

Empire Springs Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Ms. Kathleen M. Hermsmeyer, Superintendent

Principal, Empire Springs Charter

About Our School

Contact

Empire Springs Charter
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Helendale, CA 92342

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About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year		School Contact Information - Most Recent Year	
District Name	Helendale Elementary	School Name	Empire Springs Charter
Phone Number	(760) 952-1180	Street	15350 Riverview Rd.
Superintendent	Ross Swearingen	City, State, Zip	Helendale, Ca, 92342
E-mail Address	rswearingen@helendalesd.com	Phone Number	951-252-8800
Web Site	www.helendalesd.org	Principal	Ms. Kathleen M. Hermsmeyer, Superintendent
		E-mail Address	kathleen.hermsmeyer@springscs.org
		Web Site	www.springscharterschools.org
		County-District-School (CDS) Code	36677360128439

Last updated: 1/29/2016

School Description and Mission Statement - Most Recent Year

Empire Springs Charter School is a parent choice school where the community is our classroom. Our mission is to empower students by fostering their innate curiosity, engaging their parents, and promoting optimum learning by collaboratively developing a personalized learning program for each student.

The educators and participants of Empire Springs Charter School (ESCS) believe that the best learning occurs when:

- ~ The parent is directly involved in the teaching/learning process.
- ~ Teaching styles are tailored to each individual student's needs.
- ~ One-to-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.

Empire Springs strives to uphold parent rights and choice in education. Through choice of curriculum, teachers, and program the educators and participants of Empire Springs Charter School believe that the best learning occurs when:

- ~ The parent is directly involved in the teaching / learning process
- ~ Learning styles are tailored to each individual student's needs.
- ~ One-to-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.
- ~ The entire community serves as the school campus.

The Empire Springs Community

Empire Springs serves trans-kindergarten through 12th grade students residing in San Bernardino County and three contiguous counties through a network of California credentialed Homeschool Education Specialists (ESes) at one regional student center. Of the over 500 students served by ESCS, the majority reside in San Bernardino County (53%) with additional populations of students residing in Orange (45%), Riverside (1%), and San Diego (1%) counties.

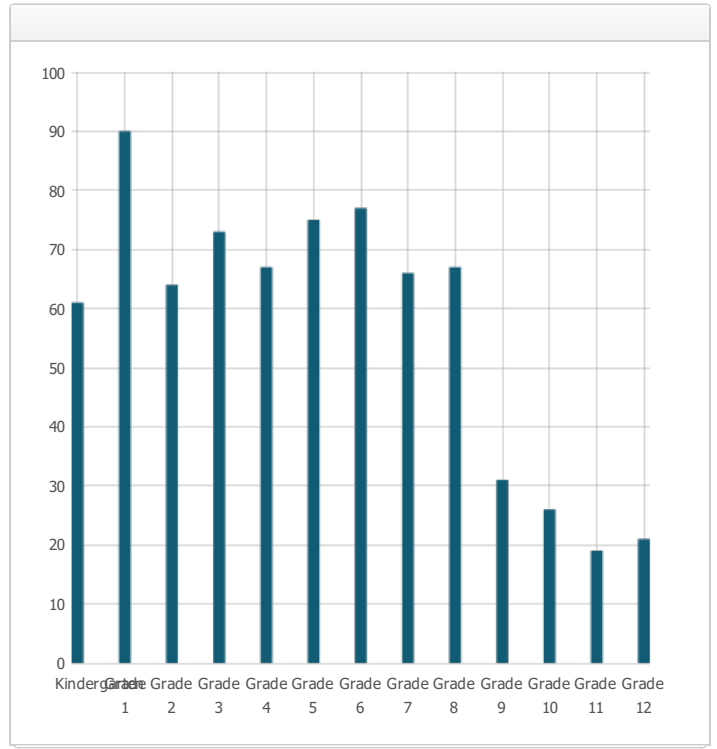
Homeschool

Students enrolled in the Homeschool program are assigned an ES who meets with the family a minimum of once every 20 school days. Parents and their students work with their ES to determine each student's educational goals and objectives, as well as to choose the student's individualized curriculum. Parents also determine the most effective teaching strategies based on the student's preferred learning style. The ES helps the family choose and order curriculum materials that reflect the goals of the student, the school standards and the Expected Schoolwide Learning Results (ESLRs).

Last updated: 1/29/2016

Student Enrollment by Grade Level (School Year 2014-15)

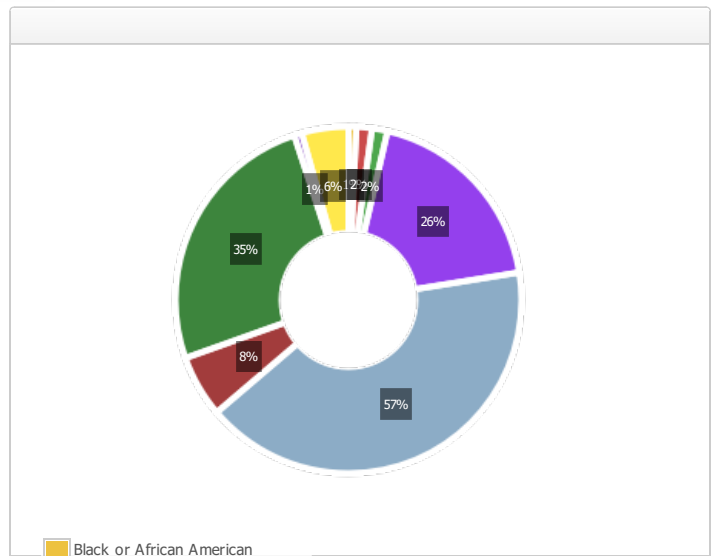
Grade Level	Number of Students
Kindergarten	61
Grade 1	90
Grade 2	64
Grade 3	73
Grade 4	67
Grade 5	75
Grade 6	77
Grade 7	66
Grade 8	67
Grade 9	31
Grade 10	26
Grade 11	19
Grade 12	21
Total Enrollment	737



Last updated: 1/29/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.5 %
American Indian or Alaska Native	0.1 %
Asian	2.3 %
Filipino	2.7 %
Hispanic or Latino	26.9 %
Native Hawaiian or Pacific Islander	0.1 %
White	57.5 %
Two or More Races	8.7 %
Socioeconomically Disadvantaged	35.7 %
English Learners	1.8 %
Students with Disabilities	6.8 %
Foster Youth	0.0 %



Last updated: 1/29/2016

- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- Foster Youth

A. Conditions of Learning

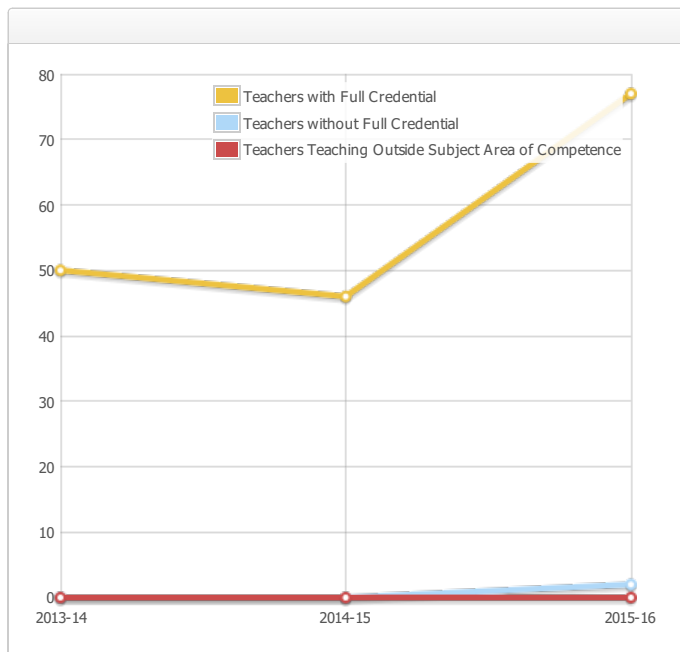
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

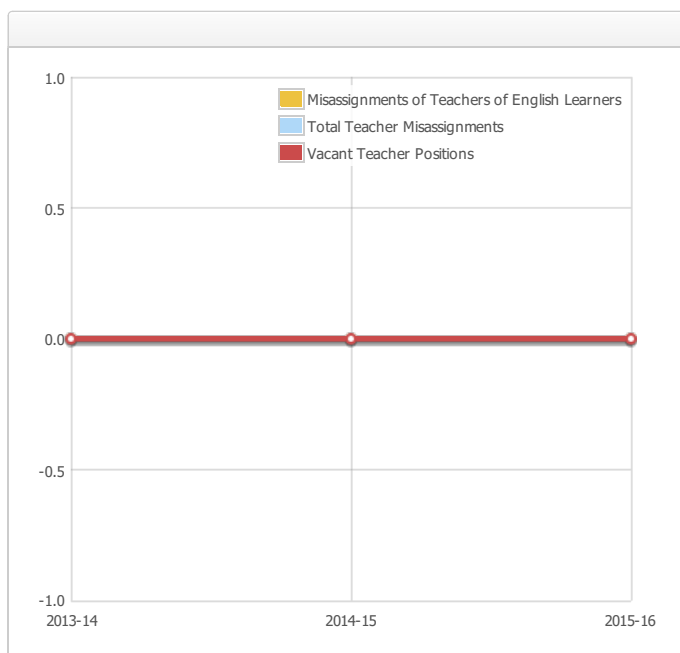
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	50	46	77	
Without Full Credential	0	0	2	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/29/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/29/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	82.0%	18.0%
All Schools in District	88.0%	12.0%
High-Poverty Schools in District	95.0%	6.0%
Low-Poverty Schools in District	82.0%	18.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	As a Charter School, Empire Springs is exempt from the adoption requirement. Empire Springs currently has 0% of students lacking instructional materials.		0.0 %
Mathematics	As a Charter School, Empire Springs is exempt from the adoption requirement. Empire Springs currently has 0% of students lacking instructional materials.		0.0 %
Science	As a Charter School, Empire Springs is exempt from the adoption requirement. Empire Springs currently has 0% of students lacking instructional materials.		0.0 %
History-Social Science	As a Charter School, Empire Springs is exempt from the adoption requirement. Empire Springs currently has 0% of students lacking instructional materials.		0.0 %
Foreign Language	As a Charter School, Empire Springs is exempt from the adoption requirement. Empire Springs currently has 0% of students lacking instructional materials.		0.0 %
Health	As a Charter School, Empire Springs is exempt from the adoption requirement. Empire Springs currently has 0% of students lacking instructional materials.		0.0 %
Visual and Performing Arts	As a Charter School, Empire Springs is exempt from the adoption requirement. Empire Springs currently has 0% of students lacking instructional materials.		0.0 %
Science Lab Eqpmt (Grades 9-12)	As a Charter School, Empire Springs is exempt from the adoption requirement. Empire Springs currently has 0% of students lacking instructional materials.		0.0 %

Last updated: 1/29/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Empire Springs Charter School has two meeting/learning centers that offer academic and enrichment classes for Empire Springs students. These sites also provide space for student meetings, offer scheduled tutorial sessions, and serve as a venue for other student, parent, or staff interactions. Empire Springs offers two different learning center sites (Rancho Cucamonga and Santa Ana), one student resource center, and one book market.

All of the Empire Springs academic centers are used for professional development meetings, testing and resource, special education and language services. All of the facilities are leased, safe, clean and in good repair.

Last updated: 1/29/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: November 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: November 2015

Overall Rating	Good
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Last updated: 1/29/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	46.0%	35.0%	44.0%
Mathematics (grades 3-8 and 11)	30.0%	23.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/20/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	83	66	79.5%	42.0%	21.0%	18.0%	18.0%
Male	83	33	39.8%	36.0%	24.0%	21.0%	18.0%
Female	83	33	39.8%	48.0%	18.0%	15.0%	18.0%
Black or African American	83	2	2.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	83	1	1.2%	--	--	--	--
Filipino	83	2	2.4%	--	--	--	--
Hispanic or Latino	83	15	18.1%	53.0%	7.0%	27.0%	13.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	83	38	45.8%	42.0%	21.0%	18.0%	18.0%
Two or More Races	83	8	9.6%	--	--	--	--
Socioeconomically Disadvantaged	83	23	27.7%	65.0%	17.0%	9.0%	9.0%
English Learners	83	1	1.2%	--	--	--	--
Students with Disabilities	83	5	6.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/20/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	73	61	83.6%	33.0%	20.0%	30.0%	18.0%
Male	73	27	37.0%	41.0%	7.0%	30.0%	22.0%
Female	73	34	46.6%	26.0%	29.0%	29.0%	15.0%
Black or African American	73	1	1.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	73	5	6.8%	--	--	--	--
Filipino	73	2	2.7%	--	--	--	--
Hispanic or Latino	73	15	20.5%	60.0%	7.0%	20.0%	13.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	73	33	45.2%	21.0%	24.0%	30.0%	24.0%
Two or More Races	73	5	6.8%	--	--	--	--
Socioeconomically Disadvantaged	73	24	32.9%	25.0%	21.0%	29.0%	25.0%
English Learners	73	2	2.7%	--	--	--	--
Students with Disabilities	73	4	5.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/20/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	82	75	91.5%	35.0%	28.0%	27.0%	11.0%
Male	82	40	48.8%	35.0%	23.0%	33.0%	10.0%
Female	82	35	42.7%	34.0%	34.0%	20.0%	11.0%
Black or African American	82	1	1.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	82	2	2.4%	--	--	--	--
Hispanic or Latino	82	20	24.4%	40.0%	25.0%	25.0%	10.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	82	48	58.5%	35.0%	31.0%	25.0%	8.0%
Two or More Races	82	4	4.9%	--	--	--	--
Socioeconomically Disadvantaged	82	27	32.9%	48.0%	30.0%	19.0%	4.0%
English Learners	82	3	3.7%	--	--	--	--
Students with Disabilities	82	10	12.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/20/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	82	72	87.8%	31.0%	29.0%	26.0%	14.0%
Male	82	35	42.7%	37.0%	29.0%	23.0%	11.0%
Female	82	37	45.1%	24.0%	30.0%	30.0%	16.0%
Black or African American	82	1	1.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	82	1	1.2%	--	--	--	--
Filipino	82	4	4.9%	--	--	--	--
Hispanic or Latino	82	17	20.7%	41.0%	35.0%	18.0%	6.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	82	44	53.7%	27.0%	30.0%	27.0%	16.0%
Two or More Races	82	5	6.1%	--	--	--	--
Socioeconomically Disadvantaged	82	26	31.7%	38.0%	23.0%	23.0%	15.0%
English Learners	82	1	1.2%	--	--	--	--
Students with Disabilities	82	5	6.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 4 = Standard exceeded

Last updated: 1/20/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	80	72	90.0%	18.0%	28.0%	44.0%	8.0%
Male	80	32	40.0%	25.0%	25.0%	47.0%	3.0%
Female	80	40	50.0%	13.0%	30.0%	43.0%	13.0%
Black or African American	80	1	1.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	80	3	3.8%	--	--	--	--
Hispanic or Latino	80	22	27.5%	27.0%	41.0%	23.0%	5.0%
Native Hawaiian or Pacific Islander	80	1	1.3%	--	--	--	--
White	80	38	47.5%	13.0%	24.0%	50.0%	13.0%
Two or More Races	80	7	8.8%	--	--	--	--
Socioeconomically Disadvantaged	80	28	35.0%	21.0%	21.0%	54.0%	4.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	80	10	12.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/20/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	77	65	84.4%	17.0%	26.0%	42.0%	15.0%
Male	77	32	41.6%	16.0%	31.0%	41.0%	13.0%
Female	77	33	42.9%	18.0%	21.0%	42.0%	18.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	77	1	1.3%	--	--	--	--
Filipino	77	2	2.6%	--	--	--	--
Hispanic or Latino	77	21	27.3%	29.0%	24.0%	33.0%	14.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	77	36	46.8%	14.0%	19.0%	50.0%	17.0%
Two or More Races	77	5	6.5%	--	--	--	--
Socioeconomically Disadvantaged	77	28	36.4%	32.0%	25.0%	32.0%	11.0%
English Learners	77	2	2.6%	--	--	--	--
Students with Disabilities	77	6	7.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/20/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	23	18	78.3%	6.0%	11.0%	44.0%	33.0%
Male	23	9	39.1%	--	--	--	--
Female	23	9	39.1%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	23	1	4.3%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	23	8	34.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	23	8	34.8%	--	--	--	--
Two or More Races	23	1	4.3%	--	--	--	--
Socioeconomically Disadvantaged	23	10	43.5%	--	--	--	--
English Learners	23	2	8.7%	--	--	--	--
Students with Disabilities	23	1	4.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 4 = Standard exceeded

Last updated: 1/20/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	83	66	79.5%	44.0%	24.0%	17.0%	15.0%
Male	83	33	39.8%	39.0%	21.0%	21.0%	18.0%
Female	83	33	39.8%	48.0%	27.0%	12.0%	12.0%
Black or African American	83	2	2.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	83	1	1.2%	--	--	--	--
Filipino	83	2	2.4%	--	--	--	--
Hispanic or Latino	83	15	18.1%	40.0%	27.0%	20.0%	13.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	83	38	45.8%	42.0%	24.0%	18.0%	16.0%
Two or More Races	83	8	9.6%	--	--	--	--
Socioeconomically Disadvantaged	83	23	27.7%	57.0%	30.0%	9.0%	4.0%
English Learners	83	1	1.2%	--	--	--	--
Students with Disabilities	83	5	6.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/20/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	73	61	83.6%	26.0%	46.0%	20.0%	8.0%
Male	73	27	37.0%	30.0%	33.0%	26.0%	11.0%
Female	73	34	46.6%	24.0%	56.0%	15.0%	6.0%
Black or African American	73	1	1.4%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	73	5	6.8%	--	--	--	--
Filipino	73	2	2.7%	--	--	--	--
Hispanic or Latino	73	15	20.5%	47.0%	47.0%	7.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	73	33	45.2%	18.0%	48.0%	24.0%	9.0%
Two or More Races	73	5	6.8%	--	--	--	--
Socioeconomically Disadvantaged	73	24	32.9%	21.0%	46.0%	25.0%	8.0%
English Learners	73	2	2.7%	--	--	--	--
Students with Disabilities	73	4	5.5%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/20/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	82	75	91.5%	49.0%	23.0%	19.0%	9.0%
Male	82	40	48.8%	43.0%	23.0%	25.0%	10.0%
Female	82	35	42.7%	57.0%	23.0%	11.0%	9.0%
Black or African American	82	1	1.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	82	2	2.4%	--	--	--	--
Hispanic or Latino	82	20	24.4%	60.0%	20.0%	20.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	82	48	58.5%	50.0%	21.0%	19.0%	10.0%
Two or More Races	82	4	4.9%	--	--	--	--
Socioeconomically Disadvantaged	82	27	32.9%	56.0%	26.0%	15.0%	4.0%
English Learners	82	3	3.7%	--	--	--	--
Students with Disabilities	82	10	12.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 4 = Standard exceeded

Last updated: 1/20/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	82	72	87.8%	35.0%	36.0%	14.0%	15.0%
Male	82	35	42.7%	31.0%	43.0%	14.0%	11.0%
Female	82	37	45.1%	38.0%	30.0%	14.0%	19.0%
Black or African American	82	1	1.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	82	1	1.2%	--	--	--	--
Filipino	82	4	4.9%	--	--	--	--
Hispanic or Latino	82	17	20.7%	47.0%	41.0%	12.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	82	44	53.7%	34.0%	36.0%	11.0%	18.0%
Two or More Races	82	5	6.1%	--	--	--	--
Socioeconomically Disadvantaged	82	26	31.7%	38.0%	31.0%	12.0%	19.0%
English Learners	82	1	1.2%	--	--	--	--
Students with Disabilities	82	5	6.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 4 = Standard exceeded

Last updated: 1/20/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	80	70	87.5%	34.0%	33.0%	21.0%	11.0%
Male	80	31	38.8%	42.0%	32.0%	19.0%	6.0%
Female	80	39	48.8%	28.0%	33.0%	23.0%	15.0%
Black or African American	80	0	0.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	80	3	3.8%	--	--	--	--
Hispanic or Latino	80	21	26.3%	43.0%	38.0%	19.0%	0.0%
Native Hawaiian or Pacific Islander	80	1	1.3%	--	--	--	--
White	80	38	47.5%	29.0%	34.0%	24.0%	13.0%
Two or More Races	80	7	8.8%	--	--	--	--
Socioeconomically Disadvantaged	80	28	35.0%	32.0%	32.0%	25.0%	11.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	80	9	11.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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Last updated: 1/20/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	77	65	84.4%	48.0%	23.0%	15.0%	14.0%
Male	77	32	41.6%	53.0%	16.0%	9.0%	22.0%
Female	77	33	42.9%	42.0%	30.0%	21.0%	6.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	77	1	1.3%	--	--	--	--
Filipino	77	2	2.6%	--	--	--	--
Hispanic or Latino	77	21	27.3%	71.0%	14.0%	10.0%	5.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	77	36	46.8%	39.0%	25.0%	19.0%	17.0%
Two or More Races	77	5	6.5%	--	--	--	--
Socioeconomically Disadvantaged	77	28	36.4%	64.0%	25.0%	4.0%	7.0%
English Learners	77	2	2.6%	--	--	--	--
Students with Disabilities	77	6	7.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 4 = Standard exceeded

Last updated: 1/20/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	23	18	78.3%	33.0%	39.0%	22.0%	6.0%
Male	23	9	39.1%	--	--	--	--
Female	23	9	39.1%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	23	1	4.3%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	23	8	34.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	23	8	34.8%	--	--	--	--
Two or More Races	23	1	4.3%	--	--	--	--
Socioeconomically Disadvantaged	23	10	43.5%	--	--	--	--
English Learners	23	2	8.7%	--	--	--	--
Students with Disabilities	23	1	4.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- * Level 1 = Standard not met
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Last updated: 1/20/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	54.0%	47.0%	--	74.0%	51.0%	--	60.0%	56.0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/20/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	51.0%
All Students at the School	47.0%
Male	50.0%
Female	45.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	43.0%
Native Hawaiian or Pacific Islander	--
White	50.0%
Two or More Races	--
Socioeconomically Disadvantaged	35.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/20/2016

Career Technical Education Programs (School Year 2014-15)

Current Industry Sectors and Associated Pathways

1. Transportation Industry Sector

The Transportation sector is designed to provide a foundation in transportation services for all industrial technology education students in California. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Aviation and Aerospace Transportation Services, Collision Repair and Refinishing, and Vehicle Maintenance, Service, and Repair. The standards are designed to integrate academic and technical preparation and focus on career awareness, career exploration, and skill preparation in the three pathways. Integral components include classroom, laboratory, hands-on contextual learning, and project- and work-based instruction as well as internship, community classroom, cooperative career technical education, and leadership development. The Transportation sector standards prepare students for continued training, postsecondary education, and entry to a career.

- The Systems Diagnostic, Service and Repair Pathway provides learning opportunities that prepare students for postsecondary education and employment in the transportation industry. This includes, but is not limited to, motor vehicles, rail systems, marine applications, and small engine / specialty equipment. Foundational knowledge and skills are provided through a focus on aviation maintenance and industry support through the following courses.

- CTE Aviation Seminar I provide learning opportunities focused on introductory understanding of tools and technology involved in aviation and small engine repair. A focus is placed on physics with a focus on flight dynamics and engineering design.
- CTE Aviation Seminar II provides high level project based learning on systems diagnostic and repair (to include service) where students apply the theoretical concepts learned in Aviation Seminar I to real world problems. Internships on the airport support this course
- CTE Ground School provides students with basic understanding of aircraft instrumentation, ground and flight safety, and visual inspection of airframes prior to flight. The course has extensive math application for weight distribution, flight plan development, etc.

2. Health Science and Medical Technology Industry Sector

This industry sector provides the academic and technical skills and knowledge students need to pursue a full range of career opportunities in health science and medical technology from entry level to management.

- Health care administrative workers include site administrators, managers, attorneys, receptionists, secretaries, billing and coding specialist, health informatics technicians, accountants, managers, and other knowledge workers that support the process of patient care. Health care administrative workers are the invisible backbone of health care; without appropriately skilled workers in these fields, health care systems could not function. The focus of River Springs Charter School is billing and coding specialists.

- CTE Medical Front Office is designed to teach students the administrative functions of the front desk for any medical office. Students are taught how to intake patients, process payments, perform administrative functions, process paper work, and check out patients.
- CTE Medical Coding focuses on tracking patient services using industry standard software applications to ensure that all services provided are documented for payment by insurance and/or patients.
- CTE Medical Billing teaches student how to bill insurance and patients based on the coding provided – again using industry standard software.
- CTE Medical Terminology teaches student correct medical terms and phrases based on the systems of the human body – circulatory, respiratory, etc.

3. Engineering and Architecture Industry Sector

The Engineering and Architecture Industry Sector is designed to provide a foundation in engineering and design for students in California. Students are engaged in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and career preparation in five pathways. To prepare students for continued training, advanced educational opportunities, and direct entry to a career, the engineering and design programs offer the following components: classroom, laboratory, and hands-on contextual learning; project- and work-based instruction; internship, community classroom, and cooperative career technical education; work experience education; and leadership and interpersonal skills development.

- The Engineering Technology Pathway provides learning opportunities for students interested in preparing for careers in the design, production, and maintenance of mechanical, telecommunications, electrical, electronics, and electromechanical products and systems.

o Courses offered include:

- CTE Engineering Essentials – students learn the engineering design process and are introduced to engineering technologies that include electricity/electronics, solar power, mechanization, force/motion, technical communications, and robotics.
- CTE Electrical and Computer Engineering – developing and communicating electrical and computer system designs to meet product design requirements to include the development of proposals to provide engineering and/or technical support that meet customer needs.
- CTE Mechanical Engineering Design w/CAD – using mechanical engineering design course content to support real-world Computer Aided Drafting project-based learning challenge using SketchUp, SolidWorks and/or student provided CAD software, if desired. This is an articulated course with Mount San Jacinto College.

4. Business and Finance Industry Sector

Persons trained in such fields as accounting, marketing, management, banking, advertising and finance will find that their skills are highly marketable. Students master basic accounting principles and procedures before proceeding to the career path specializations. The specializations emphasize concepts of accounting and finance, including computer applications, taxes, investments, and asset management. Because almost every business organization has an accounting component, students with knowledge of accounting will find that opportunities exist in many other career paths in addition to those in finance and business.

- Students in the Business Management Pathway learn how to design, install, maintain, and use general accounting systems and prepare, analyze, and verify financial reports and related economic information to help make important financial decisions for an organization. Accounting is an essential aspect of every business institution and organization. Analysis of business transactions, preparation of financial statements, and knowledge of accounting systems are critical to all business operations. Employment of accountants and auditors is expected to grow as fast as the average growth rate for all occupations in the future.

- CTE Introduction to Business – and introductory course that provides an overview of all functional areas of business as well as core business concepts relating to organizational structure, finances, ethics, basic economics, and managerial practices.
- CTE Bookkeeping with Lab (Accounting) - a comprehensive course focusing not only on recording of accounting data but using the data to develop financial reports as well as the use of financial reports and accounting data to supervise and manage business sectors.
- CTE Marketing and Advertising - covers the very latest trends in marketing, including green marketing, marketing uses of social media, e-marketing, and global marketing.

5. Arts, Media, and Entertainment Industry Sector

Of all the career industries, the Arts, Media, and Entertainment sector requires perhaps the greatest cross-disciplinary interaction and development because the work in this sector has a propensity to be largely project-based, requiring uniquely independent work and self-management career skills. New technological developments are also constantly reshaping the boundaries and skill sets of many arts career pathways. Consequently, core arts sector occupations demand constantly varying combinations of artistic imagination, metaphoric representation, symbolic connections, and technical skills. Successful career preparation involves both in-depth and broad academic preparation as well as the cultivation of such intangible assets as flexibility, problem-solving abilities, and interpersonal skills. Careers in the Arts, Media, and Entertainment sector fall in three general pathways: Media and Design Arts, Performing Arts, and Production and Managerial Arts. The foundation and pathway standards make explicit the appropriate knowledge, skills, and practical experience students should have to pursue their chosen profession through whatever course of postsecondary, collegiate, and graduate training or apprenticeship it may require.

Learning the skills and knowledge for creating, refining, and exhibiting works of art promotes teamwork, communication, creative thinking, and decision-making abilities—all traits needed to function successfully in the competitive and media-rich twenty-first century. Through the manipulation of sight, sound, and motion, those choosing a pathway from this sector reach out in unique ways to enhance the quality of life for those around them.

- The Media and Design Arts Pathway includes those occupations that use tools and material as the primary means of creative expression. This career pathway requires the development of knowledge and skills by which individuals are able to express them self through manipulation of physical objects.

o Courses offered include:

- Introduction to Photography P - This is a beginning photography course. No prior knowledge of photography is needed or expected. Students will learn basic photographic principles relevant to digital photography as well as beginning digital techniques. The class will also stress image composition. The purpose of this class is to learn how to create photographs with technical and aesthetic quality.
- CTE Digital Imaging/Photoshop - This course introduces students to the field of digital imaging and electronic photographic manipulation using Adobe Photoshop. Emphasis is placed on developing strong software and digital imaging skills plus reinforcement of design and creative skills. This will be accomplished through a series of progressively challenging assignments, which mirror professional studio projects.
- CTE Interactive Publishing – This course focuses on the development of professional documents using a combination of photography, digital imaging, photoshop, page lay-out, document formatting, and production.

- The Performing Arts Pathway focuses on the direct creation of art and entertainment by the individual artist instead of through a secondary physical medium. Performing artists are themselves the medium of creative expression.
- o Courses offered include:

- Introduction to Photography P - This is a beginning photography course. No prior knowledge of photography is needed or expected. Students will learn basic photographic principles relevant to digital photography as well as beginning digital techniques. The class will also stress image composition. The purpose of this class is to learn how to create photographs with technical and aesthetic quality.
- CTE Digital Imaging/Photoshop - This course introduces students to the field of digital imaging and electronic photographic manipulation using Adobe Photoshop. Emphasis is placed on developing strong software and digital imaging skills plus reinforcement of design and creative skills. This will be accomplished through a series of progressively challenging assignments, which mirror professional studio projects.
- CTE Interactive Publishing – This course focuses on the development of professional documents using a combination of photography, digital imaging, photoshop, page lay-out, document formatting, and production.

- The Performing Arts Pathway focuses on the direct creation of art and entertainment by the individual artist instead of through a secondary physical medium. Performing artists are themselves the medium of creative expression.

o Courses offered include:

- CTE Introduction to Theatre - Gives students a broad based survey of theatre arts; instills an appreciation of theatre; explores professional aspects of the theatre.
- CTE Beginning Acting – Scene Study - This beginning course introduces the beginning student to acting and scene development. It begins by developing concentration and characterization through the development of role playing in the performance of scenes from plays and novels.
- CTE Improvisation Through Dance and Theater – Students develop creativity through the use of improvisation, pantomime, monologues and directing based on high school literature.

6. Education, Child Development, and Family Services Industry Sector

The Education, Child Development, and Family Services sector provides students with the academic and technical preparation to pursue high-skill, high-demand careers in these related and growing industries. The sector encompasses four distinct, yet interrelated, career pathways: Child Development, Consumer Services, Education, and Family and Human Services. The Child Development pathway provides students with the skills and knowledge they need to pursue careers in child care and related fields, and the Education pathway emphasizes the preparation of students to become teachers. The Consumer Services pathway gives students the employment and management skills needed in careers that involve helping consumers. The Family and Human Services pathway provides students with skills needed for careers related to family and social services. The standards are designed to integrate academic and career technical concepts. The anchor standards include Consumer and Family Studies comprehensive technical knowledge and skills that prepare students for learning in the pathways. The knowledge and skills are acquired within a sequential, standards-based pathway program that integrates hands-on projects, work-based instruction, and leadership development—for example, through FHA-HERO, the California affiliate of Family, Career and Community Leaders of America (FCCLA). Standards in the Education, Child Development, and Family Services sector are designed to prepare students for technical training, postsecondary education, and entry to a career.

- The Child Development pathway is designed to prepare students to pursue a career in the field of child care and development for infants, toddlers, and

young children. Students study child growth and development, safety and emergency procedures, nutrition and health practices, positive interaction and guidance techniques, learning theories, and developmentally appropriate practices and curriculum activities. Students apply this knowledge in a variety of early childhood programs, such as child development laboratories, public and private preschools, family day care settings, and recreational facilities. Students completing the program may apply for the Child Development Assistant Permit from the California Commission on Teacher Credentialing.

o Courses offered include:

- CTE Child Development – Students are introduced to the myriad of different developmental stages that children go through, beginning with early pregnancy up to adolescence. The first few years of a person’s life are their formative years- the years in which a person sets the foundations for their future life. The purpose of the course is to gain an understanding of the growth and development that children go through.

Last updated: 1/29/2016

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	35.0%

Last updated: 1/29/2016

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	4.1%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

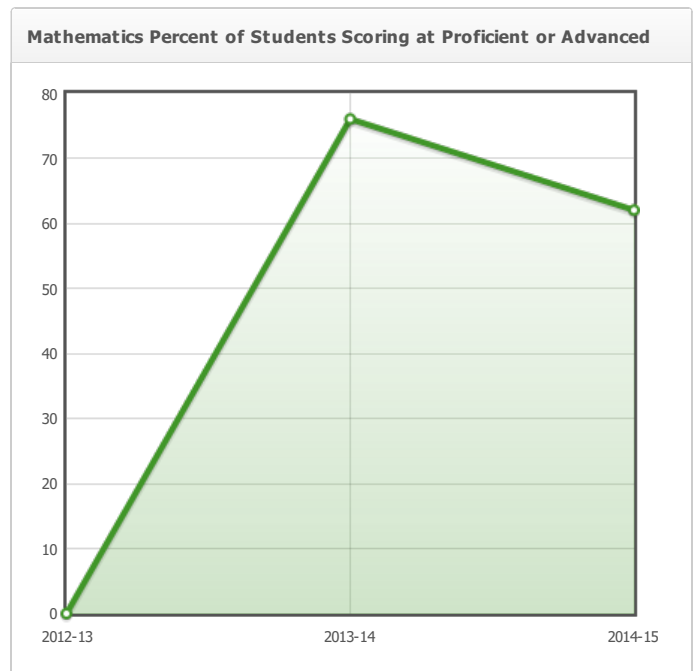
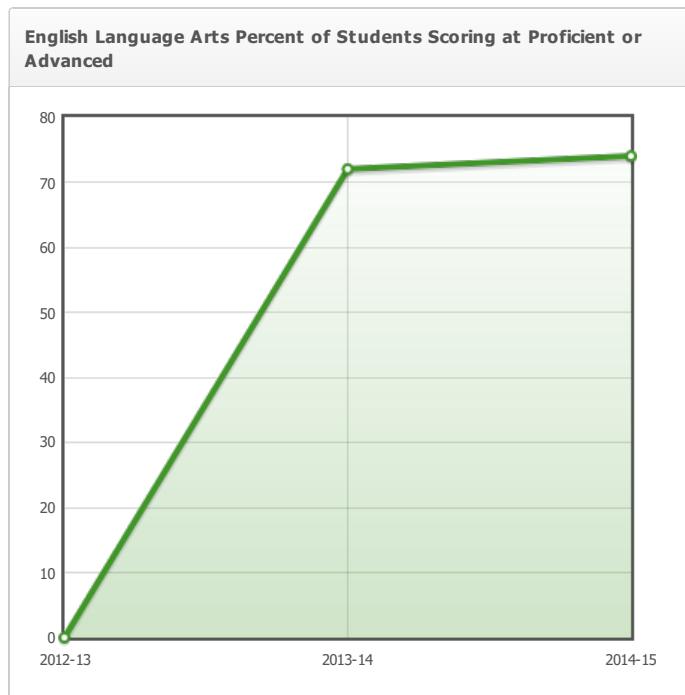
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	72.0%	74.0%	68.0%	70.0%	45.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	76.0%	62.0%	49.0%	70.0%	41.0%	60.0%	62.0%	59.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/29/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if**applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	55.0%	20.0%	24.0%	59.0%	28.0%	13.0%
All Students at the School	26.0%	33.0%	41.0%	38.0%	41.0%	21.0%
Male	33.0%	33.0%	33.0%	38.0%	46.0%	15.0%
Female	20.0%	33.0%	47.0%	38.0%	38.0%	25.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	18.0%	29.0%	53.0%	39.0%	39.0%	22.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	27.0%	55.0%	18.0%	36.0%	64.0%	0.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/29/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.2%	31.5%	38.9%
7	16.0%	32.0%	32.0%
9	50.0%	28.6%	21.4%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/29/2016

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

At Empire Springs Charter School (ESCS), our core mission is centered on parent involvement and personalized learning for each student. A variety of strategies are used to encourage parental and community involvement with the teaching and learning process. ESLRs are inherent in the opportunities that ESCS students participate in, especially using the community as the classroom.

Homeschool students have many options for field trips including Tolerance Museum, Aquarium of the Pacific, EdFly (indoor sky diving), Science Center, Riley's Farm, Western Center for Archeology and Paleontology, Science Camp, Sam Maloof Museum, LA County Fair, Living Desert, Aquarium of the Pacific, Indian Canyons, Renaissance Fair and the Ocean Classroom. We have a wide range of vendors providing educational opportunities for our students. Our field trip coordinator arranges ongoing group and reduced cost trips are available school-wide.

Empire Springs students participate in their local communities in a variety of ways with regular involvement in community fundraisers and events. Our students use community resources as an extension of the classroom and celebrate with the members of their particular community.

Our students participate in competitions such as California History Day, Science Fair, Spelling and Bee at all state levels, Karate competition at all state levels, Robotics and Lego League.

At Empire Springs, our teachers are the first step in effectively involving the parents and community as active partners in the teaching/learning process. We offer a wide range of educational opportunities for parents including monthly in-services for Homeschool parents, workshops, notification of community events, high school outreach, and networking opportunities.

We have a variety of communication strategies used to ensure involvement of parents and the community such as online community connection resources, Daily Refreshments with teaching tips, telecommunications, newsletters at the school and local levels, school advisory council meetings, PTSO meetings, Governing Board meetings, and RTI collaborative communication process between parents and staff to address individual student achievement.

Non-English speaking parents are involved in ELAC, PTSO, and as parent volunteers. We provide translators for school-sponsored events, parent-teacher conferences, and for communication between school and home. Our certificated staff is credentialed in CLAD or SDAIE teaching strategies to provide ELD support to our EL students. We also have bilingual teachers, ESes and counselors to serve our non-English speaking parents.

ESCS produces a monthly Internal News Bulletin for its staff and hosts an annual curriculum conference for staff and Homeschool parents. The conference provides opportunities for networking, previewing curriculum from our vendors, engaging in hands-on workshops and listening to guest speakers addressing topics in education.

State Priority: Pupil Engagement

Last updated: 1/29/2016

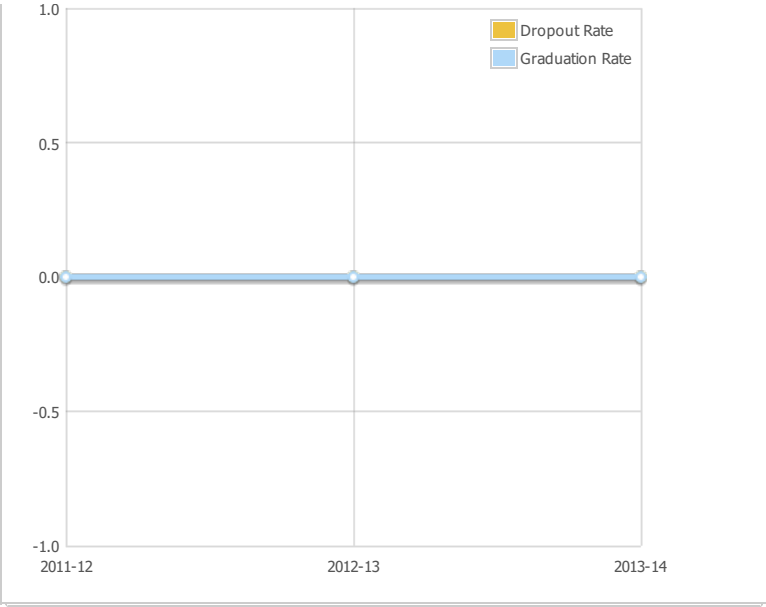
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	88.10	91.70	85.10	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/29/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	--	102	84
Black or African American	--	88	76
American Indian or Alaska Native	--	0	78
Asian	--	0	92
Filipino	--	50	96
Hispanic or Latino	--	107	81
Native Hawaiian or Pacific Islander	--	0	83
White	--	103	89
Two or More Races	--	150	82
Socioeconomically Disadvantaged	--	96	81
English Learners	--	0	50
Students with Disabilities	--	57	61
Foster Youth	--	--	--

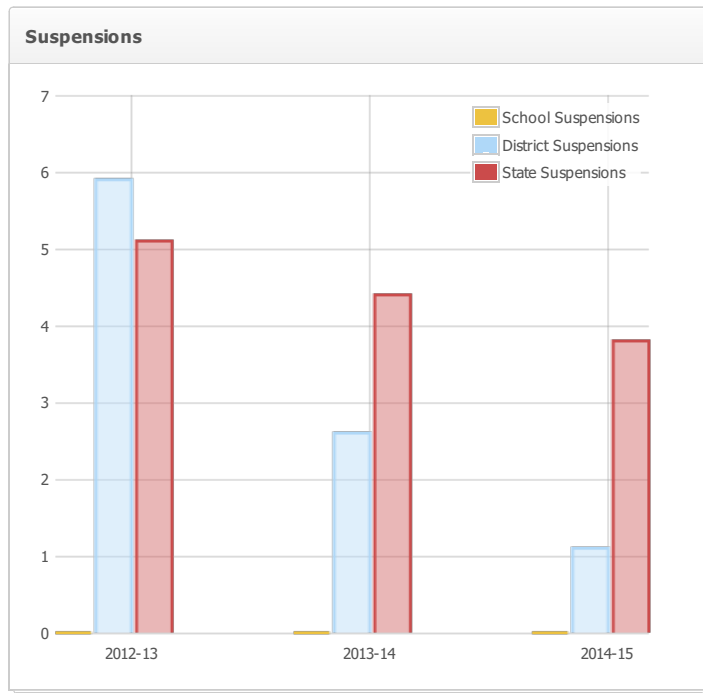
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	0.0	0.0	5.9	2.6	1.1	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1



Last updated: 1/29/2016

School Safety Plan - Most Recent Year

Empire Springs has a comprehensive safety plan. For the current school site safety plan, please contact our Human Resources Department.

Last updated: 1/29/2016

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	
Met Participation Rate - English Language Arts	No	No	
Met Participation Rate - Mathematics	No	No	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate	Yes	Yes	
Met Graduation Rate	N/A	N/A	

Last updated: 1/29/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	--

Note: Cells with NA values do not require data.

Last updated: 1/29/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/29/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/29/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.6	1188.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	0.6	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/29/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6988.5	\$1105.4	\$5883.1	\$52500.0
District	N/A	N/A	\$5883.1	\$52500.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$5348.0	\$59180.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/29/2016

Types of Services Funded (Fiscal Year 2014-15)

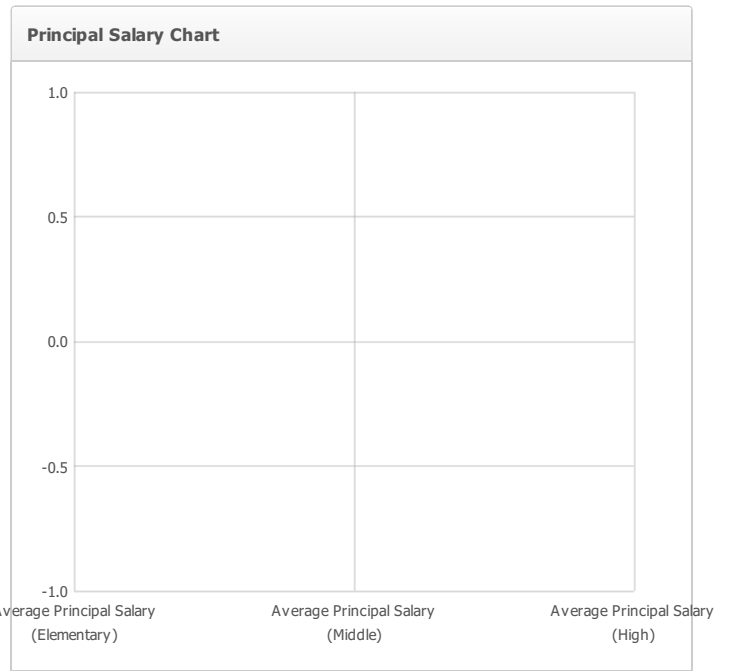
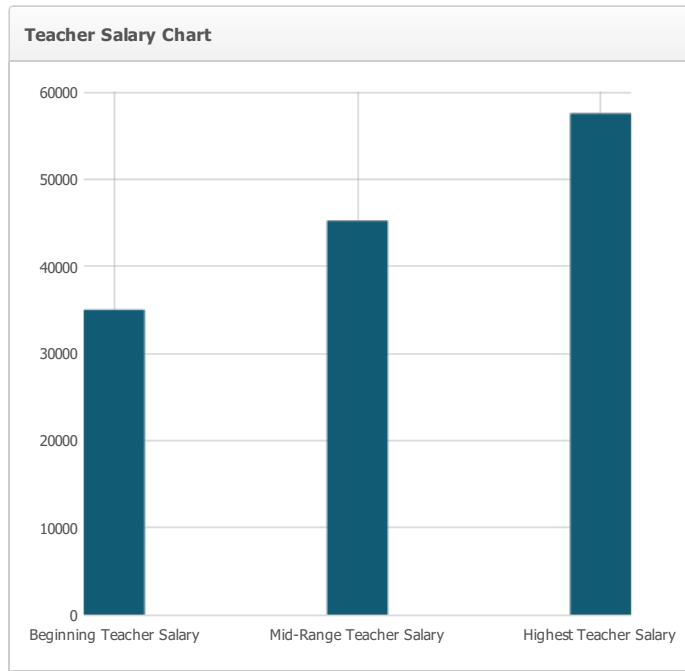
Empire Springs Charter School is a fully-functioning public charter school. We supply all services necessary for students including, but not limited to: Special Education (IEP), 504 Plans, and other student support necessities.

Last updated: 1/29/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,000	\$39,948
Mid-Range Teacher Salary	\$45,220	\$57,401
Highest Teacher Salary	\$57,540	\$73,183
Average Principal Salary (Elementary)	--	\$94,578
Average Principal Salary (Middle)	--	\$97,400
Average Principal Salary (High)	--	--
Superintendent Salary	\$188,452	\$112,657
Percent of Budget for Teacher Salaries	44.0%	35.0%
Percent of Budget for Administrative Salaries	7.0%	7.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/29/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science	1	N/A
Social Science	2	N/A
All Courses		0.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/29/2016

Professional Development – Most Recent Three Years

Empire Springs Charter School has set aside 10 days during each school year for training and professional development of teachers. We launch each new school year with a two day conference in August full of workshops and training for every employee group: Homeschool, Academy, and Admin Support Staff. Additionally, the faculty and staff meet at their school site for more training and development for 2 days just prior to the first day of school. Five more days are dispersed throughout the school year (generally, 3 in the first semester and 2 in the second) for additional professional development opportunities. Empire Springs conducts a training program for newly hired staff called CORE. This 5 day training involves 2 days of introduction to the philosophy and culture of our unique school. The final three days consist of job specific training.

Last updated: 1/28/2016