Preferences

Admission preference in the case of a public random drawing shall be granted in the following order: 1) homeless and foster youth, 2) siblings of current students, 3) children of currently employed PSCS staff, and 4) residents of the District.

3.   Under no circumstance shall any student be adversely impacted, in any manner, in admission or in any academic program whatsoever, for financial reasons, including, without limitation, a failure to make a financial contribution of any kind or for failure to make donations of goods or services, including in-kind or volunteer services, to PSCS, nor shall any course credit or privileges related to PSCS education activities be provided in exchange for money or donations of goods or services, including in-kind and/or volunteer services. Any and all volunteer policies, documents, or other communications requesting or encouraging parents/guardians to volunteer or make donations, including any information regarding volunteering, shall clearly specify that donations and volunteer hours, while encouraged, are

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purely optional, and are not required as a factor affecting or a condition of admission, continued enrollment, or any other privilege offered by PSCS, with such notice in a typeface and font as least as large as the remainder of the documentation and formatted in a manner so that it is readily visible. PSCS shall at all times comply with the terms and requirements of the free schools guarantee of the California Constitution, Article IX, Section 5, Education Code Sections 49010-49013, Government Code Section 905, and California Code of Regulations, Title 5, Section 350, in all aspects of the Charter School's program. Any complaints alleging unlawful pupil fees shall be processed by the Charter School in accordance with Education Code Section 49013 and the Uniform Complaint Procedures.

O.   Suspension, Expulsion, and Student Disciplinary Procedures

These provisions are the controlling language regarding "Suspension, Expulsion, and Student Disciplinary Procedures" and, as such, unequivocally supersede any inconsistent provisions in Element J as submitted with the Charter Petition.

1.   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 fewer than 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 schooldays 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, 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

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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(b)(5)(J)

2. Grounds for Suspension and Expulsion of Students

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

Compliance with the procedures set forth in this Charter shall be the only processes for PSCS to involuntarily dismiss, remove, or otherwise exclude a student who attends PSCS from further attendance at PSCS for any reason, including but not limited to, disciplinary and academic causes. Expulsion as described in this Element 10 of this Charter shall be the sole means to involuntarily dismiss, remove, or otherwise exclude a student who attends PSCS from further attendance at PSCS for disciplinary reasons. Additionally, PSCS may relieve students from the program consistent with PSCS' Independent Study Written Agreement ("Master Agreement") provided that the Master Agreement complies with all applicable laws including but not limited to Education Code Section 41747.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native 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 educational rights holder, and shall inform him or her of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified in this policy for expulsions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described in this policy.

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P.   Dispute Resolutions Related to Charter Provisions

These provisions are the controlling language regarding "Dispute Resolutions Related to Charter Provisions" and, as such, unequivocally supersede any inconsistent provisions in Element N as submitted with the Charter Petition.

1.   Disputes Between the SDCSS and PSCS

PSCS and the SDCSS will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. All timelines and procedures in this section may be revised upon mutual written agreement of authorized representatives of the SDCSS and the PSCS.

If either the Charter School or SDCSS determines that a violation of the Charter or MOU or any other applicable law may have occurred or a problem has arisen related to the operation of PSCS and/or the SDCSS' oversight obligations, or a dispute otherwise arises between the SDCSS and PSCS, the following procedures shall be followed to resolve the dispute:

a.   Should either party determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and the SDCSS may commence revocation proceedings immediately in accordance with Education Code Section 47607 and its implementing regulations, or take action as it deems necessary.

b.   In the event that the SDCSS believes that the dispute relates to an issue that could lead to revocation of the Charter under Education Code Section 46707, participation in the dispute resolution procedures outlined herein shall not be interpreted to impede or act as a prerequisite to the SDCSS' ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the SDCSS may choose, in its sole discretion, to proceed directly with the revocation procedures as set forth in Education Code Section 47607 and its implementing regulations or may choose to participate in all or part of the dispute resolution procedures set forth below.

c.   If the violation or issue in question does not constitute a severe and imminent threat and the SDCSS has not decided to commence revocation procedures without following this dispute resolution procedure, either party will provide written notification of the violation or issue ("the Dispute Statement") and refer the issue to the SDCSS Superintendent and PSCS Superintendent, or their

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respective designees. The date that this written notice is provided or sent shall be the "Notice Date." Upon issuance of the Dispute Statement, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within five (5) calendar days after the Notice Date, or as mutually agreed upon by both parties. The SDCSS representative at the meeting will be the Superintendent or the Superintendent's designee, and the Charter School representative will be PSCS Superintendent or Superintendent's designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties may proceed to Step d or take any other action they deem appropriate in response to the dispute.

d. If the dispute is not resolved in accordance with the procedures through Step c, either Party will have been deemed to have exhausted the administrative remedies within the Charter and this MOU and may pursue any alternative legal options for resolution, including, the SDCSS may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.

2. Internal Disputes

The Charter School will utilize their internal dispute resolution process as stated in the petition.

The SDCSS will refer all disputes or complaints it receives not related to a possible violation of the Charter, the MOU or law or the SDCSS' oversight obligations to PSCS' Superintendent or designee for resolution according to PSCS' internal dispute resolution process. Should the SDCSS receive a complaint regarding the Charter School that is referred to the Charter School for investigation and/or resolution, PSCS shall provide the SDCSS with updates regarding PSCS' investigation and resolution of the matter upon request from SDCSS and upon resolution of the complaint or issue. In the event that PSCS' adopted policies and processes fail to resolve the dispute, the SDCSS agrees not to intervene in the dispute without the consent of the PSCS Board unless the matter relates to a possible violation of the Charter the MOU or law or to the operation of the Charter School or the SDCSS' oversight obligations.

Q. Closure Procedures

These provisions are the controlling language regarding Closure Procedures and, as such, unequivocally supersede any inconsistent provisions in Element P as submitted with the Charter Petition.

1.   Closure Procedures

In addition to the procedures specified in the Charter, the Charter School shall comply with all of the requirements of California Code of Regulations, Title 5, Sections 11962 and 11962.1 and any other applicable legal requirements for closure of a charter school and the following requirements. The closure procedures set forth in the Charter and in this section of this MOU shall be collectively referred to as the "Closure Protocol." The official action by the Charter School's Board documenting the closure of the school for any reason will be referred to as the "Closure Action." In the case of any conflict between the closure procedures described in the Charter and those described in this MOU, the procedures set forth in the Charter shall prevail.

a.   PSCS shall identify an entity and person(s) responsible for closure-related activities and each notice required below shall include information on the responsible person and entity and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure.

b.   HSCS, Inc. Board shall provide written notification to the SDCSS of the determination of the Closure Action and of the effective date of the closure, and the contact information for the person(s) to whom reasonable inquiries may be made regarding the closure as a charter school within 72 hours of the Closure Action.

c.   PSCS shall provide written notification to the home districts of the list of returning students within 10 calendar days.

d.   PSCS shall provide written notification of the Closure Action and the effective date of closure of PSCS to the California Department of Education, the PSCS' SELPA, and the retirement systems in which PSCS' employees participate by registered mail within 10 calendar days.

e.   On closure, PSCS shall remain solely responsible for all liabilities arising from the operation of PSCS.

f.   This notice to the parents and students will be provided within 10 calendar days of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. Parents/guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and specific information on completed courses and credits that meet graduation requirements.

g.   PSCS will provide parents, students and the receiving school districts with copies of all appropriate student records. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. Section 1232g. As permitted by each student's district of residence, the Charter School shall transfer all appropriate student records to the district of residence, or the district to which the student is transferring if requested by the parent/guardian. Charter School will ask the SDCSS to store original records of Charter School students for which the district of residence/district of attendance is not known or will not accept the records. If the SDCSS will not or cannot do so, PSCS will ask the SDCSS to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.

h.   As soon as is reasonably practical, but no later than 90 days after the latter of the Closure Action or the effective date of the closure, PSCS shall prepare final financial records. PSCS' independent audit completed by an independent auditor who meets the qualifications to perform PSCS' annual audits, as soon as is reasonably practical, but in no case later than six months after closure, and provide the audit report to the SDCSS promptly upon completion. The auditor and audit shall comply with all of the requirements for PSCS' annual audit as set forth in the Charter. Any costs for the audit incurred by the SDCSS shall remain a liability of PSCS until repaid in full. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by PSCS shall be the responsibility of PSCS and not the SDCSS. PSCS understands and acknowledges that PSCS will cover the outstanding debts or liabilities of PSCS. Any unused monies at the time of the audit will be returned to the appropriate funding source.

i.   For six calendar months from the latter of the Closure Action or the effective date of the closure, sufficient staff as deemed appropriate by the PSCS Board will maintain employment to take care of all necessary tasks and procedures required for smooth closing of PSCS and student transfers.

j.   In addition to the final audit, PSCS shall also submit any required year-end financial reports to the California Department of Education and the SDCSS in the form and timeframe required.

Notwithstanding any rule, regulation, Charter provision, corporate Bylaw or document to the contrary, on closure of the Charter School, all assets of PSCS – including but not limited to all leaseholds, personal property,

intellectual property developed or acquired using state or federal funds, and all ADA apportionments and other revenues generated by students attending PSCS – which have been determined to have been generated exclusively through state and federal apportionment funds for PSCS students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed per the charter document and the Articles of Incorporation. Any assets acquired from the SDCSS or SDCSS property will be promptly returned to the SDCSS upon PSCS' closure. The distribution shall include the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. All remaining assets of PSCS will be liquidated and all creditors will be paid first.

This Closure Protocol and the Closure Protocol set forth in the Charter shall survive the revocation, expiration, termination, or cancellation of this MOU or the Charter or any other act or event that would end the Charter School's right to operate as a charter school pursuant to the Charter or cause the Charter School to cease operation. PSCS and the SDCSS agree that, due to the nature of the property and activities that are the subject of this MOU, the SDCSS and public shall suffer irreparable harm should PSCS breach any obligation under its Closure Protocol. The SDCSS, therefore, shall have the right to seek equitable relief to enforce any right arising under the Closure Protocol or any provision of the Closure Protocol or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the SDCSS. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

PSCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

R. Miscellaneous Provisions

These provisions apply to the Charter with full force and effect, and, where different from the Charter and any Exhibits, are controlling.

1. Term and Renewal

The Charter School and SDCSS differ in their understanding of the time at which the Charter School may submit a request for renewal pursuant to the Charter Schools Act, and both reserve their rights to pursue enforcement of their respective positions on that issue, though, unless otherwise agreed to by the Parties, Charter School shall not submit a renewal petition prior to August 1, 2020. The Parties mutually agree that the Charter Schools Act does not permit "evergreen" terms or the "stacking" of terms, meaning

that the maximum number of full years that a charter school may have in its term at any time is five.

The availability of current statewide student performance data will provide information regarding the Charter School's compliance with Education Code Section 47607's standards for approval of renewal. For its first renewal, the SDCSS encourages the Charter School to submit its request for renewal only after receiving documentation of its statewide testing results from its second year of operation pursuant to the current renewal term.

Any renewal request shall include all of the following materials:

1. At least 7 hard copies (in notebooks or otherwise bound) of the entire renewal Charter, with the entire document (including any appendices, exhibits, or attachments) sequentially numbered from the first through the last page (including any appendices, exhibits, or attachments), and also including a table of contents which includes references to all appendices/exhibits/attachments;

2. A redline comparing the renewal Charter to the current Charter included in the notebook;

3. An electronic (Word) version of both the clean and redline versions of the renewal Charter.

The renewal process shall be governed by the provisions of Education Code Sections 47605 and 47607 and California Code of Regulations, Title 5, Section 11966.4, or the provisions of law that may supersede, modify, amend, or succeed that provision. Each renewal of the Charter shall be for the time period specified by law applicable at the time of the renewal.

The Charter School is encouraged to consult with the SDCSS Charter Schools Office, and SDCSS is encouraged to timely and cooperatively reply, regarding submittal of a draft of the renewal request prior to the formal submittal of any renewal request in order to provide additional time for SDCSS review and comment, and for the parties to work cooperatively on any outstanding issues relative to the Charter School's operations or the Charter document. Any review of or comment on the proposed renewal Charter prior to the formal submittal will be at the SDCSS' sole discretion.

The SDCBOE delegates to the Superintendent or designee and the Charter School Board delegates to the Superintendent or designee authority to waive or extend the timelines in this MOU, the Charter, law, or applicable regulation for consideration or action on material revisions and/or renewal of the Charter.

2. Right to Inspect/Requests for Information

PSCS agrees to and submits to the right of the SDCSS to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607. Pursuant to Education Code Sections 47604.3 and 47604.4, PSCS shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the SDCSS.

PSCS recognizes the authority of the County Superintendent of Schools monitor and conduct an investigation into the operations of PSCS based on complaints by parents or other information that justifies the investigation, pursuant to Education Code Section 47604.4.

3. PSCS will receive its funding directly from the State through the direct funding model. PSCS will have its own mailing address, accounts in the County treasury, and bank accounts and is responsible for managing the school's funds.

4. Indemnification

To the fullest extent permitted by law, PSCS agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to the County and hold harmless the County, the County Board, and each of their members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs and interest, that in any way arise out of or relate to any actual or alleged act or omission on the part of PSCS, and/or on the part of the board of directors, members, officers, board appointed groups, committees, boards, and any other PSCS appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of PSCS in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under this Charter, any memorandum of understanding (MOU) between the parties (except to the extent specified in such MOU), and/or in any way related to the operation or operations of PSCS or of any other facility, program, or activity, and/or for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

The obligations of PSCS to defend the County and the other Indemnitees identified herein shall not be limited by any assertion or finding that the person or entity indemnified is liable by reason of a non-delegable duty

nor shall be contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this section. However, nothing in this section shall be constructed to obligate PSCS to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence or from an Indemnitee's willful misconduct where such sole negligence or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the sole negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of PSCS shall be for that portion of the loss(es) not due to the sole negligence or the willful misconduct of such Indemnitees.

PSCS further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter and any MOU between the parties extend to indemnify, defend, and hold the Indemnitees harmless from any and all financial obligations in the event of an unbalanced budget.

PSCS' obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of this Charter and/or any MOU between the parties or any other act or event that would end the PSCS' right to operate as a charter school pursuant to its Charter or cause PSCS to cease operations.

Pursuant to Education Code Section 47604(c), an entity that grants a charter y a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authorizing entity has complied with all oversight responsibilities required by law. PSCS shall at all times be operated by or as a nonprofit public benefit corporation.

Nothing in this provision shall serve to reduce or excuse PSCS' obligations to obtain and maintain the insurance required by this Charter and/or any MOU and/or its obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this Charter and/or any MOU between the parties, nor shall limit any rights Indemnitees may have under applicable law, including without limitation, the right of implied indemnity.

5. Insurance Requirements

PSCS shall purchase and maintain in full force and effect at all times

during the term of this Charter insurance in amounts and types and subject to the terms approved by the San Diego County Office of Education's risk manager.

No coverage shall be provided to PSCS by the County, including self-insured programs or commercial insurance policies. In the event PSCS adds locations (which may only be done through an approved material revision to its Charter), each PSCS location shall meet the below insurance requirements individually. It shall continue to be PSCS' responsibility, not the County's, to monitor its vendors, contractors, partners, or sponsors for compliance with the insurance requirements.

PSCS shall purchase and maintain in full force and effect at all times during the term of this Charter and/or any MOU or other agreement between the parties insurance in amounts and types and subject to the terms approved by the San Diego Office of Education's risk manager and as specified below. PSCS' obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any MOU or any other agreement between the parties or any other act or event that would end PSCS' right to operate as a charter school pursuant to its Charter or cause PSCS to cease operations until PSCS has fully complied with the Closure Protocol set forth in this Charter and/or any closure or termination procedures or requirements in any MOU or other agreement between the parties and any additional closure procedures required by law, regulation, or required by the California Department of Education.

Without limiting this Charter or any MOU or other agreement between the parties and/or the defense, indemnity, and hold-harmless obligations of PSCS, throughout the life of the Charter and any MOU or other agreement between the parties, PSCS shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A or A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

> **COMMERCIAL GENERAL LIABILITY** insurance and/or coverage, which shall include coverage for: "bodily injury," "property damage," "advertising injury," and "personal injury," including, but not limited to, coverage for products and completed operations, with limits of not less than $5,000,000 per occurrence and $10,000,000 in the aggregate. This coverage will be on an occurrence basis.

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A. General Liability Insurance Endorsement Negligence Related to **Sexual Abuse or Molestation** providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of sexual abuse with liability coverage of $5,000,000 per occurrence. Such insurance must include coverage for sexual abuse perpetrated by a student, students in supervised internship program, employed school psychologists and counselors, employee, officer or director, business invitee, volunteer or representative, and agent for whose conduct the insured entity is responsible.

B. General Liability Insurance Endorsement Negligence Related to **Corporal Punishment** providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of corporal punishment. Such coverage shall provide for defense with liability coverage of $1,000,000 per occurrence. Such insurance must include coverage for corporal punishment perpetrated by a student in supervised internship program, employed school psychologists and counselors, employee, officer or director, business invitee, volunteer or representative, and agent for whose conduct the insured entity is responsible.

EMPLOYEE BENEFITS LIABILITY insurance and/or coverage which shall include coverage for errors and omissions in the administration of an employee benefit program. Such coverage shall be in an amount not less than $1,000,000.

PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an "all risk" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented if such coverage is not provided by the policy referenced in (a), and (c) Business Personal Property, to protect on a Special Form, basis, for all furniture, equipment and supplies of Dimensions. If any County property is leased, rented or borrowed, it shall also be insured by Dimensions in the same manner as (a), (b), and (c) above.

COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than $1,000,000 each occurrence.

WORKERS' COMPENSATION/EMPLOYER'S LIABILITY insurance and/or coverage, as required by applicable law, with not

less than statutory limits for Workers' Compensation and Employer's Liability insurance with limits of not less than $1,000,000 for bodily injury by accident or disease.

ERRORS AND OMISSIONS insurance and/or coverage providing coverage for educators' legal liability and error and omissions in an amount not less than $5,000,000 each occurrence.

COMMERCIAL CRIME/FAITHFUL PERFORMANCE/FIDELITY BOND coverage shall be maintained by Dimensions to cover all Dimensions employees who handle, process or otherwise have responsibility for Dimensions funds, supplies, equipment or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence, with no self-insured retention. The bond/policy deductible shall not exceed $5,000.

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall: (a) be endorsed to name the County, County Board members, officers, County Board appointed groups, committees, boards, and any other County Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the "County and the County Personnel") as additional insureds; (b) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by the County and/or by the County Personnel shall be in excess of PSCS' insurance and/or coverage required by the foregoing provisions of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by PSCS; (c) shall be on an "occurrence" basis rather than a "claims made" basis, excepting only educators' legal liability and errors and omissions insurance and/or coverage, which shall be on a "claims made" basis with a policy retroactive date that precedes the effective date of this agreement and (d) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty (30) days' prior written notice thereof given by the insurer to the County by U.S. Mail, certified, or by personal delivery. In addition to such notice provided to the County by the insurer, PSCS shall also provide the County with thirty (30) days' prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this

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Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, PSCS shall cease operations until such policy of insurance and/or memorandum of coverage is restored, and if the required insurance and/or coverage is not restored within two (2) business days, the Charter may be subject to revocation pursuant Education Code Section 47607.

The acceptance by the County of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of PSCS or of any insurer or joint powers authority to the County.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against the County and/or the County Personnel are waived.

6. Verification of Coverage

PSCS shall provide to the County duplicate originals of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the San Diego County Office of Education risk manager within thirty (30) days of the approval of this Charter and by July 1 and January 7 of each year thereafter, and at any other time that a policy of insurance and/or memorandum of coverage is changed and at any other time a request is made by the County for such documents. The duplicate originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of PSCS to defend, indemnify, and hold harmless the County and the County Personnel.

7. Deductibles and Limits of Liability

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit the obligation(s) of PSCS to defend, indemnify, and hold harmless the County and the County Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by

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the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney's fees incurred to defend against covered claims. Permitting the Charter School to purchase an E&O policy on a "claims-made" basis may result in coverage that includes defense within limits on that policy. Most pools also provide defense within limits.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverage required by the foregoing provisions of this Charter must be declared to and approved by the County.

PSCS shall promptly respond to all inquiries from the County regarding any claims against PSCS and/or any obligation of PSCS under the foregoing provisions of this Charter.

Additionally, PSCS shall, at all times, maintain a funds balance (reserve) of its expenditures as set forth in the MOU between the parties.

8.   Debts and Obligations

PSCS shall be solely responsible for all costs and expenses related to the Charter and its operation, including, but not limited to, costs of insurance, reserves, staff and operations.

PSCS shall have no authority to enter contracts for or on behalf of the County. Any contracts, purchase orders, or other documents to which County is not a party and/or which are not approved or ratified by the County Board as required by law, shall be unenforceable against the County and shall be PSCS' sole responsibility.

PSCS shall attempt to include the following language in any and all contracts it enters into:

"PSCS shall have no authority to enter contracts for or on behalf of the San Diego County Board of Education or the San Diego County Office of Education. The parties to this agreement understand, acknowledge, and agree that any contracts, purchase orders, or other documents to which neither the San Diego County Board of Education or the San Diego County Office of Education is a specific party and/or which are not approved or ratified by the San Diego County Board of Education and, as required by law, shall be unenforceable against the San Diego County Board of Education or the San Diego County Office of Education and shall be the Charter School's sole responsibility."

9. Independent Entity

PSCS and its officers, board members, employees and volunteers, shall operate and provide the school services pursuant to this Charter as a wholly independent entity. PSCS and the County shall not in any way or for any purpose become or be deemed to be agents, partners, joint venturers, or a joint enterprise. The County shall not be liable for the actions or liabilities of PSCS.

10. Enrollment

PSCS has obtained a CDS code number from the CDE and shall complete and submit enrollment and other necessary demographic information to the County, to the California Longitudinal Pupil Achievement Data System (CALPADS), and to the California Basic Education Data System (CBEDS) consistent with State timelines and requirements.

11. Performance Assessment

PSCS shall forward results, excepting individual student results, from all statewide assessments, to the District promptly upon receipt by PSCS, but in no event later than thirty (30) days after such receipt, except that results of the English Language Proficiency Assessments for California ("ELPAC") shall be submitted to the County no later than two (2) weeks after receipt of test results.

12. Banking Arrangements

PSCS will reconcile the ledger(s) with its bank accounts or accounts in the County Treasury on a monthly basis and prepare a balance sheet. A cash flow statement will be submitted using the same time frame as the SDCSS. PSCS will deposit all funds received as soon as practical upon receipt. A petty cash fund, not to exceed five hundred dollars ($500), may be established with an appropriate ledger to be reconciled quarterly.

13. Litigation

PSCS shall notify the District of any pending litigation or legal action taken by any party against PSCS or any employee within 30 calendar days of the Charter School receiving said notice.

14. School Name

The Charter School shall be known as Pacific Springs Charter School. PSCS may not change its name, nor operate under any other name, without the prior express written approval of the SDCSS.

S.   Transportation

All responsibility for transportation services, if offered, will be provided by PSCS.

T.   Response to Requests. Pursuant to Education Code section 47604.3, PSCS shall respond promptly to all reasonable written requests of the SDCBOE.

U.   Designees. Any notice, documentation, and/or information required or permitted to be given under this MOU shall be deemed to have been given, served and received if given in writing and personally delivered or either deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service or facsimile transmission, or received by e-mail, addressed as follows:

If to the SDCBOE: Dr. Paul Gothold, Superintendent
San Diego County Office of Education
6401 Linda Vista Road
San Diego, California 92711
858-292-3514

If to the Charter
School: Dr. Kathleen Hermsmeyer, Superintendent
Harbor Springs Charter Schools
27740 Jefferson Avenue
Temecula, CA 92590

V.   Legal Counsel. PSCS shall retain the right to use its own legal counsel and will be responsible for procuring such counsel and associated costs.

W.   Enrollment of Expelled Students. PSCS shall not be obligated to accept enrollment of any student who has been expelled from the other entity during the term of the expulsion, except as may be required by federal or state law. PSCS may not involuntarily dis-enroll student without compliance with the expulsion procedures set forth in the Charter as approved by the SDCBOE or applicable state law.

X.   Provision of Documents. With both parties understanding that some state, federal and county documents directed toward PSCS may be mailed to the SDCBOE, the SDCBOE agrees to pass on such documents and forms to PSCS in a timely manner, so it may complete its legal obligations. PSCS has full responsibility for the forms and documents it receives directly and those which it must access on the internet on its own.

Y.   Material Revisions to Charter. Changes to the Charter deemed to be material revisions may not be made without the SDCBOE's consideration and approval. Revisions to the Charter considered to be material revisions include, but are not limited to, the following:

1.   Substantial changes to the educational program (including the addition or deletion of an educational program), mission, or vision.

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2. Proposed changes in enrollment that differs by more than 25 percent +/- of the enrollment originally projected in the Charter, or as approved by the SDCBOE in a subsequently revised charter.

3. Addition or deletion of grades or grade levels to be served.

4. Location of facilities and/or new sites, except as provided for under Section II.J.4.

5. Admissions preferences, unless required for compliance with the PCSGP grant program.

6. Governance structure.

Z. Compliance with Laws. The Charter School agrees to comply at all times with federal or state laws (which may be amended from time to time), including but not limited to the following:

- The Brown Act (Cal. Gov. Code, § 54950 *et seq*.);

- The Public Records Act (Cal. Gov. Code, § 6250 *et seq*.);

- State conflict of interest laws: the Political Reform Act (Gov. Code, § 87100 *et seq*.; Gov. Code § 1126);

- The Child Abuse and Neglect Reporting Act (Cal. Penal Code, § 11164 *et seq*.);

- The Individuals with Disabilities Education Act ("IDEA") (20 U.S.C. § 1400 *et seq*.);

- The Americans with Disabilities Acts (42 U.S.C. § 12101 *et seq*.).

- The U.S. Civil Rights Acts, including Title VII of the 1964 Civil Rights Act;

- The California Fair Employment and Housing Act ("FEHA") Cal. Gov. Code, § 12900 *et seq*.);

- Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §§ 794 *et seq*.);

- The Uniform Complaint Procedure (5 Cal. Code Regs., tit. 5, § 4600 *et seq*.);

- The Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g *et seq*.); and

- The Elementary and Secondary Education Act ("ESEA") as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

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AA.   Non-Assignment. Neither party shall assign its rights, duties or privileges under this Agreement, nor shall either party attempt to confer any of its rights, duties or privileges under this Agreement on any third party, without the written consent of the other party. The replacement of HSCS, Inc. with any other non-profit corporation or other operating body or governance structure shall be treated as a material revision of the Charter, subject to the review and approval of the SDCBOE pursuant to applicable provisions of the Education Code.

BB.   Severability. If any provision or any part of this Agreement is for any reason held to be invalid or unenforceable or contrary to public policy, law or statute and/or ordinance, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.
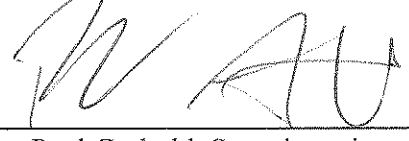
CC.   Interpretation; Severability. The terms of this MOU shall be construed in accordance with the meaning of the language used and shall not be construed for or against either party by reason of the authorship of this MOU or any other rule of construction which might otherwise apply. The section headings are for purposes of convenience only, and shall not be construed to limit or extend the meaning of this MOU. If any provision or any part of this MOU is, for any reason, held to be invalid or unenforceable or contrary to law, statute and/or ordinance, such provision shall be severed and shall be inoperative, and, provided that the fundamental terms and conditions of this MOU remain legal and enforceable, the remainder of this MOU shall not be affected thereby and shall remain valid and fully enforceable.

DD.   Amendments. This agreement may be amended or modified, in whole or in part, only by a negotiated, signed, written agreement executed by a duly authorized representative of SDCBOE and PSCS. In the event that any applicable law mentioned herein is amended or modified by legislative action, administrative interpretation and/or otherwise to allow PSCS greater flexibility in its operations and/or obligations, the Parties may amend this MOU by mutual written agreement.

EE.   Reimbursement of Mandated Costs. PSCS shall seek reimbursements of its mandated costs, if any, directly from the State.

This represents the full and final agreement between PSCS and the SDCBOE and shall only be modified in writing by the mutual agreement of the Parties.

Dated: _____6/4/18_____   _____
                                  Dr. Paul Gothold, Superintendent,
                                  San Diego County Office of
                                  Education, on behalf of the San Diego County
                                  Board of Education

Dated: _____   _____
                                  Dr. Kathleen Hermsmeyer, Superintendent
                                  Pacific Springs

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                                          Education, on behalf of the San Diego County
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Dated: __6|5|18_____   _____
                                          Dr. Kathleen Hermsmeyer, Superintendent
                                          Pacific Springs

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